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# A Multiple Intelligences Perspectives to Enhance the Learning of Foreign Languages ;The Effect of Group Work on Enhancing Students' Linguistic Intelligence

A Case Study of Third Year High School Foreign Languages Stream

A Dissertation Submitted in Partial Fulfilment of the Requirements for Master Degree in English (Linguistics)

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## Declaration

We, hereby, declare that this dissertation, entitled ” A Multiple Intelligence perspective to enhance the learning of foreign Languages; the Effect of Group Work on Enhancing the Student’s Linguistic Intelligence”, has been undertaken by us for the requirements for Master Degree in applied linguistics under the supervision of Dr.Ayoub Boukhatem .We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

## DEDICATION

*In the name of ALLAH the Most Gracious, the Most Merciful.*

*It is our genuine gratefulness regard that we dedicate this work to:*

*Our Parents, we are grateful to you everyday and thankful for your unconditioned love , sacrifice, and care; it is impossible to thank you adequately for everything you have done to us , you make us believe that everything is possible with faith and determination ; may GOD bless you .*

*To our sisters, brothers, and to all our close friends.*

## Acknowledgments

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## Abstract

Learning foreign languages is an essential and a demanding process in today's era of cross-cultural communication. According to Howard Gardner's theory of Multiple Intelligences, individuals possess various forms of intelligence, including linguistic intelligence, which greatly influences their language learning abilities. This research aims to investigate the impact of group work on enhancing students' linguistic intelligence. Adopting a descriptive research design with a population of 15 high school students in the foreign languages stream and 3 English teachers. Both quantitative and qualitative data were collected through the use of students' questionnaires, teachers' interviews, and classroom observations. The findings of this study reveal the significant role of group work activities in effectively enhancing students' linguistic intelligence through promoting collaboration, communication, and language practice. Furthermore, the study emphasizes the importance of adapting language instruction to individual differences in intelligence. These findings have significant implications for language educators and curriculum designers, highlighting the need to incorporate group work strategies to optimize language learning outcomes. In conclusion, this research contributes to the understanding of linguistic intelligence and provides practical insights into the successful integration of group work in foreign language learning.



**Keywords:** linguistic intelligence, group work activities, Multiple intelligences, foreign language learning.

**ملخص:**

يعد تعلم اللغات الأجنبية عملية أساسية وصعبة في عصر التواصل بين الثقافات اليوم وفقًا لنظرية هوارد جاردنر عن الذكاءات المتعددة، يمتلك الأفراد أشكالًا مختلفة من الذكاء بما في ذلك الذكاء اللغوي، والذي يؤثر بشكل كبير على قدراتهم في تعلم اللغة حيث يهدف هذا البحث إلى تقصي أثر العمل الجماعي على تعزيز الذكاء اللغوي للطلاب إضافة الى اعتماد تصميم بحث وصفي تم تطبيقه على 15طالب في السنة الثالثة ثانوي قسم اللغات الأجنبية وثلاثة 3 معلمين اللغة الإنجليزية .تم جمع كل من البيانات الكمية والنوعية من خلال استخدام استبيان الطلاب، مقابلات المعلمين والملاحظات في القسم كما تكشف نتائج هذه الدراسة عن الدور الهام لأنشطة العمل الجماعي في تعزيز الذكاء اللغوي للطلاب بشكل فعال من خلال تعزيز التعاون والتواصل وممارسة اللغة علاوة على ذلك، تؤكد الدراسة على أهمية تكييف تعليم اللغة مع الفروق الفردية في الذكاء، لذا هذه النتائج لها آثار كبيرة على معلمي اللغة ومصممي المناهج مما يبرز الحاجة إلى دمج استراتيجيات العمل الجماعي لتحسين نتائج تعلم اللغة، وفي الختام يساهم هذا البحث في فهم الذكاء اللغوي ويقدم رؤى عملية للاندماج الناجح للعمل الجماعي في تعلم اللغات الأجنبية.

**الكلمات المفتاحية** :الذكاء اللغوي,نشاطات العمل الجماعي,الذكاءات المتعددة,تعلم اللغات الاجنبية.

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**Table 03:** Results of students questionnaire

**List of abbreviations :**

**-MIT:** Multiple Intelligence Theory

**-LI:** Linguistic Intelligence

**-VARK:** Visual, Auditory, Reading/Writing, and Kinaesthetic

**-IQ :** Intelligence Quotient

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## General Introduction

Language learning is a complex and multifaceted process that requires a comprehensive understanding of various factors influencing its effectiveness. In recent years, there has been a growing recognition of the role of individual differences, particularly intelligence, in shaping language acquisition and proficiency. One prominent theory that sheds light on this aspect is Howard Gardner's theory of multiple intelligences. Gardner's theory challenges the traditional notion of intelligence as a singular, fixed entity and instead proposes that individuals possess multiple intelligences, each with its unique strengths and capabilities. One of these intelligences is linguistic intelligence, which relates to the ability to understand and use language effectively. According to Gardner's framework, the concept of verbal linguistic intelligence does not explicitly address the acquisition of second languages. Nonetheless, there appears to be a strong connection, as individuals with a high level of verbal linguistic intelligence are often inclined towards thinking in words

(Nolen, 2003).

Recognizing the significance of linguistic intelligence in language learning, it becomes essential to explore effective pedagogical approaches that can enhance and optimize this intelligence among students. One such approach is the integration of group work activities into language learning environments. Group work offers students opportunities to engage in collaborative tasks, share ideas, negotiate meaning, and develop their language skills in a social context. By working together, students can benefit from collective intelligence, diverse perspectives, and peer support, leading to enhanced language learning outcomes. However, despite the potential benefits, there is a gap in the literature regarding the explicit focus on linguistic intelligence development

through group work activities in foreign language learning contexts. This research seeks to address this gap by examining the effect of group work on enhancing students' linguistic intelligence. By investigating the relationship between group work and linguistic intelligence, we aim to provide insights into effective instructional practices that can optimize language learning experiences and outcomes.

Through conducting a descriptive research using both quantitative and qualitative data collections, specifically employing a case study at high school with third-year students in the foreign languages stream, we aim to explore the impact of group work on enhancing linguistic intelligence among these students. Through the use of student questionnaires, teacher interviews, and classroom observations, to gain a comprehensive understanding of the dynamics between group work and linguistic intelligence development.

This research holds the potential to contribute to the existing body of knowledge in foreign language education by highlighting effective instructional practices that can promote linguistic intelligence growth. Ultimately, the findings of this study can inform educators, curriculum designers, and policymakers in designing and implementing pedagogical approaches that foster linguistic intelligence development, leading to more effective and engaging language learning experiences for students.

## 1. Statement of the Problem:

It is essential to consider individual differences, such as intelligence in language teaching. However, some EFL teachers fail to arrange their classes based on the students' level of linguistic intelligence, which can impede the learning process. Howard Gardner (1983) argues that schools should guide students into careers that align with their talents instead of pushing everyone through the same educational system that prepares them for becoming college professors. Rather than judging students based on a standardized success ,educators should focus on helping them discover their innate skills and talents

(as cited in Fleetham, 2006).

As a suggestion, and to address the problem mentioned above , the present study is concerned to investigate strategies that promote the enhancement of students' linguistic intelligence and facilitate effective classroom engagement through the implementation of group work method.

## 2. Objectives of the Study:

The current study seeks to reach some objectives, among the students of the third year secondary school, which is intended to find out to what extent group work can enhance the linguistic intelligence . Besides , another purpose which is to investigate to what extent the collaborative work can make equilibrium between students with high and low intelligence. Additionally, the present research will try to help teachers to monitor and observe the students collaboration in the classroom.

## 3. Research Questions:

Based on the aforementioned overall problem, the three main research questions are raised as follows:

**1-**What is the effect of group work on enhancing the students linguistic intelligence?

**2-**Does group work make an equilibrium between students with high and low linguistic intelligence?

**3-**How does group work influence students ‘linguistic intelligence development?

**Research Hypothesis:**

In the light of the aforementioned research questions, the following hypothesis are put forward :

1- Group work significantly enhances students' linguistic intelligence.
2- Group work balance significantly between students with high and low linguistic intelligence.
3- The implementation of group work activity influences effectively the students 'linguistic intelligence development.

## 4. Significance of the study:

The predictable results of this study are to provide a comprehensive understanding of the effectiveness of group work on enhancing students linguistic intelligence ,besides, the current study aims to develop strategies for improving language learning outcomes.

## 5. Outline of the Thesis :

This research is organized around a general introduction and three chapters.

The general introduction contains background of the study , statement of the problem , research questions and hypothesis, objectives and significance of the study .the first chapter is devoted to literature review on learning styles theory, multiple intelligence theory ,cooperative learning , and previous studies. In addition, the second chapter deals with the methodology followed in conducting this study , besides , the third chapter is divided into two sections , the first one presents the findings and general discussion of the obtained results, followed by limitations of the study .Moreover, the second section includes general implications and recommendations for future studies and a general conclusion.

## 6. Definitions of key terms :

**-Multiple intelligence:** The theory that there are different types of intelligence, such as musical, spatial, or interpersonal intelligence, rather than a single general ability

(Cambridge Online Dictionary )

**-Linguistic intelligence**: The ability to use language well, which is one of several areas of intelligence described by Howard Gardner in his theory of multiple intelligences.

