The Role of Using Gardener`s Multiple Intelligences Theory for Promoting Creative Writing of Iraqi EFL Students`

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ABSTRACT:

This study aims at investigating the role of using gardener`s Multiple Intelligences Theory (MIT) for Promoting creative writing of Iraqi EFL Students`. To achieve the aim of the present study, the following hypothesis has been put: There are no statistically significant differences at ($á≤٠٬٠٥$) between the mean scores of the experimental group who is taught creative writing according to (MIT) and that of the control group who is taught according to the traditional way in the post test of creative writing. The sample of the study was Purposive. The sample consisted of ٦١ students from ٣rd year class\ English department \ College of Education for Human Science \ University of Diyala during the academic year ٢٠١٧-٢٠١٨. The sample of the study is ٣٠ students as the experimental group and ٣١ as the control group. Then, it is ensured that the two groups are equal through a statistical manipulation of a number of variables such as age, parents' education, achievement scores in composition writing in the previous year, and achievement scores in the pretest. Pretest & posttest are designed and the validity of the tests and the lesson plan have been obtained by exposing them to jury members in the fields of EFL and linguistics. The reliability of the test has been secured by using Kuder Richardson-٢٠ Formula (٠٬٨٧). Statistical analysis of data achieved through the test indicates that there are statistically significant differences between the mean scores of the two groups and in favour of the experimental group in the post test.

The researcher has concluded that using the MIT (Gardener`s Multiple Intelligences) is proven to be more fruitful and effective in promoting students' creative writing and using such theory consolidate the relationships among the learners and between learners and their teachers, creates an atmosphere of intimacy. Boredom on the side of the learners can be broken in this way. The activities of this theory encourage the spirit of cooperation among learners.

Key words: Gardener`s Multiple Intelligences Theory, Creative Writing.

اثر استخدام نظرية كارنر للذكاءات المتعددة لتحسين الكتابة الابداعية للطلبة العراقيين دارسي اللغة الانكليزية لغة أجنبية

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المخلص:

يهدف البحث   التحقق من دور استخدام (نظرية الذكاءات المتعددة لكاردنر) لتحسين الكتابة الابداعية للطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية . وللتحقق من الهدف صيغت الفرضية الصفرية (لا يوجد فروق ذو دلالة إحصائية عند مستوى دلالة (٠،٠٥   ) بين متوسط درجات الطلبة في المجموعة التجريبية الذين درسوا الكتابة الابداعية وفق نظرية الذكاءات المتعددة ومتوسط درجات الطلبة في المجموعة الضابطة الذين درسوا وفق الطريقة الاعتيادية في الاختبار البعدي للكتابة الابداعية. تبنت الباحثة التصميم التجريبي للضبط الجزئي للمجموعتين التجريبية والضابطة تضبط احدهما الاخرى ذات الاختبار البعدي في الكتابة الابداعية. أجريت هذه التجربة على عينة تتألف من (٦١ طالباً من كلا الجنسين). وحددت الدراسة على طلبة المرحلة الثالثة قسم اللغة الانكليزية/ كلية التربية للعلوم الانسانية / جامعة ديالى للعام الدارسي ٢٠١٧-٢٠١٨. وشملت العينة ٣٠ طالباً في المجموعة التجريبية و ٣١ طالباً في المجموعة الضابطة.بعد ذلك تم التاكد من مساواة المجموعتين من خلال العمليات الاحصائية التي تشمل مجموعة من المتغيرات مثل: العمروتحصيل الوالدين ودرجات الطلاب في السنة السابقة ودرجاتهم في الامتحان القبلي للعام الدراسي   ٢٠١٥-٢٠١٦. حيث قامت الباحثة بتصميم كلا الاختبارين (القبلي والبعدي) وخطة الدرس وتم التأكد من صلاحية وصدق الاختبارات وخطة الدرس بعرضهما على الخبراء في مجالات طرائق تدريس اللغة الانكليزية وعلم اللغة ، وتأكدت الباحثة من ثبات الاختبار من خلال الفا كرونباخ والتي كانت (٠،٨٦). وبعد الانتهاء من التجربة تم تحليل البيانات احصائيا" باستخدام الاختبار التائي وقد توصلت الباحثة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مهارة اكتساب المفردات في نتائج الاختبار البعدي ولصالح المجموعة التجريبية.

