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Ahmed Salhi University Centre,Naama.,

Department of Foreign Language

Section of English

The Implementation of Multiple Intelligences Theory in EFL Classrooms:

Case Study of

3rd Year EFL Students at "Ahmed Salhi" University Centre, Naama.

Dissertation Submitted to the Department of Foreign Languages as a Partial Fulfillment of the Requirement of the Degree of Master in Applied Linguistics

PRESENTED by: Ms.Imane.Boufeldja **SUPERVISED by:** Mrs.Bekhta.BELAID

BOARD OF EXAMINERS

Ms.Hayat.BAGUI	Chairperson
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Academic year: 2016/2017

Declaration

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Name of the student:

Miss: Imane Boufeldja

Date

Signature:

.

Dedication

I dedicate this dissertation to my family and many friends

A special feeling of gratitude goes to my loving mother and kindest father for their support, love and encouragements. There is no way I could be here today without everything you did to me

To my beautiful sister and my dearest brothers for being always there

To my fiancé who supported me and reassured me especially during those moments when I was ready to give up, I can never thank you enough

I also dedicate this work to my grandmother for her invaluable prayers for me

Finally this work is dedicated to all those who believe in the value of knowledge

IMANE

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Abstract

One current interesting topic in the field of education is the theory of MI (multiple intelligences) that came with the idea that there are multiple ways for learners to learn. The aim of this research work is to investigate the application of this theory in EFL (English Foreign Language) classrooms in Ahmed Salhi University Centre. It also aims at raising teachers' awareness of this theory, its application and importance. To achieve the settle objectives, two research instruments were used for collecting data: a questionnaire for teachers and classroom observation in order to realize valid and reliable results. The findings indicate that even though some teachers have never heard about the multiple intelligences theory they do apply it unintentionally in their classrooms addressing all the eight intelligences, using some types more than others depending on the module and the lesson. On the other hand, the few teachers who know the theory and apply it find it to be a very important one and its application is very helpful in facilitating their job.

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List of Abbreviations and Acronyms

EFL: English Foreign Language

FL: Foreign Language

IQ: Intelligence Quotient

LMD: License/ Master/ Doctorate

MI: multiple intelligences

MIT: Multiple Intelligence Theory

SAT: Scholastic Assessment Test

SB: Stanford-Binet

General Introduction

The MI theory was introduced by Horward Gardner 25 years ago, through the years it became the interest of many educators, since it proposed the idea that individuals posses eight intelligences and not only the linguistic and logical-mathematical ones that learners are traditionally tested based on them, but still in some parts of the world, the benefits of this theory are not realized and both teachers and learners awareness about it is absent.

The objective of this research is to investigate the application of MI theory in Ahmed Salhi University Centre and raise teachers' awareness about it, its application and its importance in the field of education.

Therefore, the overarching question for this research study is "**to what extent is the theory of MI applied in EFL classrooms?**" As a result, it is worth mentioning that from this problematic, two sub-questions are emerged:

1. What are the teachers' perceptions of MI theory and its application in the classroom?
2. Are all the intelligences suggested by Gardner used as often in the classroom?

Trying to answer these questions, the following hypotheses are put forward:

1. The MI theory is applied in EFL classrooms in Ahmed Salhi University Centre from time to time.
2. Teachers believe that this theory is important and its application may enhance the learning/teaching process.
3. Some intelligences are used more often than others.

Thus, this investigation is divided into two chapters:

The first chapter contains the literature review of the research describing the theory of MI, its types, application and goals found by researchers.

While the second chapter elucidates the methodology and procedures of data collection and presents them quantitatively and qualitatively. It also displays the results of the research, data analyses and discuss the findings accordingly.

The findings of this research will give teachers an idea about the theory and its application in the EFL classrooms.

Chapter One

Chapter one

Multiple intelligences in EFL teaching

1.1. Introduction

1.2. Definition of Intelligences

1.2.1 IQ Tests

1.3. Multiple Intelligences Theory

1.3.1 Types of MI

1.3.1.1. Linguistic Intelligence

1.3.1.2. Interpersonal Intelligence

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1.3.1.6. Bodily-Kinesthetic Intelligence

1.3.1.7. Naturalist Intelligence

1.3.1.8. Spatial Intelligence

1.4. The Goals of MI Theory

1.5. The Application of Multiple Intelligences Theory in the Classroom

1.6. The Application of Multiple Intelligence Theory to ELT

1.7. Conclusion

1.1. Introduction:

The present chapter aims at introducing the reader to the theory of multiple intelligences by explaining each intelligence presented in the theory, shedding light on its application in the classroom and importance in language teaching. Numerous researchers' studies will be mentioned and quoted as solid guidelines.

1.2. Definition of Intelligence:

The term intelligence has been given different definitions in different societies. Gardner (1999:4) states that the ancient Greeks consider the intelligent person with his physical ability, rational judgment and virtuous behavior, whereas for Romains they valued courage and for china, skills in music…

According to Walters and Gardner (1988:166) intelligence is "**An ability or set of abilities that permits an individual to solve problems that are of consequences in a particular cultural setting**". They consider intelligence as the skill and potential for solving problems in different situations.

Gardner (1999:2) mentions that Francis is one of many psychologists who emphasize that the human intelligence is inherited and can be measured, so in the 90th century he came with some IQ (Intelligence Quotient) tests before the famous IQ test was developed.

1.2.1. IQ Tests:

One famous IQ test was developed and presented by the French psychologist Alfred Binet in 1906 and got modified in 1920-30 to suit the American society became later known as the Stanford-Binet IQ test (Gardner 1999:12)

He also mentions that this IQ test was widely used in the USA for the need of identifying if children have some disabilities in learning or they were gifted (Gardner 1999:18). Not only the SB (Stanford-Binet) IQ test that was used to measure intelligence but some others were also developed and used like the scholastic assessment test (SAT) which was similar to the IQ test (ibid 1999:3)

Concerning the validity of these tests Gardner states that:

> **So long as these tests continue to do what they were supposed to do- that is yield reasonable predictions about people success in school, it did not seem necessary or prudent to probe too deeply into their meanings or to explore alternative views of what intelligence is or how it might be assessed** (Gardner 1999:13)

According to him, IQ tests are used only for predicting academic achievement and success while no real meaning to intelligence or how intelligent a person is was given.

To some point the IQ tests were criticized by many psychologists among them Snider who says that, "**Gradually, the instrument that once seemed miraculous was beginning to be vulnerable to scruting**" (Snider 2001:55)

Since these tests when applied in education could predict the child's progress in school but not in real life they started losing their validity.