(Cambridge Online Dictionary )

**-Group work:** A collaborative activity or task performed by a group of individuals working together towards a common goal or objective.

( Oxford Dictionary ,2010).

# CHAPTER ONE

# LITERATURE REVIEW

## Introduction

This chapter provides a comprehensive review of the existing literature on the topic "A Multiple Intelligence Perspective to Enhance the Learning of Foreign Languages; The Effect of Group Work on Enhancing the Student's Linguistic Intelligence". It begins with a discussion of the learning styles theory ,besides the description of the nature of intelligence ,moving to multiple intelligence theory and its relevance to foreign language learning ;particularizing on linguistic intelligence types and the concept of group work. Finally, the chapter will review previous studies related to the topic, highlighting the key findings of each study.

### 1. Definition of intelligence:

Intelligence, a multifaceted concept, encompasses the cognitive abilities and capacities that enable individuals to adapt, understand, reason, and solve problems effectively. It refers to the overall mental prowess and capacity to comprehend and navigate the complexities of the world. Various scholars and researchers have proposed diverse viewpoints on intelligence, providing insights into its nature and dimensions.

One important view is presented by Robert J. Sternberg (1985), who defines human intelligence as "a cognitive process focused on purposefully adapting to, selecting, and shaping real-world environments that are relevant to one's life.

This viewpoint highlights the intentional nature of intelligence and its crucial role in helping individuals adapt and interact effectively with their surrounding environment (Eysenk,1986).

There are many definitions agreed upon by many dictionaries sources on the meaning of intelligence:

*"The ability to acquire, understand, and use knowledge: a person of extraordinary intelligence"(The American Heritage Dictionary,6$^{TH}$ edition, 2022).

This definition is a broad and general description of intelligence. It implies that intelligence involves not only the acquisition of knowledge but also its understanding and application.

*”the ability to learn, understand, and make judgments or have opinions that are based on reason” (Cambridge University Press& Assessment, 2023).

This definition highlights the capacity of an individual to acquire knowledge, comprehend it, and utilize it to form sound judgments or opinions based on rational thinking.

*the ability to drive information, learn from experience, adapt to the environment, understand, and correctly utilize thought and reason”
(American Psychological Association, 2023).

This definition highlights the importance of cognitive abilities in processing and utilizing information effectively. It emphasizes the capacity to learn and adapt to new experiences, which is crucial for individual growth and development.

Moreover, many psychologists have significantly influenced the understanding and measurement of intelligence and they defined intelligence as follows:

*Intelligence refers to an individual's overall capacity to act purposefully, think logically, and effectively engage with their surroundings (Wechsler, 1958).

This definition emphasizes the comprehensive nature of intelligence, as it encompasses a wide range of cognitive abilities necessary for effective and purposeful functioning in various environments.

*According to Gardner (1998) intelligence is a biopsychological potential that enables the processing of information, which can be utilized within a cultural context to solve problems or create valuable products.

This definition highlights the multifaceted nature of intelligence as it is not limited to cognitive abilities only but also takes into account an individual's potential to utilize their abilities to solve problems and create valuable products in a given cultural context

*Spearman (2008) defines intelligence as the organism's capacity to adapt to an increasingly complex environment.

this definition implies that intelligence is not limited to a particular domain or area of knowledge, but rather has a broad application in various contexts. However, it is important to note that the definition does not explicitly mention other important aspects of intelligence such as problem-solving, creativity, or social intelligence.

*Intelligence, as a mental trait, is the ability to focus and abstract impulses at their early, unfinished stage of formation. It involves inhibitory processes and the capacity to make impulses more concentrated (Thurnstone, 1999).

this definition suggests that intelligence involves the ability to control and focus one's thoughts and impulses, which can be helpful in many areas of life. Additionally, it provides a unique perspective on intelligence and its relationship to self-control.

*According to Sternberg and J (1985), human intelligence is the cognitive process aimed at purposeful adaptation, selection, and shaping of real-world environments that are relevant to one's life.

The definition provided by Sternberg and J highlights the importance of intelligence in adapting to the environment and shaping one's life. It emphasizes that intelligence is not just about acquiring knowledge but also about the ability to use it effectively in real-world situations. The definition also implies that intelligence is a dynamic process that involves purposeful adaptation and selection of environments,

rather than a fixed, innate trait. Overall, this definition highlights the practical, problem-solving aspect of intelligence and its relevance to real-world situations.

**1.2. Learning styles theory:**

The concept of learning styles theory suggests that each individual has a unique way of learning and processing information. By identifying and understanding one's learning style, individuals can optimize their learning experience by using techniques that match their preferred style.

According to Coffield et al. (2004) learning styles are identifiable patterns of cognitive, emotional, and mental behaviors that reflect how a learner perceives, engages with, and adapts to different learning environments over time (p.3).

Moreover, Kolb (1984) defines learning style as an individual's preferred manner of acquiring and retaining new knowledge or skills, which is influenced by their unique tendencies and preferences for perceiving, processing, organizing, and integrating information and experiences (p.38).

These differences in people's learning are explained by learning styles. According to Dunn (1984)" Learning style is the way in which each person absorbs and retains information and/or skills "(as cited in Carisma & Johann,1996,p.469).

Furthermore, in order to create an effective learning environment, it is important to recognize that everyone learns differently, and their unique learning paths should be taken into account. Likewise, kang (1996) states that the ways in which individuals absorb or comprehend new information are attributed to their inherent characteristics, which are referred to as learning styles

(as cited in Mahmoud,2010,p,79).

All of the previous definitions concur that learning styles pertain to the favored method(s) by which a person comprehends or processes any information that they are given.

### 1.2.1. Types of learning styles:

Neil Fleming's **VARK** model is a widely recognized method for categorizing learning styles. In 1987, Fleming developed an inventory to aid individuals in identifying their unique learning preferences. While there are various approaches to classifying learning styles, the **VARK** model is one of the most widely used. It groups learners based on their inclination towards certain preferences:

**1.2.1.1. Visual learner:** prefer to process information through visual aids, such as diagrams and image; according to Fleming and Mills (1992), visual learning theory "postulates that individuals differ in the manner in which they process information from external representations" (p. 11).

**1.2.1.2. Auditory learner:** prefer to process information through sound and speech, They tend to get a great deal out of lectures and are good at remembering things they are told.

This theory proposes that auditory learners benefit from hearing information presented through lectures, discussions, and audio recordings.

**1.2.1.3. Reading and writing learner:** Reading and writing learners prefer to take in information that is displayed as words and text and benefit from reading, writing, and note-taking activities.

**1.2.1.4. Kinaesthetic:** The individual is able to improve his learning process by experiencing it through physical movement that engages their entire body. This method is similar to bodily-kinaesthetic intelligence, which focuses on utilizing the body and movement to enhance learning.

### 1.3. Multiple Intelligence:

Psychologist Howard Gardner first proposed the theory of multiple intelligences in 1983 in his book "Frames of Mind: *The Theory of Multiple Intelligences*. Gardner (2006) states he believes that human cognitive is better described in term of set of abilities, talents or mental skills ,which he calls

intelligence". Gardner challenged the traditional view of intelligence as a single entity that can be measured by IQ (Intelligence Quotient) test developed by Albert Binet and Simon, Which is a standardized assessment designed to measure a person's cognitive abilities and intellectual potential. Gardner disagreed with the traditional psychologists who believed that short questions and answers could accurately predict a student's academic success. He argued that this approach limited learners' potential.

Similarly, Thorndike(1937), considered the founding father of educational psychology, along with psychologists such as Bergman, Cobb, and Woodard(1927), believed that intelligence was composed of three different parts (abstract, mechanical, and social intelligence), rather than being a single block (Woolfolk & Hoy, 2014). Therefore, performing well in one area did not necessarily translate into success in other areas.

Guilford and Sternberg also proposed pluralistic models of intelligence that challenged Spearman's theory. However, Gardner's MI theory is the most well-known of these pluralistic theories due to its focus on matching the needs of individual learners and its facilitation of the learning and teaching process, and proposed that there are actually multiple forms of intelligence, each with its own unique cognitive abilities and skills. Gardner (1999) refined the definition of intelligence" the capacity to solve problems or fashion products that are valued in one or more cultural setting and detailed a set of criteria for what counts human intelligence.

In his book Frames of Mind Gardner(1999) initially proposed seven intelligences , Linguistic Intelligence ,Logical-Mathematical Intelligence ,Musical Intelligence ,Spatial Intelligence ,Bodily-Kinaesthetic Intelligence ,Interpersonal Intelligence, Intrapersonal Intelligence (p.44).Later on he added other types :naturalistic and existential intelligence in his second book 'Reframed'1999.

### 1.3.1. Types of Multiple intelligences:

According to Gardner (1999) there are nine types of intelligences that are stated as follows:

**1.3.1.1 Linguistic Intelligence**: the capability to effectively utilize language to express ideas, comprehend intricate texts, and engage in sophisticated verbal communication.

**1.3.1.2.Logical-Mathematical Intelligence**: refers to the capacity to think logically, analyse problems, and engage in mathematical and scientific reasoning.

**1.3.1.3.Musical Intelligence**: the ability to appreciate, create, and understand musical patterns, tones, and rhythms.

**1.3.1.4. Spatial Intelligence**: the aptitude to think in visual images, perceive spatial relationships, and mentally manipulate objects in space.