استنتجت الباحثة ان استخدام نظرية كاردنر للذكاءت المتعددة اثبتت بانها تكون اكثر فاعلية وانتاجا في تحسين الكتابة النقدية للطلبة ويوحد العلاقة بين المتعلمين فيما بينهم ومع معلميهم ويخلق بيئة مليئة بالثقة ونشاطات هذه النظرية تشجع روح التعاون بين المتعلمين.

الكلمات المفتاحية : نظرية كارنر للذكاءات المتعددة ، الكتابة الابداعية.

Introduction:

Howard Gardner's multiple intelligences theory (MIT) (١٩٨٣،١٩٩٩) is an important contribution to cognitive science and constitutes a learner-based philosophy which is "an increasingly popular approach to characterize the ways in which learners are unique and to developing instruction to respond to this uniqueness" (Richards & Rodgers, ٢٠٠١: ١٢٣). MIT is a rationalist model that describes eight different intelligences. It has evolved in response to the need to reach a better understanding of how cognitive individual differences can be addressed and developed in the classroom. Gardner (١٩٩٩) associates identified the mathematical-logical, the verbal-linguistic, the musical-rhythmic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, and the naturalist. The criterion used in MIT to identify intelligence" entails the ability to solve problems", it involves a "biological proclivity", it has "an identifiable neurological core operation or set of operations" and it is "susceptible to encoding in a symbol system ... which captures and conveys important forms of information" (Gardner ١٩٩٩: ١٥-١٦).

Conley (١٩٩٥:٣٤) noted that writing makes our thoughts and experiences vivid and long lasting and helps us learn things in every subject area. He added that "in many ways, writing is the way we make sense of our world". Consequently, helping learners master the skill of writing and enabling them to write creatively and effectively is one of the main objectives of Teaching English as a Foreign Language (TEFL) field. In terms of its topics, Shorofat (٢٠٠٧:٥) indicated that writing could be classified into two kinds: functional and creative. Creative writing is the writing through which individuals express their feelings, opinions, reactions, and ideas to the reader in a distinguished literary style. This kind of writing includes several genres such as writing short stories, poems, plays, novels, essays, and description. On the other hand, functional writing is that kind which aims at conveying a specific, direct and clear message to a specific audience. It includes several areas such as writing instructions, formal letters, notes, invitations, advertisements, and reports.

As for the relationship between writing and creativity, Tse and Shun (٢٠٠١:٨) pointed that creativity is an important aspect of writing. They noted that creativity has been advocated as one of the six levels of language skills. Among all the elements of language teaching, writing and creativity

seem to be closely interrelated. Lin (١٩٩٨:٥٦) indicated that "writing itself is already a manifestation of creativity. On the one hand, writing is the best way to promote creativity of students. On the other hand, stimulating creativity and idea generation is the most effective way of teaching writing". In addition, the stages of writing: pre- writing, drafting, revising, editing, and publishing are expected to contribute to strengthening students' thinking skills because they engage them in processes such as connecting, analyzing and evaluating ideas, a fact that leads to sharpening students thinking skills.

The problem and its significance:

In the light of the researcher's observations and experience in the field of English language teaching, little attention is attached to creative writing in EFL composition classes in Iraqi Colleges of Education and Basic Education. Moreover, the researcher interviewed a number of ٣rd stage English language instructors and asked them about obstacles facing learners while writing in EFL composition classes. The teachers noted that most students face difficulties in writing and stressed the need to place more emphasis on new techniques and methods to be followed in this respect. This may be due to the fact that teachers use the linguistic intelligence only, and ignore other aspects of intelligences which are very important to improve the learners writing creativity. These intelligences give the teachers a chance to use many learning style to develop learners achievements. Hence, it is so important to carry out such a study in order to improve learners' writing skills and increase their achievement through using a suggested programme based on MIT.

Aims:

The present study aims at investigating the role of using MIT activities (Multiple Intelligence Theory) for promoting creative writing of Iraqi EFL Students`.

Hypothesis:

It is hypothesized that there is no statistically significant differences at (á≤٠,٠٥) between the mean scores of the experimental group who is taught creative writing according to MIT and that of the control group

who is taught creative writing according to the traditional way, in the post test .

Value of the Study:

The present study is hoped to be of some value because:

١- It suggests a new standard for the division of cooperative learning groups based on the MIT. It also suggests a new trend in cooperative learning which can be called smart cooperative learning or intelligent cooperative learning.