1.3. Multiple Intelligences Theory:

Horward Gardner who also questioned the IQ test proposed a new theory (named the theory of multiple intelligences) for the need of reaching a better understanding of how cognitive individual differences can be developed. This theory stands on the idea of each human has a unique different intelligence profile and this profile is formed from a combination of all the identified intelligences with different degrees of each, i.e., a person can have some intelligences that are stronger than others.

He states that, "**In its strong form, MIT posits a small set of human intellectual potential perhaps as few as seven in number, of which all individuals are capable by virtue of their membership in the human species**" (Gardner 1983:278)

Gardner claims that, "**no two people have exactly the same intelligence in the same combination**" (1999:45). Since this combination is effected by genetic and environmental factors.

1.3.1. Types of Intelligences

In his book *frame of mind* (1983) professor Horward Gardner has identified seven intelligences (linguistic, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal and intrapersonal) with a detailed description and examples of professionals who are strong in each intelligence. Later on in 1999, an eighth intelligence was also added by him in his book *intelligence reframed* named naturalist. He also concedes that there is evidence for "existential intelligence" but this later is still being questioned by many researchers if it has been added to the theory or not.

1.3.1.1. Linguistic Intelligence:

Also called word smart, has been precisely defined by Armstrong as

> **The capacity to use words effectively whether orally (as a story teller or politician) or in writing (as a poet, editor or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics of meaning of language and the pragmatic dimensions or practical uses of language, some of these uses include rhetoric (using language to convince others to make a specific course of action), mnemonics (using language to remember information) explanation and metalanguage (using language to talk about itself)** (Armstrong 1994:02)

Armstrong assumes that people with linguistic intelligence are able to use language effectively in speech and writing and express themselves rhetorically and poetically respecting language patterns in the same context.

Lazear (1993:15) believes that this intelligence is involved in any use of metaphor, similes and analogies and, of course, in learning proper grammar and syntax in speaking and writing.

Thus, linguistic intelligence is considered as the ability to understand the meaning of words, sounds and the different functions of language.

1.3.1.2. Interpersonal Intelligence

In his detailed definition, Armstrong states that interpersonal intelligence is:

> **The ability to perceive and make distinctions in the moods, intentions, motivation and feelings of other people. This can include sensitivity to facial expressions, voice and gestures; the capacity for discriminating among many different kinds interpersonal cues and the ability to respond effectively to those cues in some pragmatic way (to influence a group of people to follow a certain line of actions)** (1994:3)

In these lines Armstrong believes that people with this type of intelligence can read others' reactions and know how they are feeling by their tone of voice or body language in one hand and with the ability to interact and get along with those people quickly and easily either by working, helping or just being around others on the other hand i.e., the ability to understand and communicate well with others and play the role of the leader and this type can be seen in teachers, politicians and actors.

1.3.1.3. Intrapersonal Intelligence

According to Armstrong, intrapersonal intelligence is:

> **Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture on oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments and desires and the capacity for self-discipline, self-understanding, and self esteem** (1999:3)

The main idea that can be shown from this definition is that people with intrapersonal intelligence are aware of one's own weaknesses and strengths, abilities, fears and desires with the use of this information in making life decisions with a sense of independence and finding a pleasure in working on oneself by oneself. As stated by Gardner (2006:17) intrapersonal intelligence is the internal aspects of a person among which one's own feelings range of emotions… are labeled as a means of understanding and guiding one's own behavior, i.e., dealing with the individual self by knowing one's feelings and motivations. This type can be seen in therapists, psychologists and philosophers.

Gardner (1999:43) considers the interpersonal and intrapersonal intelligences as "the personal intelligence" and he states that these intelligences are the most controversial ones since they are born of each other and neither intelligence can be developed without the other (Garner 1983:241)

1.3.1.4. Musical Intelligence:

This type is defined by Armstrong as:

> **The capacity to perceive (as a music aficionado), discriminate (as a music critic), transform (as a composer) and express (as a performer) musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody and timbre or tone of a musical piece** (1994:3)

Armstrong gave some of the capacities that a person with musical intelligence may demonstrate. He (a person with this intelligence) is likely to transfer and receive information through sounds, songs and creating or manipulating music and remembering sounds that others might miss. In its simplest definition, Christon (1996:11) says that this intelligence involves the ability to express emotions and feelings through music showing sensitivity to rhythm, pitch and melody.

1.3.1.5. Logical-Mathematical Intelligence:

According to Armstrong (1994:2) this intelligence is the capacity to use numbers effectively (as a mathematician, tax accountant or statistician) and to reason well (as a scientist, computer programmer or logician). This intelligence includes sensitivity to logical patterns and relationships, statements an propositions (if-then), functions and other related abstractions. The kinds of processes use in the service of logical-mathematical intelligences include: *categorization, classification, inference, generalization, calculation an hypothesis testing*.

He believes that people of this type of intelligence are the best in calculating and including numerical patterns in their work, where numbers, predictions and scientific investigations are made and used.

This intelligence is considered to be one of the most effective and important intelligence that students might posses since according to Gardner (1999:42) having a blend of linguistic and logical-mathematical intelligence is no doubt a blessing for students and anyone else who must take tests regularly

1.3.1.6. Bodily-Kinesthetic Intelligence:

Gaffeney (1995:7) defines this intelligence by giving the example of "**Children who cannot sit still for song, those who are well coordinated or those who need to touch things in order to lean**". He believes that the best example of a person with bodily-kinesthetic intelligence is that one who learn better by doing rather than watching and solve problems using his body, also uses movements and gestures to express his thoughts, ideas and emotions.

1.3.1.7. Spatial Intelligence:

Also known as visual was defined by Armstrong (1994:6) as the capacity to think visually, orient oneself spatially, sees the visual-spatial world clearly and to execute transformations on one's initial perceptions. Armstrong argues that this intelligence deals mainly with the concrete world since he sees that people with this intelligence are able to create mental images or use graphics, drawings and visual aids in order to solve problems or to learn, it involves "**The sensitivity to form, space, color, line and shape**" (Christon 1996:11)

1.3.1.8. Naturalist Intelligence:

Gardner (2006:19) considers a person with this intelligence to be "**Keenly aware of how to distinguish the diverse plans, animals, mountains or cloud configurations in their ecological niche**".

This type was added by Gardner to his original seven in 1996, where he sees this intelligence as the ability to recognize plants, animals and other parts of the environment like clouds an rocks. Thus a learner with this type can learn best by using the environment and going on trips to learn about animals and plans.

1.4. The Goals of MI theory:

According to Viens (1999:3) most MI based programs have been initiated to address these goals:

1. Creating opportunities for students across a range of intelligences
2. Giving students many opportunities in areas of strength
3. Creating a learner-centered education by addressing students' strength

This theory as any other was tested by many educators and teachers and found to be useful and effective.