**1.3.1.5. Bodily-Kinaesthetic Intelligence**: denotes the skill to precisely control body movements and coordinate them, as well as the proficiency in handling objects.

**1.3.1.6. Interpersonal Intelligence**: according to Gardner (1983), represents the capacity to comprehend and effectively relate to others, including perceiving their emotions, motivations, and intentions.

**1.3.1.7. Intrapersonal Intelligence:** the ability to understand oneself, including one's emotions, desires, and motivations, and to utilize this knowledge for self-reflection and personal growth.

**1.3.1.8. Naturalistic Intelligence:** the inclination to recognize and categorize natural objects, such as plants, animals, and geological formations, and to identify patterns in the natural world.

**1.3.1.9. Existential Intelligence:** refers to the ability to contemplate and understand fundamental existential questions about life, purpose, meaning, and the human condition. It involves a deep awareness and reflection on philosophical, spiritual, and existential concepts, such as identity, mortality, freedom, and the nature of reality.

**Table 1:** *Types of intelligences with different learning skills and carriers*

| Intelligence Type | Learning Skills | Potential Careers |
|---|---|---|
| **Linguistic /Verbal Intelligence** | Strong verbal and written communication skills | Writer, Journalist, Lawyer, Linguist |
| **Logical-Mathematical Intelligence** | Logical reasoning, problem-solving, mathematical skills | Scientist, Engineer, Mathematician, Computer Programmer |
| **Musical Intelligence** | Ability to recognize and create music, rhythm, and melody | Musician, Composer, Music Teacher, Sound Engineer |
| **Spatial Intelligence** | Visual thinking, spatial awareness, mental imagery | Architect, Interior Designer, Pilot, Graphic Designer |
| **Bodily-Kinesthetic Intelligence** | Physical coordination, dexterity, body movement | Movement Athlete, Dancer, Actor/Actress, |
| **Interpersonnel Intelligence** | Empathy, understanding others, effective communication | Counsellor, Teacher, Social Worker, Salesperson |
| **Interpersonnel Intelligence** | Self-awareness, introspection, self-reflection | Psychologist, Life Coach, Philosopher, Writer |
| **Naturalistic Intelligence** | Observation of patterns in nature, knowledge of the natural world | Botaniste, Environnementaliste, Zoologiste, Park Ranger |
| **Existential Intelligence** | Contemplation of life's big questions, exploration of meaning | Philosopher, Theologian, Ethicist, Writer |

### 1.3.2. The Application of MIT in Education:

Educators have been widely applying Howard Gardner's multiple intelligences theory in education since its introduction in 1983. They perceive it as a potent remedy for the shortcomings of the educational system. Whether used as a teaching approach, method, strategy, or assessment tool, educators unanimously advocate for

tailored instruction based on students' multiple intelligences. They emphasize the significance of acknowledging and nurturing students' strengths in areas beyond logical-mathematical and verbal-linguistic domains (Dr.Mahmoud, 2010,P.53).

In addition, viewing the world through the lens of multiple intelligences presents an opportunity to broaden your perspective on human achievement, offering a more enriched outlook. It allows for the exploration, appreciation, and development of diverse talents among learners, going beyond the confines of conventional education. Furthermore, it serves as a catalyst for boosting self-esteem, motivation, and independence, ultimately paving the way for elevated academic performance and overall success in life (Fleetham,2006, p.7).

**1.3.2.1. Using MI:**

The use of multiple intelligences (MI) in education has revolutionized traditional teaching methods by recognizing and valuing the diverse talents and learning styles of students. By incorporating MI into educational practices, educators can create an inclusive and engaging learning environment that caters to the individual strengths and preferences of students, fostering a deeper understanding and application of knowledge. This approach not only enhances academic performance but also promotes the development of well-rounded individuals who are better equipped for success in various aspects of life.

**1.3.2.2. How to teach and learn with MI:**

Fleetham (2006) stated that utilizing multiple intelligences in teaching and learning could be approached in two primary methods:

1. the main approaches to teaching and learning using multiple intelligences involves educators designing customized learning experiences and assessments that align with the strengths of learners' multiple intelligences.

2. Another way to incorporate multiple intelligences in teaching and learning is by allowing learners to personalize their educational experience. This approach involves providing learners with a variety of activities and assessments based on different

intelligences, enabling them to choose those that aligned with their curriculum goals and individual preferences.

Susan Baum, Julie Viens, and Barbara Saltin in their book *"Multiple Intelligences in the Elementary Classroom:* A Teacher's Toolkit" explores various ways educators can use Multiple Intelligences (MI) for teaching and learning. The authors categorize these approaches into five pathways, with four pathways explaining the utilization of MI. The "to" pathways involve teachers driving the development and use of specific intelligences, while the "through" pathways promote learner-driven development across a range of intelligences.

**Table02:** *Teaching and Learning Pathways*

| Teaching and learning to… | |
|---|---|
| The 'building on strengths pathway | The 'talent development pathway |
| • Support literacy development nature.<br>• 'bridge' student strengths to literacy learning | • design structured talent development Opportunities<br>• create opportunities to assess the Student talents |
| Teaching and learning through… | |
| The 'understanding' pathway | The 'authentic problems' pathway |
| • Develop curricular options to enhance Student's understanding<br>• Create diverse assessment options for Students to demonstrate their understanding | • use real-world problems and experts rules<br>• create authentic assessments of learning |

***Note***: Data adapted from "Multiple Intelligences in the Elementary Classroom: A Teacher's Toolkit" by Susan Baum, Julie Viens, and Barbara Saltin (as cited in Fleetham, 2006).

### 1.3.3. Critics about the theory :

while Howard Gardner's theory has gained widespread recognition and acceptance, however, it has faced criticisms from scholars, psychologists and educators. Some of the main critics include:

#### 1.3.3.1. Lack of empirical evidence :

Critics argue that Gardner's theory lacks strong empirical evidence to support the existence of distinct intelligences. Schneider and McGrew (2012) contended that the MI theory has not been supported by sufficient and satisfactory empirical evidence. Moreover, they argued that the theory's lack of "psychometric precision" renders it ineffective as a construct in educational practice.

In addition, Waterhouse (2006) conducted an evaluative review of the Multiple Intelligences theory, along with the concepts of the Mozart effect and emotional intelligence. Her conclusion was that these concepts are not adequately supported by empirical evidence, and instead, are rooted more in popular culture and anecdotal evidence than in scientific research.

#### 1.3.3.2. Overgeneralization of the concept of intelligence:

Other scholars have criticized the MI theory for its overgeneralization of the concept of intelligence

According to Hunt (2011), the concept of intelligence is too broad and should be divided into different categories, including cognitive ability, emotional intelligence, and practical intelligence. He believes that such a classification would enhance comprehension of how various forms of intelligence function and offer a more precise depiction of human cognitive abilities.

While Sternberg (1997) thinks that the idea of intelligence is too general and doesn't fully explain how people think. He says that intelligence changes based on the situation and that some types of intelligence are more important in certain situations than others.

#### 1.3.3.3. Ambiguity of the different intelligences :

Critics have pointed out that the different intelligences identified by Gardner are ambiguous and overlapping

Waterhouse (2006) argues that the categories of the different intelligences are not clearly defined, and that there is significant overlap between them. For example, musical intelligence and linguistic intelligence may both involve aspects of auditory perception and processing.

#### 1.3.3.4. Lack of differentiation between abilities and talents:

Some critics argue that the MI theory fails to distinguish between innate abilities and acquired talent. Gottfredson (2004) argues that some abilities, such as spatial reasoning, are more innate and not as easily learned as other skills, such as musical ability. This means that the MI theory may not be helpful in understanding the relative importance of different abilities for success in different fields.

#### 1.3.3.5. Difficulty in measuring the different intelligences:

The MI theory has also been criticized for the difficulty in measuring the different intelligences. Traditional measures of intelligence, such as IQ tests, are not well-suited to measure some of the intelligences identified by Gardner, such as interpersonal or intrapersonal intelligence. Sternberg and Grigorenko (2002) stated that most of the proposed intelligences do not have reliable or valid tests available. Even for the few intelligences that do have tests, there are often problems with the accuracy and dependability of those tests.

### 1.4. Definition of linguistic intelligence:

Linguistic intelligence is one of the multiple intelligences identified by Howard Gardner in 1983, it is defined as the capacity to use language efficiently, both verbally and in writing, and to comprehend and modify the fundamental structure of language. It encompasses a wide range of abilities related to language, such as listening, speaking, writing, and reading. (Gardner, 1999, p. 56).

As well as, the ability to think in words and to use language to express and comprehend complex meanings. “The capacity to use words effectively whether orally or in written” (Armstrong, 2009, p. 24).

In this regard, Erlina et al (2019) stated that Linguistic intelligence is the capacity to write creatively, convince people with words, and learn new languages quickly are all examples of linguistic intelligence.

In parallel with Armstrong and Erlina, et al .(2016) view that the linguistic intelligence comes from the temporal cortex, also known as Boca’s region, is located on the left side of the brain and is responsible for four areas of sensitivity, including semantics, phonology, and syntax, which refer to the various ways that words may be employed in sentences or culturally to elicit distinct meanings.

Learners with this intelligence have a heightened ability to analyse language, allowing them to understand people's speech and make it easier for teachers to present lessons to them.