٢- It provides the curriculum designers with the possibility of enriching the curriculum with a variety of activities and writing texts reflecting the MIT.

٣- It broadens the teacher's awareness of their learners' intelligences/strengths which they are good at so as to provide them with suitable activities that help improve their performance.

٤- It helps the learners identify the intelligences they are good at in order to draw plans for their future.

Limits;

It is limited to:

١- Use the multiple intelligences theory of Howard Gardner (١٩٩٩).

٢-the third class\ English department \ College of Education for Human Sciences \ University of Diyala during the academic year ٢٠١٧-٢٠١٨

Definitions of Basic Terms:

- **Creative Writing**: Shorofat (٢٠٠٧:٢٠) indicates that Creative writing is the writing through which individuals express their feelings, opinions, reactions, and ideas to the reader in a distinguished literary style. This kind of writing includes several genres such as writing short stories, poems, plays, novels, essays, and description.

- **Multiple Intelligences Theory (MIT) :** Intelligence has traditionally been defined in terms of intelligence quotient (IQ), which measures a narrow range of verbal/linguistic and logical/mathematical abilities (Christison, ١٩٩٦:١٠). Gardner (١٩٩٣:٧) argues that humans possess a number of distinct intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and create things.

Intelligence, according to MIT, is being able to apply one or more of the intelligences in ways that are valued by a community or culture. The current MIT outlines eight intelligences, although Gardner (١٩٩٣:١٢, ١٩٩٩:٢٢) continues to explore additional possibilities:

١. Verbal / Linguistic Intelligence: The ability to use language effectively both orally and in writing.

٢. Logical/Mathematical Intelligence: The ability to use numbers effectively and reason well.

٣. Visual/Spatial Intelligence: The ability to recognize form, space, colour, line, and shape and to graphically represent visual and spatial ideas.

٤. Bodily/Kinaesthetic Intelligence: The ability to use the body to express ideas and feelings and to solve problems.

٥. Musical Intelligence: The ability to recognize rhythm, pitch, and melody.

٦. Interpersonal Intelligence: The ability to understand another person's feelings, motivations, and intentions and to respond effectively.

٧. Intrapersonal Intelligence: The ability to know about and understand oneself and recognize one's similarities to and differences from others.

٨. Naturalist Intelligence: The ability to recognize and classify plants, minerals, and animals.

Multiple Intelligences Theory and Teaching English as a Foreign Language:

With emergence of Humanism and concepts of whole person and communicative approach, traditional teacher-centered classes give their way to learner-centered teaching. Also, a wave of innovative methods emerged in the realm of English language teaching. These new methods such as Silent way, Natural approach, Suggestopedia and alike focused mostly on the learners and their affective emotions and feelings (Richards & Rodgers, ٢٠٠١:١١٨). As Chen and Gardner (٢٠٠٦:٥٤) rightly contend that multiple intelligences can have many benefits in implementing the principles of innovative methods. For example, total physical response emphasizes bodily movements (bodily/kinesthetic intelligence). Suggestopedia uses music in a large part (musical intelligence). In addition, silent way engages learners' inner feelings (intrapersonal intelligence). Cooperative language learning emphasizes group work which can be linked to interpersonal intelligence in MI theory. Also as Nunun (١٩٨٨:٨٧) maintains, learners' needs have a vital role in designing a learner-centered

curriculum. As MI theory draws on individual differences of learners; it can propose a valid base from which to proceed to needs of language learners. It seems that, at present time, English language teaching is open to implementing the principles of MI in the process of teaching and learning more than any time.

Methodology and Procedures

The Experimental Design

It is necessary to choose an appropriate design to determine whether or not the obtained results will be valid, objective and accurate. The experimental design applied in the present study to achieve its aim is the *pre-test-post-test non-equivalent groups design*. Gravetter and Forzano (٢٠١٢: ٢٨٢) argue that this type of design is a strong one. Krysik and Finn (٢٠١٣: ٢٣٨) argue that this type of experimental design is one of the most commonly used quasi-experimental designs in educational research.

It has been applied the multiple intelligences activities to find its effectiveness on promoting creative writing on an experimental group, while the control group receives the same traditional treatment. First, both groups are pre-tested, Gardener test apply to both group, and then the experimental group is taught creative writing according to multiple intelligences theory through the activities prepared by the researcher in the form of a teacher's lesson plan. The post-test was attempted for the two groups and the results were calculated.