Komhaber (2004:.22-24) lists many reasons among them:

1. MI theory explains what teachers see in their learners that is differences in learning strengths and weaknesses.
2. Some of the MI theory practices are already adapted by teachers as for example hand-on activities.
3. MI gives the opportunity to teachers to organize and explain their practice.
4. It helps teachers understand why some methods work for some students and not for others.

1.5. The Application of MI Theory in the Classroom:

Horward Gardner when presented the theory in his book, he addressed his colleagues and other psychologists' interest but surprisingly, the theory became of interest among teachers and educators.

Armstrong (2000:1) assumes that "**MI theory facilitates effective learning if a teacher is having difficulty reaching a student in the most traditional linguistic or logical way of instruction**"

He emphasizes that a teacher can change the way of teaching using the MI theory if the traditional ways are no more effective. He also believes that MI theory helps educators to choose the most effective ways of teaching and learning away from the traditional common methods that ware and are still used in many educational systems.

Stanford (2003:82) states that "**MI theory provides an avenue for accomplishing what good teachers have always done: reach beyond the text to provide varied opportunities for students to learn**". He believes that this theory is moving from the traditional learning where everything is predictable; reading a text, answering questions and make test and exams to get grades (and between all this, learners can only be passive) to the cooperative learning, hand-on activities and visual demonstrations… to a learner-centered rather than a teacher centered.

The MI theory adaptors also emphasize on the need to change assessments from paper and pencil to more performance since according to Stanford (2003:84) "**They should be focused on reaching the learner's full potential**"

1.6. The Application of MIT to ELT:

Po-Ying (1999:10) shows in his work the way this theory can be applied to ELT by listening four steps:

1. List all activities used in the classroom and categorize each of them to the suitable and convenient type of intelligence.
2. Before making a lesson plan and deciding the activities that go with it, some factors should be taken into consideration as student's needs, strengths, levels… on one hand, and the teacher's multiple intelligences profile and his teaching style on the other hand.
3. Using an ELT ML checklist once a month or twice to keep track of what types of activities related to what intelligences are done in the classroom.
4. Analyzing the checklist and avoiding the use of activities that include all the intelligences in one lesson.

1.7. Conclusion:

In this chapter, the focus was, in fact, on the theoretical part of the theory of multiple intelligences and its types and application in the classroom in general and to ELT in particular. It attempted to shed light on the definition of this theory, its importance and goals and the strategies found by researchers to deal with it and apply it.

The literature of this chapter aims at building up the foundations to test the research questions in the next practical chapter, where some suggestions and recommendations are proposed to teachers to deal with this theory.

Chapter Two

Chapter Two: Practical Framework: Data Analyses and Results

2.1. Introduction

2.2. Education and ELT situation in Algeria

2.3. Description of Foreign Language Department at Naama University Centre

2.4. Sample of Population

- 2.4.1. Teachers Profile
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2.5. Data Collection Phase and Research Design

- 2.5.1. Description of Teachers Questionnaire
- 2.5.2. Classroom Observation

2.6. Data Analyses

- 2.6.1. Teachers Questionnaire Analyses
- 2.6.2. Classroom Observation Analyses

2.7. Data Interpretation

2.8. Suggestions and Recommendations

2.9. Conclusion

2.1. Introduction

This chapter is the practical aspect of the theoretical framework resulting from the literature review presented in chapter one. Its purpose is to shed light on the application of the MI theory in EFL classrooms in Ahmed Salhi University Centre. It also provides information about the intelligences that are used in the classroom more often and the teachers' perceptions towards it. Data are generally collected through questionnaires and classroom observation.

2.2. Education and ELT Situation in Algeria

The Algerian educational system went from teaching only French to teaching Arabic and later on it included different foreign languages. One of these languages is English since this latter has become dominant language on globe.

Like the rest of the world, Algeria is well aware of such key role especially the importance of English dominating communication in development that is seeking and enjoying greater opportunities for realizing benefits in terms of participation, education and partnership. In her educational charter (1976), she considers English as, "**A means to facilitate a constant communication with the world, to gain access to modern sciences, modern technologies, and to foster creativity in its universal dimensions".**

Similarly, Zughoul argues that:

> **In Arab North Africa, and despite the fact that French has had a strong foothold in Tunisia, Algeria and Morocco, it has been retreating and loosing a lot of ground to English. In fact the tendency of what can be termed a shift from French to English in these countries cannot be cancelled** (2003:122)

In these lines, Zughoul believes that even though French is considered as a language of instruction in Algeria, the use of English at all levels of education is not denied especially in universities where English language is introduced as a main subject at the English department or as an additional module in other departments as: physics, biology, medicine, arabic, literature .....and so forth.

In the 2004/2005 academic year, the higher education system of Algeria introduced the LMD reform which is a new university system .It is used in the Executive Decree 04-371 of November, 21st 2004. In the same context, Lakhal Ayat states**:**

> **Initially in the Anglo-Saxon countries, it (the LMD) is spreading nowadays everywhere, and Algerian authorities decided to apply it in partial replacement of the current system. This degree changes the length of the studies, too: it reduces the degree from four to three years, the instructors want to deploy it aiming at students motility an recognition of the degree in every in every part of the country an even abroad** (2008:117)

The LMD designed three main grades:

- The license, granted after three years of study
- Master's degree conferred after two years of study
- The doctorates conferred after the completion of research for at least three years and defending a thesis

2.3. Description of FL Department at Naama University Centre:

"Ahmed Salhi" is one Algerian university centre that include foreign language department. One of the foreign languages is English language, where two grades exist: the license degree and the master's degree. Different modules are taught depending on the degree and the year, among these modules there is: literature, civilization, linguistics, phonetics, oral expression, TEFL and so forth.

At this department, 90% of teachers are full time teachers who hold either Magister or PhD degree, 10% of teachers are part time teachers who hold master in English.

2.4. Sample of Population:

The informants were EFL teachers and learners from Ahmed Salhi University Centre in Naama. They were randomly selected to respond to the research instruments addressed to them. Third year level classrooms are the main focus of this study, both groups were observed and all the teachers in the department of English Language were asked to answer the questionnaire However, from larger

population the researcher have dragged a sample population of sixty students .In fact the respondents have been randomly chosen to represent the whole population because all of them had the same chance from being there.

2.4.1. Teachers' Profile

The case involves all the teachers of English who are working or have worked with third year students. There are about twenty teachers, their experience ranges between one year and twenty five years, most of them are females, the purpose behind choosing all the teachers in the department is to gather more information about the different perceptions of teachers towards this theory.