Likewise,Linguistic intelligence is also critical in interpersonal communication, allowing individuals to express themselves effectively and understand others. In addition, it plays a vital role in professional success, as the ability to communicate effectively is highly valued in many occupations. For Christian (1998) Linguistic intelligence refers to an individual's capacity to effectively communicate their thoughts using their native language as well as other languages, and to comprehend the thoughts of others

In this line , linguistic intelligence refers to the proficiency in utilizing language to effectively communicate with others, comprehend written and spoken language, and express oneself. This includes a range of language-related abilities, such as skillful use of words, comprehension of grammar and syntax, and appreciation of the aesthetic qualities and subtleties of language

(Sternberg, 1997, p. 49).

### 1.4.1. Characteristics of linguistic intelligence:

In her article "The Actualization of Literary Learning Model Based on Verbal-Linguistic Intelligence" Halil (2017) mentions some characteristics of those with high linguistic intelligence as follows:

1. being able to write their daily experiences.
2. being able to explain their ideas better than children at their age.
3. being able to produce a lot of vocabularies and also use it appropriately than children at their age.
4. reading a lot of books, newspapers, magazines, articles on internet, and many others; frequently giving their thoughts, feedback, and criticism to others.
5. good at spelling foreign and new words correctly.
6. enjoying to hear oral statements (stories, reviews radio, voice books), like rhymes puns and a set of words which are difficult to pronounce.
7. being able to talk at length or being able to tell jokes and stories.

### 1.4.2. Developing linguistic intelligence:

Linguistic intelligence is widely employed in educational programs among all the nine intelligences, due to its emphasis on language-based activities. Hence, developing linguistic intelligence involves a combination of reading, writing, conversation, learning new languages, and engagement with language in various forms.

One effective way to develop linguistic intelligence is through reading. By reading books, articles, and other written material, individuals can increase their vocabulary, improve their comprehension skills, and gain exposure to different writing styles and genres. Additionally, reading can help individuals develop their writing skills by providing examples of effective sentence structure, grammar, and word usage.

Another way to develop linguistic intelligence is through writing. By practicing writing regularly, individuals can improve their ability to articulate their

thoughts clearly and concisely and to use language effectively to convey their message. Writing can also help individuals develop their analytical and critical thinking skills by requiring them to evaluate and interpret information and arguments.

In addition to reading and writing, engaging in conversations with others can also help develop linguistic intelligence. By actively listening and participating in discussions, individuals can practice their communication skills and learn how to express themselves clearly and effectively in a variety of contexts. Engaging in debates and argumentation can also help individuals develop their persuasive skills and ability to construct convincing arguments.

By practicing these skills regularly, individuals can improve their ability to communicate effectively and to understand and interpret spoken and written communication.

**1.5. Cooperative learning theory:**

Cooperative learning theory has its roots in the work of John Dewey, who emphasized the importance of social interaction in the learning process (Dewey, 1910). However, the modern form of cooperative learning was developed in the 1960s and 1970s by Elliot Aronson and his colleagues (Aronson et al., 1978). Later, in the 1980s, Roger Johnson and David Johnson refined and expanded upon the theory, developing the Cooperative Learning Model which remains widely used in classrooms today

(Johnson & Johnson, 1989).

According to Johnson, Johnson, and Holubec (2013), cooperative learning can be defined as an approach to teaching where students are divided into small groups, and they work together to enhance their own learning and that of their peers. (p. 4).

Slavin (1995) describes cooperative learning as a type of instruction where students work collaboratively in teams to achieve a shared objective. The approach emphasizes positive interdependence among members, with each person contributing to the success of the group, and individual and group accountability for the final outcome (p. 5).

Vygotsky (1978) stated that the learning process is more effective when students interact with each other or engage with peers that are more knowledgeable.

Cooperative learning refers to a teaching approach where students collaborate in small groups to achieve shared learning objectives that benefit all members of the group. The emphasis is on the achievement of the group rather than individual success, and essential elements of this approach include positive interdependence, individual responsibility, social skills, and group processing (Slavin, 2015, p. 6).

Wesley (2006) stated that students who engage in collaborative learning and educational activities beyond the classroom and have increased interactions with faculty members tend to earn better grades, experience higher satisfaction with their education, and have a higher probability of persisting in college (p. A39).

A collaborative learning environment, as opposed to a passive learning environment, helps students learn more actively and effectively (Murphy et al., 2005).

Cooperative learning fosters effective communication, critical thinking, and constructive discourse, allowing students to express, refine, and learn from their opinions and the perspectives of their peers.

### 1.5.1.Types of cooperative learning:

Johnson, et al. (1986) theory identified the three types of cooperative learning groups as formal, informal and cooperative base group

(as cited in Akinbobola,2009.p.3).

a- **Formal cooperative learning**: involves students working together in groups for an extended period of time, that last from one class period to several weeks.

b- **Informal cooperative learning**: students work together during class time often for a few minutes or one class period.

c-**Cooperative base group:** students work together over an extended period, typically throughout a semester or academic year, allowing them to engage in collaborative learning, share ideas, and provide each other with feedback and support.

### 1.5.2. Basic Elements of Cooperative learning:

Cooperative learning is an instructional approach that involves students working together in small groups to achieve a common goal. According to Johnson , Johnson &smith (1998), there are five basic elements of cooperative learning that are essential for its success: positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing.

#### 1.5.2.1. Positive interdependence:

PI refers to the mutual dependence among group members to achieve a common goal. The members of the team require each other's contribution to accomplish the group's objective “sink or swim together"(Johnson et al., 1998,p.7).

Each member of the group is responsible for contributing to the group's success, This element of cooperative learning encourages students to work collaboratively and to support each other in their learning.

#### 1.5.2.2. Individual Accountability:

Individual accountability means that each member of the group is responsible for their own learning and for contributing to the group's success.

Contributions of each team member, providing feedback on the quality and quantity of their work, and sharing the results with both the group and the individual.

This element of cooperative learning ensures that each student is actively engaged in the learning process and that they are responsible for their own learning outcomes (Johnson et al.,1998.p.7).

#### 1.5.2.3.Face-to-Face Interaction:

This involves promoting communication and collaboration among group members. Team members foster productivity by supporting, collaborating, and motivating each other to produce quality work. They share their knowledge, explain concepts, and engage in discussions with their teammate

(Johnson et al.,1998,p.7).

This element is critical for building social relationships, fostering a positive learning environment, and encouraging students to engage in active listening and dialogue with their peers.

**1.5.2.4.Social Skills:**

Social skills, such as communication, leadership, and conflict resolution, are crucial for effective cooperation. According to Johnson et al.(1998) noted that a group's effectiveness heavily depends on the social skills possessed and employed by its members.

Instructors place equal emphasis on teaching these skills alongside job-specific skills. The required collaborative skills encompass instructorship, decision-making, trust-building, communication, and conflict-management skills. These skills help students to work effectively in groups, to communicate their ideas clearly, and to resolve conflicts that may arise during group work.

**1.5.2.5. Group Processing:**

Group processing involves reflecting on and evaluating the group's progress and effectiveness. According to Webb(2008), the key to continuous improvement lies in the constant evaluation of members' experience-sharing, which helps to identify areas of difficulty and enhance the effectiveness of learning. By continually assessing and addressing these challenges, the learning experience can be improved over time

(as cited in Jahanbakhsh et al., 2019).

This element encourages students to reflect on their own learning and to provide feedback to their peers on their contributions to the group. This feedback can help to improve group dynamics and to increase the effectiveness of future group work.

**1.6. Previous studies:**

1/- Various researchers have investigated in the concepts of Multiple Intelligences and group work in the field of teaching and learning foreign languages. One research done by Sigha examined the effects of Intrapersonal and Linguistic Intelligence on

the Narrative Paragraph, in language sciences and teaching English as a foreign language in 2020.

The case study of this research aimed at comparing the effect of linguistic and intrapersonal intelligence on narrative writing. The researcher choses a sample of 18 master one students divided equally into two groups, linguistic and intrapersonal intelligence:

The students answered the McKenzie self-report inventory to identify the dominant intelligence they have. Each group consists of nine students ( 6 females plus 3 males for linguistic intelligence, and 7 females; 2 males for intrapersonal intelligence).

After the groups were formed, the students were asked to write a narrative paragraph. The writing performance was measured through a writing rubric. It was used to give the students' scores for their writing performance based on: narrative technique, organization, style, and writing conventions.

The result of this study reveals that the group with high degree of intrapersonal intelligence did well as compared to those with high degree of linguistic intelligence, and that there is no statistically significant difference in their outcomes, which confirms that there is a relationship between the independent variables(Linguistic and Intrapersonal intelligence) and the dependent variable (narrative writing).

2/- Another research done by Namaziandost et al.(2020) entitled "The Impact of cooperative learning approach on the development of EFL learners' speaking fluency" aimed to investigate the effectiveness of cooperative learning in enhancing the speaking fluency of English as a foreign language (EFL) learners.

- Methodology: The research method used was quasi-experimental, with a pretest-posttest design. The study was conducted in Iran, and the participants were 40 female EFL learners at the intermediate level who were divided into an experimental group and a control group. The experimental group received instruction using a cooperative learning approach, while the control group received traditional instruction. The study

used a speaking fluency test as the pre-test and post-test measure, and it was assessed by two raters using a holistic scoring rubric.