Table (١) the Experimental Design

Group	Pre	Treatment	Post
Experiment group	pre-test	MI Theory	Post-test
Control group	pre-test	Traditional technique	Post-test

Population and Sample

The population of this study is limited to the third -year student at English Department (morning studies) / College of Education for Human Sciences /Diyala University during the academic year ٢٠١٧-٢٠١٨.Since the population of the study is limited, they are all considered as a sample of the current study. The sample consists of (٦١) male and female students. In

order to increase the sensitivity of the experiment, the researcher has equated the sample on the basis of four variables. The age of the students, the level of fathers' education, the level of mothers' education and the students' pre- test performance in creative writing.

Table(٢) the Number of Sample before and after Excluding the Repeaters

Group	Section	No.	Repeaters	Final No.
EG	A	٣٤	٤	٣٠
CG	B	٣٣	٢	٣١

 Instrumentations

 The researcher uses three instruments to achieve the aim of the study:
١. A teacher's lesson plan based on multiple intelligences theory. (Appendix A)
٢. Multiple intelligences test for Gardener (pretest). (Appendix B)
٣. A creative writing tests as pretest. (Appendix C)
٤. A creative writing tests as posttest. (Appendix D)

Gardener Multiple Intelligences Test

 Gardener multiple intelligences test has been adopted which he made in ١٩٩٣ it includes; ١٠٠ items for all intelligences such as (logical intelligence, verbal intelligence, bodily intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, natural intelligence, spatial intelligence, and existence intelligence). To ensure the suitability of Gardener test for Iraqi environment, so it has been showed it to a jury of experts to check its content and face validity. All the notes, modifications and suggestions have been taken into consideration such as omitting some items or modifying some another ones**.**

 Final list being used includes ٨٠ items. Ten items for each intelligence which is (logical intelligence, verbal intelligence, bodily intelligence, musical intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence, and natural intelligence) and this list shows each intelligence and the items that are related to it. So each intelligence has ١٠ items distributed randomly. In front of each item, there are three options (always, often, never).It is given (٢, ١, ٠) point for each answer in sequence. It has been used this test for two reasons, first to equalize the two

groups, second to classify the experimental group according to their intelligence as a homogeneous group.

The Students' Achievement on the Gardener Multiple Intelligences Test:

An independent t-test formula has been used to compare the mean scores of the EG and CG on the Gardener MIT test. As shown in Table (٣), the mean score of the CG is ٧٢,٧١٤, whereas the mean score of the EG is ٧٣,٩٨٠. The calculated t-value is found to be ٠,٣٠٦ at ٥٨ degree of freedom and ٠,٠٥ level of significance, which indicates that there are no statistically significant differences between the achievements of the two groups in the MIT test. This confirms that the participants assigned to EG and CG is not initially different but homogeneous.

Table (٣) the Students' Achievement on the Gardener Multiple Intelligences Test.

Group	No.	M	SD	df	T-value		Level of significance
					Calculated	**Tabulated**	
EG	٣٠	٧٣,٩٨٠	١,٩٥٠	٥٨	٠,٣٠٦	٢,٠١	٠,٠٥
CG	٣١	٧٢,٧١٤	١,٤١٠				

The pre-test & the posttest and its Scoring Scheme

To make sure that the sample subjects are equivalent in their previous English language achievement. A pre achievement test has been applied. The results of the subjects are recorded and statistically analyzed using T-test.. The test is given ١٠٠ marks distributed as follows:

Table (٤) the Analytical Scoring Scheme for Composition Writing

Composing ١٠ marks	Sentence formation ١٠ marks	Style ١٠ marks	Usage ١٠ marks	Mechanics ١٠ marks	Total
Focuses on central ideas with an organized and elaborated text	Standard word order , no enjambment , no sentence fragments	Purposefully chosen vocabulary sentence variety information and voice to affect reader	Standard inflections (e.g.,plurals ,possive , -ed ,-ing with verbs, and –ly with adverbs) ,subject – verb agreement , standard word meaning	Effective use of capitalization , punctuation, spelling and formatting	٥٠ marks