2.4.2. Learners' Profile

The students involved in this study are Third year LMD students at Naama University centre. They were sixty students from two groups. They are enrolled during the academic year 2016-2017.The students age in this research work ranges between 21 and 25 years. The reason behind choosing 3rd year LD students, is because the fact that their teachers are already familiar with the learners since they do teach them since the first year, and they know their learners strengths and weaknesses.

2.5. Data Collection Phase and Research Design

The collection of quantitative and qualitative data was by using a questionnaire for EFL teachers since they are the target population and classroom observation.

2.5.1. Description of Teachers' Questionnaire

In many research works, the questionnaires are considered to be the main tools for gathering data. According to Brown (2001:6)"**Any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers**".

Sixteen questionnaires were given to EFL teachers in Ahmed Salhi University Center, where eight questions were presented (see appendix A). This questionnaire contains three types of questions: close-ended questions, open-ended questions and a mixed of both.

2.5.2. Classroom Observation:

It is a necessary research instrument that can provide data about teachers' and students' attitudes in the classroom. In fact, it is a very objective tool that provides specific identifiable behavior.

In this research, the observer is a non-participant using a structured checklist (see appendix B), where the focus is on the intelligences used in the classroom and which are used more often than others.

2.6. Data Analyses

In the data analyses phase, the teacher' questionnaire and classroom observation will be analyzed. The findings will be presented in charts and graphs, each with its description and discussion.

2.6.1. Teachers' Questionnaire Analyses:

The questionnaire was given to sixteen teachers in the department of English in Ahmed Salhi University Centre. Ten questionnaires were collected back. The questionnaire consisted of two parts:

The first part included one question concerning the teachers' experience. The table below illustrates the answers:

Number of teachers	Teaching experience
1	25 years
1	10 years
3	07 years
3	06 years
1	05 years
1	01 year

Table 2.1. Teachers' Teaching Experience

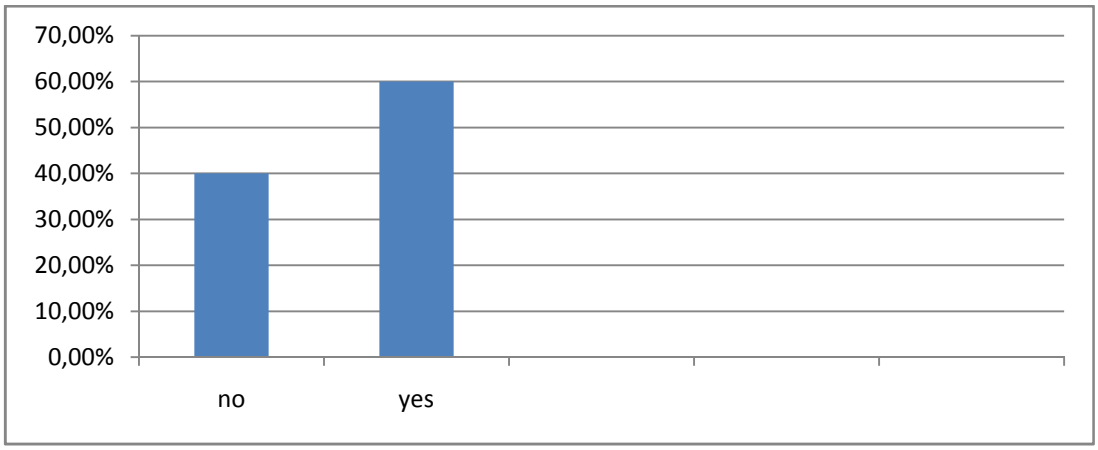
The above table shows that the teachers of English in Ahmed Salhi University Centre have an experience that ranges from one (1) to twenty five (25) years.

The second part of the questionnaire contained eight questions concerning the MI theory.

The first question was concerned with whether teachers have heard about this theory at all. The answers were gathered in the table then bar-graph below:

Answers	Number of Teachers
Yes	6
No	4

Table 2.2. Teachers' Background knowledge about MI Theory



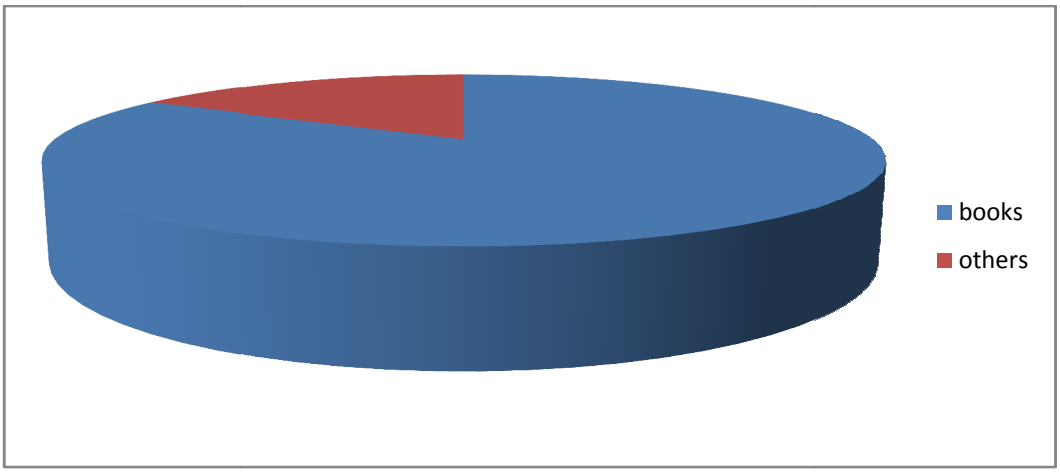
Bar-graph 2.1. Teachers' Background knowledge about MI Theory

The results of the first question shows that 60% o teachers have hear about the MI theory whereas 40% never heard about it.