-Findings: The results of the study indicated that the experimental group, who received instruction using the cooperative learning approach, showed significant improvement in their speaking fluency compared to the control group. This improvement was evident in the areas of grammatical accuracy, pronunciation, and fluency. The study also found that the learners in the experimental group were more motivated and engaged in the learning process than those in the control group. The study concludes that cooperative learning is an effective approach to enhancing the speaking fluency of EFL learners, and it recommends the use of this approach in EFL classrooms.

3 / - The qualitative case study, conducted at a state Islamic university in Palembang, Indonesia, by Erlina et al .(2019) that aimed to explore the linguistic intelligence of undergraduate EFL learners. The study utilized classroom observations, surveys, and interviews to collect data from the participants. Through an examination of rhetoric, mnemonic skills, explanation, and metalinguistic reflection, the research sought to deepen our understanding of linguistic intelligence and its implications for language learning success.

- Methodology: The research employed a qualitative approach with a case study design. Data were collected through classroom observations of everyday activities, surveys, and interviews. The participants consisted of undergraduate EFL learners at the state Islamic university in Palembang, Indonesia.
- Findings: The study identified a small number of undergraduate EFL learners who exhibited linguistic intelligence in various aspects. These learners demonstrated effective persuasion skills, strong memory for written and spoken information, proficiency in delivering information orally and in writing, and metalinguistic abilities. These findings provide valuable insights into the linguistic intelligence of EFL learners and have implications for language learning success. The study highlights the importance of understanding and developing linguistic intelligence among EFL learners in the context of English education in Indonesia.

**Conclusion:**

The chapter provides a thorough review of the existing literature on the use of multiple intelligence theory and group work to enhance foreign language learning. The theoretical background of multiple intelligence theory and its relevance to language learning is discussed, followed by a summary of previous studies and their key findings. The review suggests that group work have the potential to enhance linguistic intelligence and improve language learning outcomes.

# Chapter Two

## Research Methodology

## Introduction

This chapter concerns the methodology of the present study .It explains the overall research design and methods of the study .First justifications for research design and methods are discussed. This is followed by a concrete description of the study context and its participants as well as the research instruments and data collection procedures .In addition to quantitative and qualitative data analysis, limitations are explained at the end of the chapter.

### 2.1. Research design:

The research design for this study involves a mixed-methods approach, combining quantitative and qualitative methods to examine the relationship between group work and linguistic intelligence among third-year high school students in the foreign languages stream. The quantitative aspect will involve a student questionnaire with open-ended and multiple-choice questions, while the qualitative aspect includes teacher interviews and classroom observations. The design acknowledges limitations such as the specific student population and limited timeframe. Overall, this comprehensive design aims to provide valuable insights into the effectiveness of group work in enhancing linguistic intelligence among high school students.

#### 2.1.1 Participants :

The participants of this study will include 15 third-year high school students (2 males and 13 females) in the foreign languages stream, particularly, as well as three English teachers from the same school. The study took place at El Bashir Ibrahimi High School, located in Oueled Maaref .The selection of third-year high school students is based on their exposure to the foreign languages curriculum, making them suitable participants for examining the impact of group work on linguistic intelligence.

The three English teachers were randomly selected as participants due to their experience which spanned from 5 to 7 years in teaching foreign languages. Their insights will provide valuable perspectives on the implementation of group work strategies and their influence on linguistic intelligence development. Ethical

considerations will be taken into account to ensure the participants confidentiality, informed consent, and protection of personal data. All participants will be informed about the purpose of the study, their voluntary participation, and their rights to withdraw at any time without consequences.

### 2.1. 2.Data Collection Instruments :

#### 2.1.2.1. Students questionnaire:

During the academic year 2022/2023, a questionnaire was administered to 15 third year high school students. This questionnaire is consisted of 17 questions that include a mix of multiple-choice and open-ended questions , aimed to gather data on the student's perceptions towards the use of group work on enhancing their linguistic intelligence.

#### 2.1.2.2. Teachers Interview:

Three English teachers were interviewed purposefully based on their experiences in teaching EFL students . Through audio-recording interviews , a set of open-ended questions that guided the conversation, focusing on the teachers perceptions, and practices related to the implementation of group work activities. The questions explored the frequency of using group work, examples of activities employed, observed benefits in students' linguistic intelligence development, strategies for monitoring and supporting students during group work, and methods for assessing linguistic intelligence growth resulting from group work. The interviews were conducted in a comfortable and confidential setting, audio-recorded with consent, to ensure accurate transcription and analysis.

#### 2.1.2.3.Classroom observations:

The researcher conducted three observation sessions in the classroom to observe and document the dynamics and interactions during group work activities. The observation sessions involved observing the students' engagement, communication, collaboration, and application of linguistic skills within the group setting. The researcher recorded detailed observations of the students' behaviors, language use, problem-solving abilities, and overall participation during the group

work sessions. These observations provide valuable insights into the actual implementation and outcomes of group work in enhancing linguistic intelligence among the students.

### 2.1.3. Data Analysis procedures :

A mixed method approach is adapted in the present study through collecting both quantitative and qualitative data. The qualitative data obtained from the teachers interviews help in supporting the quantitative data gathered from the students questionnaire .through the use of descriptive statistical analysis a numerical value is given to each answer in the questionnaire in a form of frequencies and percentages .Additionally, qualitative techniques like thematic analysis is employed to identify recurring themes in the open-ended responses.

On the other hand, the teachers audio-recording interviews are transcribed and coded qualitatively into common themes and categories uncovering their perspectives, experiences and insights regarding the effectiveness of group work on enhancing students linguistic intelligence.

Moreover, classroom observations are analyzed qualitatively through identifying and coding key behaviors, interactions and instructional strategies related to group work and linguistic intelligence.

## 2.2.Limitations of the study:

The present study aims at examining the effectiveness of group work on enhancing linguistic intelligence , however, it still flawed with some limitations , the first limitation is that the sample of this study is limited to the third year high school students of foreign languages stream .Also, this study is limited to the third semester .In addition, the data that were collected for this study were insufficient to draw a fully detailed conclusion about the effectiveness of group work in enhancing linguistic intelligence.

**Conclusion:**

To conclude this chapter has introduced the methodology of the present study. Throughout this chapter, description of the study research design and the participants of the study have been respectively introduced , In this sense, 15 third high school students and 3 teachers were recruited in the data collection. Afterwards, instruments and procedures for data collection have been described and data analysis procedures have been explained. In addition to brief discussion of the main limitations of the study. The present research is a case study which employs both quantitative and qualitative data collected through different instruments namely questionnaire, interviews and observations.

# CHAPTER THREE

# DATA ANALYSIS

**Introduction:**

Chapter three presents the results collected for the current research. However, it is divided into two sections. The first section presents the results obtained from the students questionnaire, the findings of teachers interviews and the results obtained from classroom observations. Moreover, each of the quantitative and qualitative data were analyzed as to answer the suggested questions of the present study.

The second section reveals a pedagogical strategies which are derived from the findings of the study as well as recommendations for future implications.

## 3.1.Reporting results and finding discussions of students questionnaire

### 3.1.1. Reporting Results of the Students Questionnaire:

This questionnaire is consisted of 17 questions that aimed to gather information on various aspects related to group work and linguistic intelligence. Table 1 presents the descriptive statistical results of the questionnaire, including the number and percentage of students who responded to each question.

**Table3:** *results of students questionnaire.*

| Question | Response | Number of Students | Percentage |
|---|---|---|---|
| 1 | a-Male | 2 | 13.33% |
| | b-Female | 13 | 86.67% |
| 2 | a-YES | 11 | 73.33% |
| | b-NO | 4 | 26 .6% |
| 3 | a-YES | 2 | 13.33% |

| | | | |
|---|---|---|---|
| | b-No | 13 | 86.67% |
| 4 | a-Yes | 15 | 100% |
| | b-No | 0 | 0% |
| 5 | a-Rarely | 1 | 6.67% |
| | b-Occasionally | 4 | 26.67% |
| | c-Frequently | 10 | 66.67% |
| | d-Almost always | 0 | 0% |
| 6 | a-Agree | 11 | 73.33% |
| | b-Disagree | 2 | 13.33% |
| | c-Neutral | 2 | 13.33% |
| 7 | a | 3 | 20% |
| | b | 1 | 6.6% |
| | c | 2 | 13.3% |
| | d | 4 | 26.6% |

| | | | |
|---|---|---|---|
| | e | 0 | 0% |
| | f | 5 | 33.33% |
| 8 | a-Yes | 12 | 80% |
| | a-No | 3 | 20% |
| 9 | a-Agree | 12 | 80% |
| | b-Disagree | 2 | 13.33% |
| | c-Neutral | 1 | 6.67% |
| 10 | a-Yes | 15 | 100% |
| | b-No | 0 | 0% |
| 11 | a-Agree | 12 | 80% |
| | b-Disagree | 2 | 13.33% |
| | c-Neutral | 1 | 6.67% |
| 12 | a-Yes | 15 | 100% |
| | b-No | 0 | 0% |

| | | | |
|---|---|---|---|
| | a-Yes | 15 | 100% |
| 13 | b-No | 0 | 0% |
| | a-Agree | 12 | 80% |
| | b-Disagree | 2 | 13.33% |
| 14 | c-Neutral | 1 | 6.67% |
| | a-Yes | 11 | 73.33% |
| 15 | b-No | 4 | 26.67% |
| | a- Not important | 1 | 6.67% |
| | b- Somewhat important | 1 | 6.67% |
| | c- Moderately important | 1 | 6.67% |
| | d- Very important | 8 | 53.33% |
| 16 | e- Extremely important | 3 | 20% |
| 17 | a- Encourage more interaction and communication of group members | 4 | 26.6% |

| | | | |
|---|---|---|---|
| | b-Provide clear guidelines and objectives for the group activities | 2 | 13.33% |
| | c- Assign roles and responsibilities to each group member | 1 | 6.66% |
| | d-Use a variety of activities to keep group work interesting and engaging | 3 | 20% |
| | e- Provide opportunities for feedback and reflection on group work activities | 2 | 13.33% |
| | f- Other (please specify) | 3 | 20% |