Table (٥) the Analytical Scoring Scheme for Creativity

Fluency ١٠ marks	Flexibility ١٠ marks	Unity and coherence ١٠ marks	Elaboration ١٠ marks	Originality ١٠ marks	Total
the ability to produce a large number of ideas	the ability to produce a variety of ideas	-A single idea is developed in each paragraph -All ideas "hang together" and the reader understands them easily. - showing logical development of ideas.	the ability to develop ideas	the ability to produce ideas that are unusual as opposed to obvious.	١٠ marks

Table (٦) Comparison of Pre-Test Achievement Scores of the Learners in the Experiment and the Control Groups

Groups	N	X	Std. Dev.	df.	T computed	T table
Experiment	٣١	٣١,٢٠٥	٨,٥٩٠	٦٥	٠.٥٦٢	٢,٠٠٠
Control	٣٠	٣٢,٤٢٤	٩,١٦١			

This table shows the mean and the standard deviation of each group in English previous learning. The analysis indicates that there are no statistically significant differences between the experimental and the control groups at (٠,٠٥) level.

Construction of the Achievement Post-Test:

Achievement tests are similar to progress tests but they are given at the end of the course. The content of both progress and achievement tests is generally based on the course syllabus or the course textbook, (Alderson et al., ١٩٩٥: ٢٨٦). The aim of the achievement test in the present study is to investigate the role of multiple intelligences on the learners of the experimental group creative writing achievement as compared with that of the control group subjects who were exposed to multiple intelligences. Many resources in designing the test relying on researchers own experience, they have reviewed the related literature, checked the opinions of supervisors and experienced teachers.

Table (٧) Comparison of Post-Test Achievement Scores of the Learners in the Experiment and the Control Groups

Groups	N	X	Std. Dev.	df.	Computed t	Table t
Experiment	٣١	٤٣,٤٠٧	١٤,٢	٦٥	٧,٩٣٨	٢,٠٠٠
Control	٣٠	٣٤,٢٤٦	١٦,٧			

Table (٧) shows the mean and the standard deviation of each group in English previous learning. The results' analysis indicates that there are statistically significant differences between the experimental and the control groups at (٠,٠٥) level.

Validity of the Test

Validity means that the test should measure what it is supposed to measure Smith (٢٠٠٣:١١٨). Okoli (٢٠٠٠:١٤٤) claims that face validity of the test means that a measure looks as if it were measuring what it purposed to measure. In order to ensure face and content validity of the tests they were exposed to a jury of university and secondary school teaching staff members. The jury agreed that the tests were valid in its face and content

Reliability:

Next to validity, reliability is concerned with stability of scores of the same individuals. Thus, reliability can be defined as the degree of consistency between two measures of the same test . It is the consistency with which a set of test scores measure what they are supposed to measure (Mehrens and Lehmann, ١٩٩١:٢٤٩).So, If the scores of the subjects are stable and consistent, the test is reliable; but if the scores tend to fluctuate for one reason or another, then the test is unreliable (Lado,١٩٦١:٣٣٠).

The reliability coefficient of the test has been computed by Alpha – Cranbach formula, where the reliability coefficient is found out to be ٠,٨١٢ .

Result

As shown in Table (٧), the mean score of the experimental group in the post- test is ٤٣,٤٠٧ and that of the control group is ٣٤,٢٤٦. Using the t-test for two independent samples, it is found that the computed t-value is ٧,٩٣٨ which is higher than the t-table value ٢,٠٠, with a degree of freedom of ٦٥ and a level of significance of ٠,٠٥ . This means that there is a statistically significant difference between the two mean scores and in favour of the experimental group. It follows that the aim of the study has been achieved and that the null hypothesis is rejected. Thus, an alternative hypothesis is adopted which says that there is a statistically significant difference between the experimental group, who is taught according to Multiple intelligence theory activities and the control group who is taught according to the traditional method on students' creative writing as show in table (٧) .

Discussion of the Result

Concerning the amount of development achieved by the application of multiple intelligence theory activities , it can be described as being respectful since the difference of the overall performance of experimental group on the pre-test and that of the post-test is quite noticeable. The result shows that the learners in the experiment group have reached a higher achievement level compared to those in the control group. The learners of the experimental group applying multiple intelligences activities, has been more effective than those of the control group. In other words, the former

method has more impact on learners' development in language skills than the latter on learners' development of the control group.