The second part of the first question asked teachers who know the theory to mention the source of this information. The table and the pie-chart below show the teachers' answers:

Answer	Number of teachers
Books	5
Co-workers/friends	0
courses	0
others	1

Table 2.3. The Sources of the Information about MI Theory



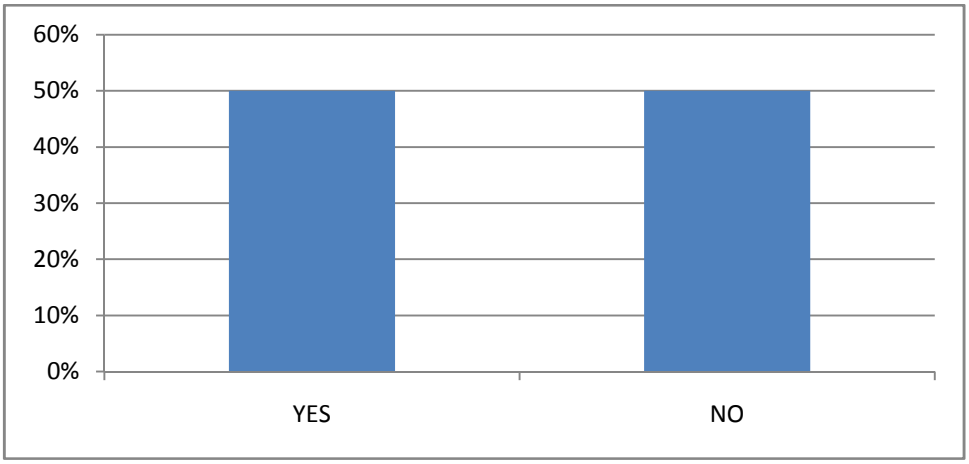
Pie-Chart 2.1.The Sources of the Information about MI Theory

83,33 % of teachers have heard about the theory of multiple intelligence from books, only 16,67% of teachers told that the first time they heard about this theory was from the internet.

The second question asked teachers whether they did personal research about this theory. The answers are represented in the table then bar-graph below:

The answers	Number of teachers
Yes	3
No	3

Table 2.4. The Teachers 'Personal Research about MIT



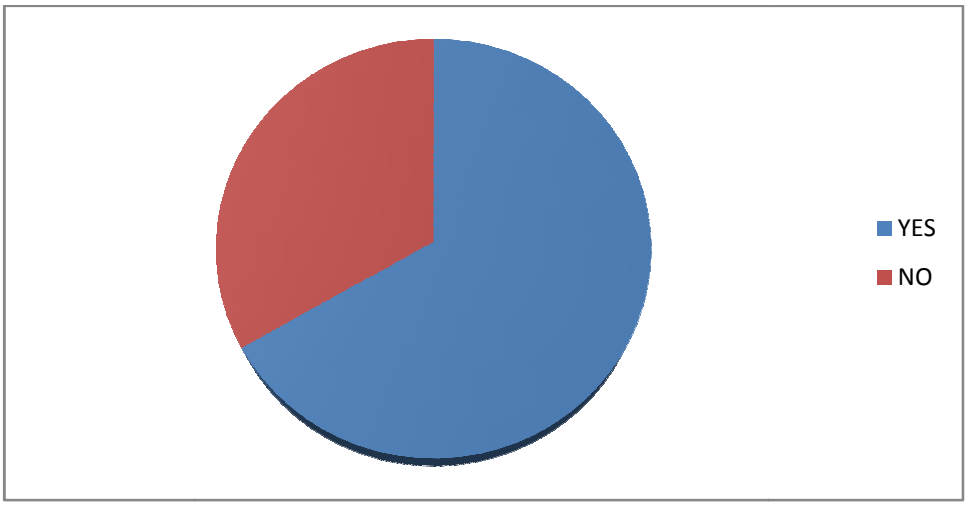
Bar-Graph 2.2. The Teachers 'Personal Research about MIT

The results show that 50% of teachers did already make personal research about the theory whereas the other 50% did not.

The third question concerned the application of the MI theory by teachers. The table an pie-chart below illustrate the results:

The answers	Number of teachers
Yes	4
no	2

Table 2.5. The Teachers' Application of the Theory



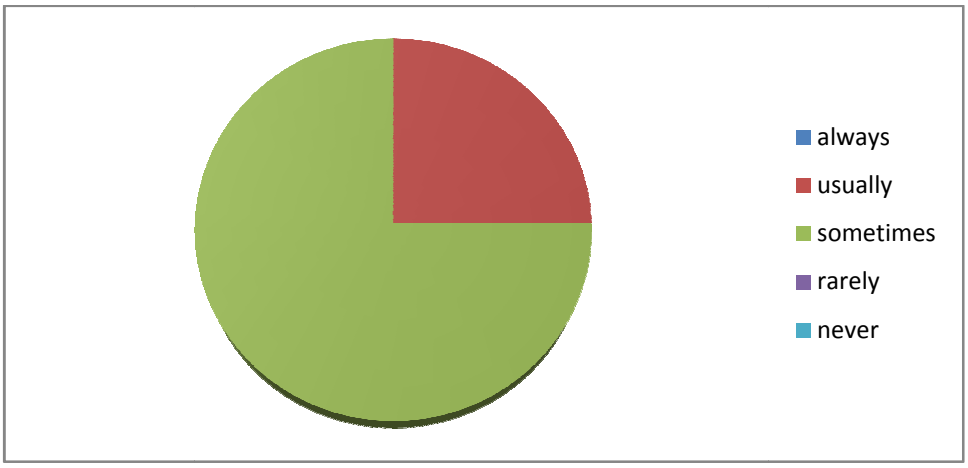
Pie-chart 2.2. The Teachers' Application of the Theory

66,67 % of teachers answered that they do apply the theory in their classes, whereas 33,33 % stated that they do not use it.

The fourth question was about how often they apply the theory in the classroom. The findings are shown in the next table an pie-chart:

The answers	Number of teachers
Always	0
Usually	1
Sometimes	3
rarely	0
never	0

Table 2.6. The Teachers' Use of the Theory



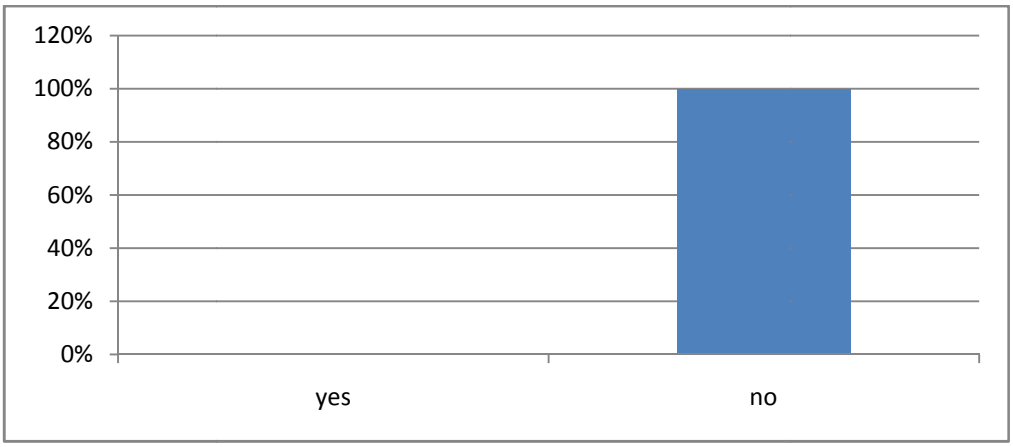
Pie-chart 2.3. The Teachers' Use of the Theory

The results show that the theory is sometimes used by the majority (75%) of teachers,, while (25%) use it usually.