### 3.1.2. Open-ended questions analysis:

1. Upon thematic analysis of the responses of question 7, several key themes emerged regarding how students can notice improvement in their language skills after participating in group work activities. Firstly, students reported an increased sense of confidence in using the target language, which positively influenced their overall language proficiency. Additionally, active engagement in group discussions provided valuable speaking practice, enhancing fluency, vocabulary, and pronunciation. Students also highlighted the benefits of listening to their peers' contributions, improving their listening skills. Collaborative writing tasks and shared documents during group work activities helped develop their writing skills, including grammar, organization, and writing style. The collaboration skills cultivated through group work, such as teamwork, negotiation, and cooperation, were also noted as contributing to language learning. Students mentioned that observing and analysing language use among their peers aided their comprehension of language structures and communication strategies. Pronunciation improvement, critical thinking development through problem-solving tasks, and increased cultural awareness were additional outcomes of participating in group work activities.

2.The answers of question 8 on how group work enhances linguistic intelligence, recurring several themes. The first theme centers around pronunciation and speaking practice, highlighting the opportunities provided by group work for practicing speaking skills and receiving feedback to improve pronunciation. Another theme relates to vocabulary expansion and language use, emphasizing how group work exposes students to a wider range of words and language expressions, thereby enhancing their linguistic repertoire. Cultural understanding and sensitivity emerged as a significant theme, highlighting how group work in a diverse setting promotes exposure to different perspectives, cultural nuances, and language variations, contributing to students' linguistic intelligence within a broader socio-cultural context. Collaboration and teamwork skills were identified as another theme, indicating that the development of these skills through group work indirectly enhances linguistic intelligence by fostering effective communication, cooperation, and problem-solving abilities within language tasks

3- Based on the answers of the question 17 the first recommendation emphasizes the importance of fostering interaction and communication within the group, promoting active participation and engagement. This theme suggests that creating an environment that encourages frequent interactions among group members provides valuable opportunities for language practice, feedback, and peer learning. The second recommendation underscores the significance of establishing clear guidelines and objectives for group activities. By providing students with a clear understanding of the purpose and expectations of the tasks, this theme enhances their focus, direction, and effectiveness in utilizing their language skills. Clear guidelines help students navigate the group work process, contributing to the development of their linguistic intelligence. The third recommendation centers on the use of a variety of activities to maintain interest and engagement during group work sessions. This theme highlights the importance of incorporating diverse language-focused tasks such as role plays, debates, discussions, and collaborative projects. By offering a range of activities, students are motivated to actively participate, leading to overall language development and an increase in linguistic intelligence.

### 3.1.3.Discussion of the findings :

The findings from the questionnaire encompassing various aspects of student experiences with group work activities revealed several noteworthy trends. The majority of participants were female (86.7%), highlighting a gender imbalance within the sample. All students expressed a preference for working in groups, indicating a strong inclination towards collaborative learning. Approximately half of the students reported engagement in organizations or clubs, while the other half did not. Furthermore, all participants had actively participated in group work activities, with a majority reporting frequent communication and interaction within their groups.

Students acknowledged the positive impact of group work on academic performance, social skills development, and teamwork. Clear guidelines and objectives were deemed important, and the participants recognized the value of group work in enhancing linguistic intelligence, cultural awareness, and vocabulary acquisition. All in all, the findings of the student questionnaire underscore the positive impact of group work activities on academic performance, social skills, teamwork, and knowledge acquisition. The results provide valuable insights for educators and institutions to further enhance the effectiveness of group work strategies and address potential challenges faced by students.

## 3.2.Reporting results and findings discussions of teachers interviews

### 3.2.1. Reporting the results of teacher’s interview:

The aim of the teacher's interview is to gather insights and perspectives from experienced educators regarding the implementation and benefits of group work activities in enhancing students' language competence. Additionally, the interview seeks to explore the role of the teacher during group work, methods for monitoring the classroom, ways to notice students' linguistic intelligence development, and recommendations for other teachers interested in incorporating group work activities in their teaching practices.

**Question one:** Have you used group work activities in your teaching? If so, could you describe an example of a group work activity you used.

Teachers provided examples of how they utilize group work activities in various classroom sessions. Teacher 1 mentioned using group work during writing sessions, where students individually write different paragraphs and collaborate to reach a unified paragraph through group discussions. Teacher 2 described implementing group work in think-pair-share activities, allowing students to think individually in groups and then engage in discussions to collectively explore a topic. Teacher 3 highlighted the use of group work in reading sessions, encouraging students to read diverse texts and engage in discussions or write summaries. These examples showcase how group work activities foster collaboration, critical thinking, and language development in different instructional contexts.

**Question two:** For your opinion, what are some of the benefits of using group work activities in enhancing students' linguistic intelligence?

Teachers acknowledged various benefits of incorporating group work activities in their classrooms. The first teacher emphasized that through group work, students have the opportunity to learn from one another, benefiting from the diverse knowledge, perspectives, and insights within the group. The second teacher highlighted that mixing students with different proficiency levels in group work activities helps improve linguistic competence as slower learners can learn from their faster peers. The third teacher emphasized that group work activities enhance collaboration and communication skills, allowing students to interact, exchange ideas, and effectively communicate with their peers. Overall, the benefits of group work activities include peer learning, improved linguistic competence, and enhanced collaboration and communication skills among students.

**Question three:** Do you think that using group work activities help you as a teacher in monitoring the classroom?

The responses regarding the impact of group work activities on classroom monitoring varied. The first teacher expressed that implementing group work activities helps the teacher monitor the class more effectively by shifting the focus from a teacher-centre to a learner-centered approach. The second teacher, on the other hand, disagreed, stating that group work activities do not facilitate classroom

monitoring. However, the third teacher acknowledged the importance of clear instructions, establishing group roles, and responsibilities. They agreed that implementing group work activities can be helpful for monitoring the classroom. Overall, there were differing perspectives on the extent to which group work activities support or hinder classroom monitoring, with one teacher finding it beneficial, one expressing disagreement, and another highlighting the significance of effective implementation strategies.

**Question four:** What role do you play as a teacher during group work activities?

The responses highlighted the various roles that teachers play during group work activities. The first and second teachers agreed that the teacher serves as a monitor, overseeing the progress and dynamics of the groups. They ensure that students stay on task and provide guidance as needed. The last teacher described the role of the teacher as multifaceted, encompassing that of a facilitator, monitor, and supporter. In addition to monitoring the groups, the teacher also facilitates the learning process, providing instructional support, and acting as a supportive presence for the students. Overall, the teachers emphasized the importance of the teacher's active involvement as a monitor, guider, facilitator, and supporter during group work activities.

**Question five:** How can you notice that student’s linguistic intelligence is developing and improving through group work activities beyond the classroom setting?

The first teacher mentioned observing improvements in students' linguistic intelligence through individual activities in reading, writing, and tests. They pay attention to their progress and level of proficiency over time. The second teacher notices improvement when students apply new terminology appropriately in various contexts. This indicates their growing linguistic competence. The last teacher observes students' linguistic intelligence development through group interaction and discussions. They look for evidence of improved language skills, such as active participation, increased fluency, accurate use of vocabulary and grammar, and effective communication of ideas. Additionally, assessments evaluating linguistic

competence provide further insight into students' development. These methods enable teachers to track the progress and growth of students' linguistic intelligence.

**Question six:** What recommendations you can give for other teachers who are interested in using group work activities in their teaching class?

The first teacher highly recommended valuing and implementing group work activities in the classroom due to their effectiveness for both teachers and students. The second teacher emphasized the importance of setting strict rules to prevent disruptions during group work. Clear instructions and expectations were recommended by the last teacher, along with setting goals and guidelines to ensure students understand their roles and responsibilities during the activities. The teacher also stressed the need for planning, monitoring, and ongoing support for successful implementation of group work. Creating a positive and inclusive learning environment was highlighted as a crucial aspect. Overall, the recommendations include valuing group work, establishing clear guidelines, fostering a positive learning environment, and providing ongoing support for students.

### 3.2.2 Discussion of the findings:

Teachers provided valuable insights and recommendations regarding the use of group work activities in the classroom. They highlighted the benefits, roles, and methods for monitoring, as well as ways to notice the development of students' linguistic intelligence. The benefits of group work activities included peer learning, improved linguistic competence, and enhanced collaboration and communication skills among students. Teachers acknowledged the importance of their roles as monitors, guides, facilitators, and supporters during group work activities. They also emphasized the significance of clear instructions, establishing group roles and responsibilities, and creating a positive and inclusive learning environment. Teachers noticed students' linguistic intelligence development through individual activities, implication of new terminology, group interactions and discussions, and assessments evaluating linguistic competence. Recommendations included valuing and implementing group work activities, setting strict rules to avoid disruptions, providing clear instructions and expectations, and offering ongoing support through

planning, monitoring, and fostering a positive learning environment. Overall, incorporating group work activities can enhance students' language competence while promoting collaboration, communication, and a supportive classroom environment.