It has also been noticed that size of the programme has certain effect on learners' achievement. This certain effect on learners' achievement effect can be attributed to the activities, and the variety of teaching aids used in the MI-based program which aims at promoting creative writing. Furthermore, learners of the experimental group have demonstrated more cooperative than the control group. This can be attributed to the student-centered approach employed. Interestingly, learners of the experimental group have shown more motivation than those of the control group; and thus this considerably affects their achievement. Indirectly, MI helps create successful experience and eager learners.

Conclusions

In the light of the results obtained, the following conclusions can be drawn:

١. Ideal learning in any classroom involves personal development and growth in all human dimensions. That is, in today's language classroom it is not enough solely to promote linguistic competence or even communicative competence, but there are also certain social advantages inherent in the application of MIT.

٢. It is of the utmost importance to recognize and nurture all the varied human intelligences, and all of the combinations of intelligences. Humans are different because they all have different combinations of intelligences. Taken this into consideration this would solve many educational problems both teachers and learners face.

٣. If the spectrum of human abilities can be mobilized not only will learner feel better about themselves and more competent; it is even possible that they will also feel more engaged and better able to join the rest of the world community in working for the broader good.

٤. Multilingual knowing-how-to-listen and how to- talk abilities, , they assist learner towards how to search for information necessary to continue learning beyond the classroom, how to work cooperatively in general, and how to solve multiple problems in any given context. In addition, using MIT in the language classroom can help to promote these goals.

٥. The effective and successful applications of MI activities motivate learners (even shy ones) enthusiastically in activities related to creative

writing and to be more active in attending classroom instructions. Moreover, they become fluent in generating so many ideas.

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Appendix (A)

A Model Lesson Plan for the Experimental Group

Recommended Grade

College of Education for Human Sciences \ ٣rd Grade

Date : ٢٧th Nov. ٢٠١٧

Topic : · *Pride and Prejudice*

Time class period : ٢ hours

Material needed :

- Sheets of paper for writing notes .

- Series of pictures with explanation about the topic (A picture novel).

- Data show for presenting a documentary film about "*Pride and Prejudice*"

Behavioral objectives: At the end of this lesson, students are expected to:

• Extract the main idea of a text through pictures and title reading.

• explain some sentences that have multi-part verbs

• Communicate effectively in writing as well as in speech .

• Develop self-management , autonomy and decision making by using multiple intelligence theory.

• Find out facts, state feelings, and determine positive and negative aspect in "· *Pride and Prejudice*"

Steps of teaching according multiple intelligence theory:

Activity ١:- Teacher informs students about the title of the text as she writes it on the board. Students are requested to guess what the main idea is.((Linguistic, logical, and interpersonal intelligences)).

Activity ٢:- Students look at the pictures and the text teacher starts giving background about famous personality like the **author** Jane Austen and the main characters of the novel, Darcy and Elizabeth. In groups, relating them to the title in order to guess what the main idea is. On the board, teacher writes down the main ideas suggested by students. Teacher reads the text loudly and explains the new and difficult words through context, dictionaries and pictures. Silently, students read the text to choose the most

appropriate main idea from the suggested list. ((Visual, logical, Linguistic and interpersonal intelligences)).

Activity ٣:- Teacher collects sample pictures of the novel hanging them on the board so as each group talks about its picture. Then, students ask to answer some questions about the **genre** of the novel, which it was(Comedy of manners),the **language** (English), **time and place written** (England, between ١٧٩٦ and ١٨١٣)

 ((visual, linguistic, Logical and interpersonal intelligences))

Activity ٤:- Teacher reads his opinion in front of the students *"Pride and Prejudice* contains one of the most cherished love stories in English literature: the courtship between Darcy and Elizabeth. As in any good love story, the lovers must elude and overcome numerous stumbling blocks, beginning with the tensions caused by the lovers' own personal qualities. Elizabeth's pride makes her misjudge Darcy on the basis of a poor first impression, while Darcy's prejudice against Elizabeth's poor social standing blinds him, for a time, to her many virtues" , then   each group read what they write about the reading text in order to summarize them out in front of the class by nominated students. Then students vote for the best. ((Linguistic, logical and interpersonal intelligences)).