The question number five asked if teachers had any training or professional development on the MI theory. The answers are put in the table and bar-graph below:

The answers	Number of teachers
Yes	0
No	4

Table 2.7. Teachers' Training



Bar-Graph 2.3. Teachers' Training

As shown in the bar-graph, no teacher had a professional training on the MI theory.

-The sixth question reveals the intelligences that teachers focus on when preparing a lesson .Teachers answers are put in the table below:

Number of intelligences	Types of Intelligences
1	Logical-mathematic
2	Visual-spatial
3	Interpersonal
4	Musical
5	Verbal-linguistic

Table 2.8.Types of Intelligences Used by Teachers

All teachers agreed that they choose the intelligences depending on the lesson and the module and combine between them to prepare the lesson, each has stated the intelligences that he or she focus on more than others in third year classes depending on the modules they teach.

-The question number seven requested teachers to talk about the effect of the MI theory in education.

Again all teachers agreed that the application of the theory does effect education since according to one teacher "the given task will be better understood if it covers all the learners intelligences" and according to other teachers "the MI theory encourages the learner-center where learners are autonomous and the instructions are no more shaped to finish the program but to meet the students' needs, abilities and in general the 21st century education.

-The last question requested teachers to explain the importance of the theory, if they do find it important.

100% of teachers agreed that the theory is important since one teacher state that he can only grasp the attention of all his learners when giving them tasks that meet

different intelligences. Another teacher said that the need of planning an understood and successful lesson in EFL nowadays requires including different strategies and this can happen automatically when applying the MI theory.

2.6.2. Classroom Observation Analyses

The first day of observation was a week before the spring break, in the module of civilization; a normal lesson was presented by the teacher where three learners took part by preparing a presentation that included a small performance. Below is a table representing the first day of observation:

Intelligences	Number of indicators present
Bodily-kinesthetic	6 out of 15
Interpersonal	6 out of 16
Intrapersonal	4 out of 16
Logical-mathematical	3 out of 16
Musical-rhythm	2 out of 16
Naturalist	1 out of 17
Verbal-linguistic	8 out of 16
Visual-spatial	4 out of 16

Table 2.9. The Results of First Observation

The results show that the classroom was highest in the verbal-linguistic intelligence even if other intelligences were also present, yet the musical-rhythm was low and the naturalist was the lowest.

In the same module the second group as observed in the week after the spring break where a different lesson was presented by the teacher. The results of this observation are presented in the table below:

Intelligences	Number of indicators pres
Bodily-kinesthetic	9 out of 15
Interpersonal	9 out of 16
Intrapersonal	8 out of 16
Logical-mathematical	5 out of 16
Musical-rhythm	7 out of 16
naturalist	2 out of 17
Verbal-linguistic	10 out of 16
Visual-spatial	6 out of 16

Table 2.10. The Results of the Second Observation

As it is shown in the table, the classroom was high in the bodily-kinesthetic and the interpersonal intelligences and highest in the verbal-linguistic intelligence and just like the first group, the naturalist intelligence was the lowest.

In the same day, third year EFL learners had a course in the module of psychology were they were asked to present something in relation to the module. They had the freedom to choose the topic and the way of presentation. In the table below a summary of all the present intelligences is given:

Intelligences	Number of indicators
Bodily-kinesthetic	11 out of 15
interpersonal	9 out of 16
intrapersonal	10 out of 16
Logical-mathematic	9 out of 16
Musical-rhythm	7 out of 16
naturalist	3 out of 17
Verbal-linguistic	10 out of 16
Visual-spatial	6 out of 16

Table 2.11 The Results of the Third Observation

The table shows that the bodily-kinesthetic intelligence was the highest and the naturalist was the lowest.

The last observation was done in the module of oral, in two different days. Group one was observed first, then the next day the second group was observed. The lesson was the same where learners were asked to perform a role play. The results of the observation in both groups are presented in the next chart:

Intelligences	Number of indicators	
	Group 1	Group 2
Bodily- kinesthetic	8 out of 15	8 out of 15
Interpersonal	9 out of 16	7 out of 16
Intrapersonal	6 out of 16	5 out of 16
Logical-mathematic	8 out of 16	5 out of 16
Musical-rhythm	6 out of 16	6 out of 16
naturalist	3 out of 17	3 out of 17
Verbal-linguistic	9 out of 16	10 out of 16
Visual-spatial	5 out of 16	6 out of 16

Table 2.12. The Results of the Third and Fourth Observation

The results show that with the first group, the interpersonal and the verbal-linguistic intelligence were equally present in the classroom and they were higher than others, whereas with the second group, the verbal-linguistic intelligence was the highest and in both classrooms, the naturalist intelligence was the lowest. It also shows that the intelligences in both groups are closely equal.

2.7. Data Interpretation:

By using the teaches' questionnaire, it was figured out that some teachers do not know the theory at all and have never heard about it, and even some of the teachers who know the theory, do not use it since they never had a professional training on it. Yet the few teachers who know the theory and apply it in their classrooms found it to be very important and enhance both the learning and teaching processes in

terms of meeting all learners differences and needs. Data analyses have also shown that teachers tend to use the theory in their classes by involving all the intelligences and sometimes by focusing on some intelligences more than others depending on the lesson and that is what the analyses of the classroom observation showed since all the intelligences were present in each class, yet some were higher than others. These findings indicate that all teachers even the ones who never heard about the MI theory and never had any training on it are consistently addressing MI in their classrooms, for some it is done on purpose and for others unintentionally.

2.8. Suggestions and Recommendations

In this research, suggestions and recommendations concern teachers more than learners. Teachers need to be aware that if they teach a lesson using one intelligence, not all learners will understand.

Hence, teachers have to know their learners' strengths to work on them and this can be done by using a survey once a month or a year.

All in all, They need to prepare tasks that focus on different intelligences and not on one rather than others since according to Fogarty (2005:13) "**all intelligences are as equally important**".

Teachers' awareness about this theory need to be achieved through professional training and workshops.

2.9. Conclusion

This chapter dealt with the practical phase of this research work. It aimed at gathering data and analyzing it to answer the research questions using different research tools. The findings mentioned above highlighted the application of MI theory in EFL classrooms focusing on the intelligences that are used more often than others and the teachers' perceptions towards it.