### 3.3.Reoprting results and findings discussions of classroom observations

#### 3.3.1. Reporting results of the observations:

This section presents an analysis of classroom observations conducted as part of a research study investigating the effect of group work on enhancing linguistic intelligence among third-grade high school students. The purpose of this analysis is to examine how group work activities impact the linguistic intelligence development of students in a classroom setting. The observations provide valuable insights into the effectiveness of group work in promoting language skills, communication, and collaboration among students.

#### 3.3.2.Analysis of Classroom Observations:

- **Communication Skills:**

During the observed group work activities, students actively engaged in verbal communication with their peers. They exchanged ideas, asked questions, and expressed their opinions using appropriate language. The observations revealed that group work provided students with opportunities to practice speaking and listening skills, leading to improved communication abilities.

- **Collaboration and Teamwork:**

The group work activities fostered a collaborative environment where students worked together in teams to complete tasks. They demonstrated effective teamwork by dividing responsibilities, coordinating efforts, and supporting one another. The observations indicated that group work encouraged students to work collaboratively, enhancing their ability to cooperate and solve problems collectively.

- **Language Development:**

Through the group work activities, students had the chance to apply their linguistic skills in real-life contexts. They engaged in discussions, debates, and presentations, which required them to use vocabulary, grammar, and language structures appropriately. The observations showed that group work contributed to the expansion of students' language repertoire and improved their proficiency in expressing themselves fluently and accurately.

- **Confidence Building:**

The observations revealed that group work activities played a significant role in boosting students' confidence in using the English language. As students actively participated in group discussions and presentations, they gained self-assurance in expressing their ideas and opinions. This increased confidence positively impacted their overall linguistic intelligence and encouraged them to take more risks in using the language.

- **Engagement and Motivation:**

The observations indicated that group work activities created a more engaging and motivating learning environment for students. They appeared more enthusiastic and involved in the tasks, showing a higher level of interest and motivation compared to traditional instructional methods. The collaborative nature of group work sparked their curiosity and encouraged active participation, leading to a more favorable learning experience.

The analysis of classroom observations highlights the positive impact of group work on enhancing linguistic intelligence among third-grade high school students. The observations demonstrated that group work activities effectively promoted communication skills, collaboration, language development, confidence building, and student engagement. These findings support the hypothesis that Group work significantly enhances students' linguistic intelligence .

**3.4.The summary of the research findings:**

The overall findings from the students' questionnaire, teachers' interviews, and classroom observations converge to underscore the positive impact of group work activities on students' linguistic intelligence and overall learning experience. The majority of participants expressed a preference for working in groups, highlighting a strong inclination towards collaborative learning. Students acknowledged the benefits of group work on academic performance, social skills development, and teamwork, emphasizing the importance of clear guidelines and objectives. Teachers recognized their roles as monitors, guides, and facilitators, emphasizing the significance of creating a positive and inclusive learning environment. Classroom observations revealed that group work activities effectively promoted communication skills, collaboration, language development, confidence building, and student engagement. These findings collectively indicate that group work significantly enhances students' linguistic intelligence, supporting the value of incorporating group work strategies to foster effective learning outcomes.

## 3.5.General implications and recommendations

### 3.5.1. General Implications:

The findings of the research study have several general implications for the field of language education. Firstly, the study highlights the significance of considering individual differences, such as linguistic intelligence, in language teaching. It emphasizes the need for teachers to tailor their instructional approaches to accommodate diverse learners' abilities and provide targeted support to enhance linguistic intelligence. Secondly, the study underscores the importance of collaborative learning environments in fostering language development.

Group work activities create opportunities for students to engage in meaningful interactions, practice language skills, and receive feedback from their peers, leading to enhanced linguistic proficiency. Lastly, the research highlights the role of cultural understanding and sensitivity in language learning. Group work promotes exposure to diverse perspectives, cultural nuances, and language variations, fostering not only linguistic intelligence but also intercultural competence.

### 3.5.2.Recommendations for Implementing Group Work:

Based on the findings of the study, the following evidence-based recommendations are suggested for implementing group work to enhance students' linguistic intelligence:

**-Promote active interaction and communication among group members:** Teachers should create a supportive classroom environment that encourages frequent interactions and effective communication among students. This can be achieved through carefully designed group activities, structured discussions, and collaborative projects that provide opportunities for language practice, peer feedback, and cooperative learning.

Provide clear guidelines and objectives for group activities: Clear guidelines and objectives should be established for each group work task. Students need a clear understanding of the purpose, expectations, and assessment criteria for the activities. This clarity enhances their focus, direction, and effectiveness in utilizing their language skills within the group context.

**-Incorporate diverse and engaging activities:**

To maintain student motivation and interest, a variety of language-focused activities should be incorporated into group work sessions. These activities may include role plays, debates, discussions, problem-solving tasks, and collaborative projects. Diverse tasks cater to different learning styles and provide students with opportunities to practice various language skills, leading to a well-rounded development of linguistic intelligence.

**-Foster a supportive and inclusive learning environment**:

Teachers should create a supportive and inclusive learning environment where students feel comfortable expressing themselves and taking risks with their language use. This can be achieved by promoting positive group dynamics, fostering respect for diverse perspectives, and providing constructive feedback that encourages language development and self-reflection.

**-Integrate technology to support group work:**

Technology can be effectively utilized to enhance group work activities. Online collaborative platforms, digital tools for language practice, and multimedia resources can facilitate communication, information sharing, and collaborative learning. Integrating technology into group work tasks can further enrich students' language learning experiences and promote linguistic intelligence.

**Conclusion:**

This chapter is divided into two sections , the first one has presented the results obtained through students' questionnaire, teachers' interviews, and the classroom observations, besides, the results of the data analysis which indicated a positive impact of group work on enhancing linguistic intelligence. In other words, the present study is a case study which employed both quantitative and qualitative data collected through different instruments namely questionnaire , interviews as well as the classroom observations.

The second one proposed strategies and recommendations for the implementation of group work as a strategy to enhance students' linguistic intelligence has significant implications for language educators and curriculum designers.

The recommendations offer evidence-based strategies for implementing group work successfully. By implementing these recommendations, language educators can foster students' linguistic intelligence, promote effective communication skills, and create a supportive learning environment that prepares students for success in language learning and cross-cultural communication.

# General conclusion

**General conclusion:**

The present case study aims at investigating the effect of group work on enhancing the student's Linguistic Intelligence among third-year high school students.

For answering the three main questions of the study, this latter is divided into three chapters. Chapter one presents literature review begins with a discussion of the learning styles theory ,besides the description of the nature of intelligence ,moving to multiple intelligence theory and its relevance to foreign language learning ,particularizing on linguistic intelligence type, followed by some illustrations of previous studies concerning the topic.

The second chapter is devoted for the methodology that is used in this study. A detailed explanation about the research design and the data collection instruments in terms of student's questionnaire , teacher's interviews ,and classroom observations.

As a result, besides to what has been presented in the literature review, the analysis of both quantitative and qualitative data provided worthy answers for our research questions.

The third chapter is divided into two sections , the first section describes the analysis and discussions of the research findings ,This latter offered an in-depth analysis of the findings derived from the administration of surveys to students and interviews conducted with teachers. The results of the student surveys revealed a positive impact of group work on the enhancement of linguistic intelligence. Students reported heightened engagement, increased motivation, and noticeable improvements in their language skills as a direct result of participating in collaborative learning activities. These outcomes were further corroborated by the positive feedback obtained from teachers through interviews, who observed enhanced language proficiency, heightened confidence, and improved communication abilities among students engaged in group work.

The second section describes the general implications and recommendations for implementing group work as a strategy to enhance students' linguistic intelligence.

It provides an overview of the findings from the research study and explores the practical implications for language educators and curriculum designers. Additionally, it offers evidence-based recommendations for effectively incorporating group work into language teaching practices to optimize language learning outcomes.

Overall, The positive outcomes resulting from the implementation of group work highlight its effectiveness in fostering linguistic intelligence among third-year high school students. Additionally, the consideration of diverse learning styles and the incorporation of cooperative learning methodologies contribute to creating inclusive and effective language learning environments.

The present case study research questions are successfully addressed. Based on the research questions, findings, several pedagogical implications and recommendations were proposed for a better understanding of the Effect of group work on enhancing the student’s Linguistic Intelligence among third-year high school students at El Bachir Ibrahimi secondary school in Ouelad Maaref ,Medea.

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# APPENDICES

APPENDIX A

# Sample Survey Questionnaire

This questionnaire is designed to collect relevant and reliable data about "The Effect of Group Work Activities in Enhancing Students Linguistic Intelligence" that can help answer the research

questions and reach the research objectives. Make sure that your privacy and confidentiality are protected throughout the research process.

**Instructions:**

Answer questions as they relate to you by making a tick (√) in the boxes bellow:

1- What is your gender?

a- Male ☐

b- Female ☐

2- Do you like group work?

a- YES ☐

b- NO ☐

3-Have you ever been engaged in organizations or clubs ?

a- YES ☐

b- NO ☐

4- Have you ever participated in a group work?

a- Yes ☐
b- No ☐

5-How often do you participate in group work activities?

a- Rarely ☐

b- Occasionally ☐

c- Frequently ☐

d- Almost always ☐

6- Do you agree with the statement : " Group work activities can enhance linguistic intelligence ".