Activity ٥:- Teacher reads and explains some sentences that have multi-part verbs such as Pride , Prejudice, virtues , the reputation and ask students to put it in new sentences.   Students discuss the concept of "*Pride and Prejudice* " ex. *Virtues and reputation* at the college, at the society. What sort of people *Pride?* Why? What students think of people who *Pride and Prejudice* ?   ((Linguistic, logical, and interpersonal intelligences))

Appendix (B)

Howard Gardner Multiple Intelligence Test

Read each statement quickly and put a "always" if that statement definitely applies to you, put "often" if the you feel that you match it sometimes and put a "never" if you disagree with the statement or if the statement isn't totally true for you.. Remember, the test will only be accurate if you're honest with yourself so complete the test based on what you actually think and feel, not on how you think you should or want to feel.

Items	Always	Often	never
I prefer to read the newspaper or listen to the radio rather than watch TV. I like taking photos I prefer to see drawings and diagrams of how things work			
People often come to me for a chat			
I have hobbies or play sports that involve only me I have always dreamed of being a musician or singer			
I am fascinated by philosophical questions like "what is the meaning of life?"			
I think best when doing something physical like jogging			
I enjoy reading, debates and discussions I remember facts, figures and formulas easily I always ask "Why" rather than "what" or "how"			
I would rather go to a party or social gathering than sit at home by myself			
I like to learn about myself and my feelings I would prefer to go to the opera or concert I like watching science/nature documentaries			
I learn best by practicing skills, rather than reading about them or			

having someone show me.			
At school, I found English and social studies like history easier than maths and science			
I can visualize how things would look from a different angle			
I can work out mechanical things and how to fix them I see counseling and mediation as beneficial ways of self-reflection I like spending time alone			
I find that music affects my mood I'm happy when I sing, sad songs make me sad, etc.			
I really appreciate a beautiful landscape, view or well designed garden I fidget and can't still for long I listen to grammar and choice of words when talking to someone			
I am sensitive to color and aesthetics I like forming rational explanations of events I get upset when other people are upset I am realistic about my abilities and limitations I have an impressive collection of music that I couldn't bear to part with.			
I find it easy to see how science is part of everyday life			
I'm good at throwing and catching I get a buzz out of writing a good piece, or being recognized for good writing I always read the instructions first			
I like to spend my spare time outdoors doing something			
I am in touch with my feelings and know how I would react in different situations I play a musical instrument			
As a kid I used to really enjoy catching butterflies, frogs and watching insects			

I'm good at using my hands and enjoy hobbies like timberwork, craft, etc. I have a library of books that I couldn't bear to part with.			
I have lots of pictures and photographs in my house			
I enjoy art and seem to be able to arrange artwork just right I am a natural leader and can get people to come around to my train of thought			
I would rather work alone than as part of a team			
I can sing in tune and tell when a note is off key			
I find it easy to identify different types of plants and animals I love sport and physical activity I find it easy to remember quotes and phrases and weave them into conversations I can read and interpret maps easily I never get lost			
I often reflect on events and question what they mean My friends think I have a computer brain I am a very social person			
I can easily pick up on people's feelings and body language			
I value close friendships I prefer team sports to individual ones			
I would rather be outdoors and preferably out of the city It is easy for me to make up stories			
I often see images when I dream or close my eyes			
I can do maths in my head I would rather work as part of a team than on my own I think a lot about life and my future			
I enjoy personality profiling tests and other ways of finding out about myself			

I enjoy a wide range of music and can appreciate the different styles/ musicians.			
I have always dreamed of being a vet, botanist, geologist, archaeologist, etc.			
I regularly write in a personal diary or journal			
At school I enjoyed geometry and art subjects			
I am good at cross words, scrabble and other word puzzles and games			
I love being with other people			
would rather go somewhere quiet than go to a party or noisy pub			
As a kid I used to hold 'concerts' for my family			
I like to know how things work			
I enjoy jigsaw puzzles and other visual puzzles			
I can't understand people who can't think rationally or logically. Logic is so logical.			

Appendix C (Posttest)

Q \ Write short paragraph about the following topics.

١- What if your image in the mirror started talking to you? What might the mirror say?

٢- Imagine you have a touch of magic, and can make impossible things happen. What would you do?

٣- Write about being inside an old abandoned warehouse.

Appendix D (Pretest)

Q \ Write short paragraph about the following topics.

١- **Family Heirloom:** Write about an object that's been passed through the generations in your family.

٢- **Secret Message**: Write something with a secret message hidden in between the words. For example, you could make an acrostic poem

using the last letters of the word or use secret code words in the poem.

٢- **Taking Chances:** Everyone takes a risk at some point in their life. Write about a time when you took a chance and what the result was.