General Conclusion

EFL teaching is a wide process, where teachers and educators have the choice to use many and different methodologies and theories to facilitate it. One of these theories that showed through years its successfulness and benefits in improving education is the multiple intelligence theory (MIT), yet in many countries the theory remains unknown.

The main purpose of this research work is to investigate the application of this theory in EFL classrooms in Ahmed Salhi University Centre, Naama. Thus the remaining question is "to what extent is the theory of MI applied in EFL classrooms?"

The present dissertation is built on the hypothesis that EFLT in Ahmed Salhi University Centre do apply the theory in their courses intentionally or unintentionally.

The teachers' perceptions towards this theory had a part of interest in this research. Therefore, one questionnaire for teachers was used in addition to classroom observation based on a checklist, the findings of these instruments were gathered in the second chapter where everything about the practical side was present from the sample of population to data interpretation. Whereas everything that was theoretical and had information about previous research about the theory was introduced in the first chapter.

The results of the statistical analyses showed that even though the majority of teachers in Ahmed Salhi University Center have never heard about the theory, they do apply it unintentionally in their classrooms basing on different intelligences depending on the module and the lesson. It also showed that the few teachers who know the theory and apply it find it to be very important and its application helped them to understand and cover their learners' differences.

The findings confirms the hypothesis and answer the main question of the research where a part of teachers apply the MIT intentionally and find it to be very important and successful whereas the other part apply it unintentionally.

The current work also attempts at proposing some suggestions that may raise teachers awareness about the theory and its application, even though, through classroom observation it was clear that some of the strategies that the theory came with are applied as learners autonomous.

The study has got some limitations basically in terms of teaching the four language skills: namely: listening, speaking, reading and writing, I.e., the study is limited to exploring the application of the MIT in ELT field.

Teachers in Ahmed Salhi University Center seem to use the MI theory in their classes even though they do not know it. However, many further studies may be required when tackling this topic on the level of the university, since it can be studied in relation to different skills as speaking and reading…ect, and many other topics. As for example, "what is the relation between the MI theory and learning styles in EFL classrooms?"

الملخص

يهدف هدا البحث إلى معرفة مدى تطبق نظرية الذكاء المتعدد في أقسام اللغة الانجليزية في المركز الجامعي احمد صالحي بالنعامة من جهة و من جهة أخرى يحاول لفت الانتباه إلى أهمية و نجاح هده النظرية في تسهيل التعليم و دلك باقتراح مجموعة من الطرق و التقنيات التي تساعد في ذلك.

الكلمات المفتاحية: طلاب قسم اللغة الانجليزية, الذكاء المتعدد, تعليم اللغة الانجليزية.

Résumé

Cette recherche vise à examiner l'application de la théorie des intelligences multiples dans le département d'Anglais au centre universitaire Ahmed Salhi de Naama, et sensibiliser les enseignants au role et l'importance de cette théorie on proposant des méthodes et techniques.

Mots-clés : intelligence multiple, enseignement des langues étrangères en Anglais, les étudiants de la 3eme année LMD.

Summary

The aim of the present research is to investigate the application of multiple intelligences theory in EFL classrooms at Ahmed Salhi University Center. It also attempts to raise teachers' awareness about the importance and the benefits of this theory. In addition to that, it tries to suggest a set of techniques that may help teachers raise their awareness.

Keywords: English foreign language teaching, multiple intelligences, third year LMD students.

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Appendices

Appendix 'A'

Teachers' Questionnaire

Teachers' questionnaire

The present questionnaire attempts at shedding light on the application of multiple intelligences theory in EFL classrooms and examines the teachers' perceptions of this theory. Thus we would be grateful if you could answer the following questions by selecting the answers that best reflect your opinion and making comments whenever necessary.

Part one: general information

How long have you been teaching English? ☐

Part one: Multiple Intelligences Theory

1. Have you ever heard about multiple intelligences theory?

Yes ☐ Not sure ☐ No ☐

If yes how did you learn about it?

Book ☐ Co-workers/friends ☐ Courses ☐

Others……..

2. Have you ever researched about multiple intelligences

Yes ☐ No ☐

3. Do you use multiple intelligences theory in your classroom?

Yes ☐ No ☐

4. How often do you apply it in your classroom?

Always ☐ usually ☐ ometimes ☐ ely ☐ never ☐

5. Have you had any training/professional development on multiple intelligences?

Yes ☐ No ☐

6. What are the intelligences that you focus on when preparing a lesson?

……

……

……

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7. According to you, will the application of the multiple intelligences theory in EFL classrooms affect the learning process? If yes, how?

   ……

   ……

   ……

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   ……..

8. Do you consider this theory to be an important one? Justify your answer:

   ……

   ……

   ……

   ……

   …….

Thank you so much for your collaboration.

Appendix 'B':

Classroom Observation

PERFORMANCE
LEARNING SYSTEMS

Classroom Climate Checklists

Performance Learning PLUS #14

Directions: To find out how effectively your classroom supports multiple intelligences, print out this page and check each item that is true for your classroom. Then notice the items that aren't checked, and find ways to integrate these into your classroom climate.

Bodily-Kinesthetic Intelligence

Classroom Furnishings

- ☐ There are a variety of furnishings suitable for kinesthetic activities.
- ☐ Seating arrangements and space are comfortable.
- ☐ Learning tools and equipment are appropriate for students' work.

Physical Environment

- ☐ Students have freedom of controlled movement at their individual desks and around the room.
- ☐ There are "hands-on/minds-on" activities.
- ☐ A variety of tactile objects are used for instructional purposes.
- ☐ There is a balance of indoor/outdoor or open-space activity.

Kinesthetic Environment

- ☐ Students have freedom of controlled movement.
- ☐ There is variety and choice of different types of movement activities.
- ☐ There is appropriate space for freedom of movement.

Sensory Environment

- ☐ The room smells attractive without excess of any particular odor.
- ☐ Aromas support learning and classroom management purposes.
- ☐ Air temperature and humidity are easily controlled and appropriate.
- ☐ A variety of materials are available for sensory stimulation.
- ☐ The environment is free of allergens and other offensive pollutants.

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Interpersonal Intelligence

Atmosphere

- ☐ There is a sense of trust between teacher and students.
- ☐ There is a sense of belonging for individuals and among students.
- ☐ Competitiveness is controlled and competitive activities are used sparingly.

Conflict Resolution

- ☐ There are established routines for conflict resolution between teacher and student.
- ☐ There are established procedures for conflict resolution among students.
- ☐ There is a sense of respect for diversity and personal differences.
- ☐ There is recognition and respect for individual opinions.

Sense of Safety

- ☐ Students perceive an absence of threat from school personnel.
- ☐ Students perceive an absence of threat from peers and other schoolmates.
- ☐ Personal property is respected and secure.
- ☐ There is a sense of psychological and social respect and absence of abuse.