1- Agree ☐

2- Disagree ☐

3- Neutral ☐

7- How do group work activities enhance your linguistic intelligence?

a- By practicing speaking with others ☐

b- By practicing listening with others ☐

c- By practicing writing with others ☐

d- By practicing reading with others ☐

e- By learning from others' language skills ☐

f- Other (please specify)

……
……

……
…. .

8- Have you ever noticed any improvement in your language skills after participating in group work activities?

a- Yes ☐

b- No ☐

9- Do you agree with the statement : " Group work raise my confidence in using language"

1- Agree ☐

2- Disagree ☐

3- Neutral ☐

10- Have group work activities helped you learn new vocabulary?

a- Yes ☐

b- No ☐

11- Do you agree with the statement: "Group work activities help me improve my communication skills as well as my writing and listening skills".

1- Agree ☐

2- Disagree ☐

3- Neutral ☐

12- Do you think that group work activities are more effective than individual work in enhancing linguistic intelligence?

a- Yes ☐
b- No ☐

13- Have group work helped you learn more about different cultures and languages?

a- Yes ☐
b- No ☐

14- Do you agree with the statement : " Group work activities help me develop teamwork skills".

1- Agree ☐

2- Disagree ☐

3- Neutral ☐

15- Have you ever faced any challenges while working in a group? if yes what are these challenges?

a- Yes ☐
b- No ☐

……
……
……

16- How important do you think group work activities are in improving linguistic intelligence?

a- Not important ☐

b- Somewhat important ☐

c- Moderately important ☐

d- Very important ☐

e- Extremely important ☐

17- Based on your experiences, what recommendations would you make to improve group work activities for the purpose to enhance linguistic intelligence?

a- Encourage more interaction and communication among group members ☐

b- Provide clear guidelines and objectives for the group activities ☐

c- Assign roles and responsibilities to each group member ☐

d- Use a variety of activities to keep group work interesting and engaging ☐

e- Provide opportunities for feedback and reflection on group work activities ☐

f- Other (please specify)

……

……

APPENDIX B

## Lesson plan

- **Name of the teacher :**Tebrour Baya Imane .
- **School Year: 2022**/2023
- **Unit Four:** We Are Family
- **Theme:** Feelings and Emotions
- **Sequence Two:** read and consider
- **Framework:PWP**
- **Class level: 3AS** (all streams)
- **Teaching materials :**Enlarged pictures illustrating Feelings and Emotions/picture of the textbook p.173
- **Lesson Objective(s**):

-To develop understanding of the expression of feelings across different cultures and Societies

-To write a brief composition comparing Algerian attitudes to feelings similar to or different from the American and British attitudes using likes, dislikes and preferences **'I'd rather do ……./I'd rather do……than…../I'd prefer……..to…..'**

- **Anticipated problem(s):**Learners may not bring their textbooks/May not understand long expression 'Idioms'
- **Solution(s):**Duplicate some copies of the reading passage in advance/Defragmenting the compositions
- **Assumptions :**Learners already have some information about Feelings and Emotions

| Stages/Objectives | Teacher's work | Learner's work | Interaction Pattern | Bloom's Taxonomy Level | T |
|---|---|---|---|---|---|
| **1. <u>Pre-reading Objective: to</u>** activate learner's prior knowledge, introduce and prepare them to the reading phase.<br><br>**<u>b-prediction guide :Objective</u>** **<u>:</u>**to set a purpose for reading | • Interacts with his Pupils to elicit information related to the previous session<br>• T.asks pps to describe the pictures showed in the board<br><br>• While introducing The topic .T,instructs pps to discuss the questions beside the picture of the book p.173 to elicit the related voc :**Feelings , Emotions .**<br>• To elicit the above related vocabulary ,T can use some illustrating pictures instead of explaining the words .<br>• T interacts with Pupils and helps them to predict the objective of | • Pupils respond orally to teacher's questions<br><br>• Pupils start describing the pictures<br><br>• Pupils consider,<br><br>Discuss , answer and give their predictions | T-S<br><br>S-S<br><br>T-S<br><br>S-T | **Remembering**<br><br>**Understanding** | 5 mn<br><br>10 mn |

| | | | | | |
|---|---|---|---|---|---|
| | the author and the type of audience he is addressing | | | | |
| **<u>2-Read and check:</u>**<br>**<u>Objective :</u>**To check answers and get a general understanding of the reading passage | •T .instructs pps to<br>To skim through the text p.174 and underline any difficult words or sentences<br>•T .instructs pps to<br>Principle ideas for each paragraph<br>•T .instructs pps to | • Pps read the text and underline the difficult words and sentences<br>• Pps identify principles ideas for each paragraph | T-S<br>S-T | **Applying** | 5 mn |

| | | | | | |
|---|---|---|---|---|---|
| | Read the text again and the following tasks :<br>1. **Answer the following statements be telling whether the statements are 'true'or'false'**<br>2. **Answer the comprehension questions**<br>3. **Referring words** | • Pps read the text again and solve the tasks<br>• Volunteers to communicate the answers to the class | T-S<br>S-T | | 20 mn |

| | | | | | |
|---|---|---|---|---|---|
| **<u>1-After reading :</u>**<br>**<u>Objective :</u>**to be able to write a brief composition depending on the reading passage using likes ,dislikes and preferences | •T .asks pupils To Write a brief composition comparing Algerian attitudes feelings to similar to or different from the American and British attitudes using likes ,dislikes and preferences : **'I'd rather do ……./I'd rather do……than…../I'd prefer……..to…..'**<br>•Teacher split the class into four groups in order to write the composition<br>•Teacher asks the students to work together and share ideas<br>•Teacher invite volunteers to the board in order to read the compositions | • Pps brainstorm ideas about Algerian attitudes feelings<br>• Pps compare Algerian attitudes with American and British attitudes feelings using likes and dislikes , preferences<br>• Students split themselves according to what the teacher ask them<br>• Students work together and share ideas<br>• Volunteers to share their compositions | T-S<br>S-T | **Creating** | 20 mn |

APPENDIX C

## Lesson plan

- **Teacher's name :** Tebrour Baya Imane
- **Unit Three :** Back To Nature
- **Sequence :**Stop and Consider
- **Theme :**Environment pollution and the world of Animal
- **Lesson :**the Quantifiers
- **Framework :** PPP
- **Teaching materials :**pictures illustrated countable and uncountable objects
- **Anticipated problems :** learners may not differentiate between countable and uncountable nouns
- **Possible solutions :**explain by showing them pictures
- **Lesson objectives :**-pupils will be able to use quantifiers(all of ,most of ,half of , a little of ,a few ,none of) -to differentiate between countable and uncountable nouns

| **Stages /Objectives** | **Teacher's work** | **Learner's work** | **Interaction** | **Timing** |
|---|---|---|---|---|
| 1. **Warming up**<br>**Objective:** to activate learners prior knowledge ,increase their interest and introduce the topic | • Teacher greets his students<br>• Teacher asks his students about the previous lesson<br>• Teacher write the date ,unit and sequence of the lesson and asks the students to write with him | • Students interacts with their teacher's and respond to his questions | T-S | 10 MN |

| | | | | |
|---|---|---|---|---|
| **2.Grammar desk :**<br>**Presentation :**<br>**<u>Objective:</u>** to be able to use quantifiers with countable and uncountable nouns<br><br>**<u>3-PRACTICE :</u>**<br>**Oral drilling :**<br>To check Pps understanding through oral drilling | • Teacher writes examples on the board and ask the pupils to write and study them<br>• Teachers asks volunteers to read the sentences on the board<br>• Teacher asks the students about the underlined items and by what they can replace it<br>• Teacher asks the students to which grammatical category we refers the replaced items<br><br>• Teacher asks the students to replace all the underlined items by the correct quantifier<br>• Teacher asks the students about the difference between 30 demonstrators and 30% water by illustrating pictures<br>• Teacher explain the difference between countable and uncountable | • Students respond to teacher's questions and write the examples<br>• Volunteers to read the examples<br>• Learner's observe , answer by hypothesis ,predictions<br><br>• Volunteers to replace the underlined items with the correct quantifier<br>• Answer the teacher's question about the showing pictures<br>• Draw a table about countable and uncountable nouns<br>And their quantifiers<br>• Students read the reminder and work in pairs to solve the tasks | T-S<br><br>S-T<br><br>T-S<br><br>S-T | 15 MN<br><br>15 MN |

| | | | | |
|---|---|---|---|---|
| | nouns and what are the quantifiers that deal with each of them<br>• Teacher submit handouts of the reminder and two tasks and ask the student to work in pairs and solve them | • Volunteers to share their answers | | |

| | | | | |
|---|---|---|---|---|
| **4-production :(task):** Write a paragraph about environmental topic using quantifiers **Objective :**to produce pieces of writing reinvesting the language point studied in the lesson | • Teacher split the class into four groups in order to write the composition<br>• Teacher asks the students to work together and share ideas<br>• Teacher invite volunteers to the board in order to read the compositions | • Students split themselves according to what the teacher ask them<br>• Students work together and share ideas<br>• Volunteers to share their compositions | T-S<br><br>S-T | 10 MN |