# CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>ix-x</td>
</tr>
<tr>
<td>List of Abbreviations</td>
<td>xv</td>
</tr>
<tr>
<td>List of Tables</td>
<td>xvi</td>
</tr>
<tr>
<td>List of Graphs</td>
<td>xvii</td>
</tr>
<tr>
<td>List of Charts and Figures</td>
<td>xviii</td>
</tr>
<tr>
<td><strong>CHAPTER 1: STATEMENT OF INTENT</strong></td>
<td>1-7</td>
</tr>
<tr>
<td>Background and Rationale</td>
<td>1</td>
</tr>
<tr>
<td>1.1 Aims and Objectives</td>
<td>4</td>
</tr>
<tr>
<td>1.2 Research Questions</td>
<td>4</td>
</tr>
<tr>
<td>1.3 Research Methodology</td>
<td>4</td>
</tr>
<tr>
<td>1.3.1 Participants</td>
<td>4</td>
</tr>
<tr>
<td>1.3.2 Instrument and Tool</td>
<td>5</td>
</tr>
<tr>
<td>1.3.3 Data Interpretation and Analysis</td>
<td>5</td>
</tr>
<tr>
<td>1.4 Plan of the Study</td>
<td>5</td>
</tr>
<tr>
<td>1.5 Significance of the Study</td>
<td>5</td>
</tr>
<tr>
<td>References</td>
<td>7</td>
</tr>
<tr>
<td><strong>CHAPTER 2: REVIEW OF LITERATURE</strong></td>
<td>8-49</td>
</tr>
<tr>
<td>Introduction</td>
<td>8</td>
</tr>
<tr>
<td>2.1 English across the World</td>
<td>8</td>
</tr>
<tr>
<td>2.2 ELT and its Contexts</td>
<td>16</td>
</tr>
<tr>
<td>2.3 Foundations of Learning English as a Foreign Language</td>
<td>20</td>
</tr>
<tr>
<td>2.4 Issues of Teaching English as a Foreign Language</td>
<td>21</td>
</tr>
<tr>
<td>2.4.1 Accounting for Differences between Learners</td>
<td>24</td>
</tr>
<tr>
<td>2.5 Theory of Multiple Intelligences</td>
<td>25</td>
</tr>
<tr>
<td>2.5.1 Multiple Intelligences and Educational Context</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Chapter 3: Intelligence, Multiple Intelligences and EFL Pedagogy

## Introduction

### 3.1 Varying Opinions on Intelligence

### 3.2 The Theory of Multiple Intelligences (MIT)

### 3.3 Criticism of the Theory of Multiple Intelligences (MIT)

### 3.4 The Impact of MIT in Education

### 3.5 The Implementation of MIT in EFL

#### 3.5.1 To Gain a Comprehensive Understanding of MIT and Convey it to the Learners

#### 3.5.2 To Recognize your own Intellectual Strengths, as a Teacher, and to Introduce the theory to students

#### 3.5.3 To Match your Teaching Strategies with the Principles of MIT

#### 3.5.4 To Design MI-based Curriculums and Lesson Plans

#### 3.5.5 To Adapt the Assessment Methods with the Postulates of MIT

### 3.6 Summing Up

## References

# Chapter 4: A Survey of Empirical Study at AMU

## Introduction and Background

### 4.1 Research Methodology

#### 4.1.1 The Instrument

#### 4.1.2 Participants

#### 4.1.3 Method of Data Collection

#### 4.1.3.1 Rapport Building with the Participants

### 4.2 Data Analysis and Results
4.2.1 Analysis and Interpretation of the First Section on Background Information 85

4.2.2 Analysis and Interpretation of Section two, MI-identifying Statements 87

4.4.2.1 Musical Intelligence 88
4.4.2.2 Bodily-Kinesthetic Intelligence 91
4.4.2.3 Spatial Intelligence 95
4.4.2.4 Linguistic Intelligence 98
4.4.2.5 Interpersonal Intelligence 101
4.4.2.6 Intrapersonal Intelligence 104
4.4.2.7 Logical-Mathematical Intelligence 108
4.4.2.8 Natural Intelligence 111

4.3 Findings 115

4.4 Summing Up 120

References 121

CHAPTER 5: DESIGNING ACTIVITIES THROUGH ASSIMILATION AND INCORPORATION OF MIT 122-170

Introduction 122

5.1 MI-activities 123

Activity 1: Commentary 123
Activity 2: Percussion Punctuation 125
Activity 3: Animal Habits 127
Activity 4: The Earth around Me 129
Activity 5: Conditional String 134
Activity 6: From Music to Sculpture 136
Activity 7: Trees and More Trees 138
Activity 8: Picture Dictation – a Basic Version 140
Activity 9: Teaching ‘Should Have Done’ Using a Generative Situation 143
Activity 10: Ratings 146
Activity 11: Poetry in Sounds 148
Activity 12: Shunting Words 149
Activity 13: The Dice and Grid Game 150
Activity 14: Picture Postcards 152
Activity 15: Who Went Where 154
Activity 16: Interactive Loops for Groups 155
Activity 17: Describe and Draw…the Opposite 157
Activity 18: With Your Back to the Class 158
Activity 19: Only if… 160
Activity 20: Biography – Interview 162
Activity 21: Acting out the Translated Scripts 164
Activity 22: Alphabetical Conversation 167
5.2 Summing Up 168
References 169

CHAPTER 6: CONCLUSION, IMPLICATIONS, RECOMMENDATIONS AND LIMITATIONS 171-178

Introduction 171
6.1 Background to the Study 171
6.2 The Research 172
6.3 Conclusion of Study 173
6.4 Significance/ Implications of the Research 176
6.5 Limitations of the Study 177
6.6 Recommendations/ Suggestions of the Study 177
References 178

BIBLIOGRAPHY 179-188

Appendix: Questionnaire for Students 189