Social Engagements

- ☐ Interpersonal interactions are predominantly positive.
- ☐ Students share responsibility and group cohesiveness.
- ☐ A variety of group compositions are used.
- ☐ There is flexibility in how group compositions are chosen.
- ☐ Balance among individual, pair, small-group, and large-group work is maintained.

Intrapersonal Intelligence

Privacy

- ☐ Students have a sense of personal privacy.
- ☐ Students' property, space, ideas, and bodies are safe.
- ☐ There is a sense of confidentiality.

Esteeming Environment

- ☐ Students are free from ridicule by peers and adults.
- ☐ Students are not compared to each other.
- ☐ Students' work is publicly displayed only with their consent.
- ☐ Compliments and encouragement are used more than praise.

Opportunity for Reflection

- ☐ Time for reflection is planned at different times throughout the day.
- ☐ The teacher models different kinds of personal reflection.
- ☐ The teacher models reflective thinking.
- ☐ Instructional opportunities for intrapersonal thinking are provided.

continued on next page…

Intrapersonal Expression

- ☐ Students have choices about whether to express their work.
- ☐ Students have choices about how to express their work.
- ☐ Intrapersonal work is not subjected to group evaluation.
- ☐ Intrapersonal reflection is an integral part of instruction.
- ☐ Students' personal reflections are respected by the teacher.

Logical-Mathematical Intelligence

Routines

- ☐ There are defined routines of activity and behavior.
- ☐ A sense of order exists in organization, storage, and management processes.
- ☐ There is a logical sense of rules, routine, and changes.

Sequence of Activities

- ☐ Activities have a meaningful sequence.
- ☐ There is a sense of "flow."
- ☐ There is a pattern of circadian* rhythms of attention and learning.
- ☐ Activities are organized around students', rather than teacher's, needs.

Time Structure

- ☐ Time usage is subject to students' needs, not external force.
- ☐ Morning and afternoon time blocks are logically organized and meaningful.
- ☐ Time usage is flexible and responsive to students' needs and interests.
- ☐ Time usage is variable with periods of "on" and "off" intensity.

References

- ☐ Students have ready access to data and information resources.
- ☐ There is consistency and dependability of resource acquisition and storage.
- ☐ Media is consistently available to students.
- ☐ There is a balance between individual and community "ownership" of resources.
- ☐ There are a variety of reference types and levels of difficulty.

*Circadian: Designating or of behavioral or physiological rhythms associated with the 24-hour cycles of the earth's rotation, as, in man, the regular metabolic, glandular, and sleep rhythms… — Webster's New World™ College Dictionary, Third Edition

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Musical-Rhythmic Intelligence

Acoustic Environment

- ☐ Sounds are systematically controlled and noise minimized.
- ☐ There is a balance between periods of noisy and quiet activity.
- ☐ The classroom has good acoustics; sounds are heard clearly.

Musical Environment

- ☐ Music is used in the background at appropriate times.
- ☐ A variety of music is available.
- ☐ An adequate quality of equipment for music is available.
- ☐ An attitude of respect and appreciation for various types of music is encouraged.

Music Used for Instruction

- ☐ Music is used for a variety of instructional purposes.
- ☐ Music is used as a technique for classroom control.
- ☐ There is a variety of culturally-oriented music.
- ☐ Rhythm and musical patterns are used appropriately.

Musical Expression

- ☐ The teacher expresses himself or herself musically.
- ☐ Students are free to express themselves musically.
- ☐ Music involvement is nonjudgmental.
- ☐ There is a sense of personal freedom for involvement in music.
- ☐ Music is not used as a reward, nor the lack of it as a punishment.

Naturalist Intelligence

Physical Setting

- ☐ The class setting is orderly, neat, and organized.
- ☐ Plants, wood furniture, and furnishings are present.
- ☐ Students are in proximity or visual contact with the outdoors.

Social Structures

- ☐ There are flexible groupings without social hierarchies.
- ☐ There is allowance for student initiative and freedom.
- ☐ Students take on roles representing natural, real-life responsibilities.
- ☐ Students engage in self-selected activities and learner partnering.

Organizational Patterns

- ☐ Arrangements are flexible, and settings are adaptable.
- ☐ There are a variety of functional displays.
- ☐ Students are free to determine time and resource structures.
- ☐ References, media, and technology are readily available.

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Room Appointments

- ☐ The room has bright, fresh, meaningful color.
- ☐ Pictures and posters of nature themes are displayed.
- ☐ Students create materials themselves.
- ☐ There are displays of natural animal habitats, natural realia, and collections.
- ☐ Furniture is arranged appropriately for different types of learning.
- ☐ There are arrangements and devices for categorizing and showing taxonomies.

Verbal-Linguistic Intelligence

Spoken Word

- ☐ The teacher's language is appropriate for students' levels.
- ☐ There is a match between teacher's and students' vocabularies.
- ☐ A wide variety of vocabulary is used in different contexts.

Written Word

- ☐ The environment communicates the richness of written language.
- ☐ Written language is respected by both teacher and students.
- ☐ There are a variety of written literacy opportunities.
- ☐ There is a wealth of written language resources.

Language Playfulness

- ☐ There is a respect for personal language styles and variety.
- ☐ Classroom language is used in interesting, playful, and unpredictable ways.

Other Considerations

- ☐ There is a respect for personal freedom to communicate.
- ☐ The teacher models respect for language.
- ☐ Listening is valued by both teacher and students.
- ☐ Language is used as a thinking and problem-solving tool.
- ☐ Use of words on wall graphics, etc., is limited to avoid "language pollution."
- ☐ Sounds are systematically controlled and noise is minimized.

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Visual-Spatial Intelligence

Attractive Setting

- ☐ Bright, fresh colors are visible.
- ☐ Plants and other "homey" appointments are present.
- ☐ Meaningful design elements, such as borders on visual displays, are present.

Room Colors

- ☐ The room has bright, fresh, and meaningful colors.
- ☐ Colors are stimulating but not overpowering.
- ☐ Colors are conducive to a learning atmosphere.
- ☐ Colors are supportive of students' interpersonal moods.

Light Quality

- ☐ There is a balance of natural, incandescent, and white fluorescent light.
- ☐ Light intensity can be changed.
- ☐ There are different intensities in various room areas.
- ☐ Students have the flexibility to work in different light intensities.

Spaciousness and Arrangement

- ☐ There are areas free of visual stimulation.
- ☐ There are different intensities in various room areas.
- ☐ The classroom environment appears neat and orderly.
- ☐ Furniture is arranged appropriately for different types of learning.

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