Relationship Between Iranian EFL Learners' Introspective Intelligence and Their Speaking Skill

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Abstract

This study was an endeavor to explore the relationship between EFL learners' introspective intelligence and their speaking skill in language institutes. The study also tried to explore the relationship between students' levels and their responses to the questionnaire items. To do this, 60 advanced EFL learners of both genders were selected based on convenience sampling. The data were collected through a speaking test adopted from their textbook and introspective intelligence items extracted from the Multiple Intelligences (MI) questionnaire. The data were inserted into SPSS software version 24 and analyzed descriptively and inferentially. The findings indicated a positive relationship between introspective intelligence and female students' speaking, however, no relationship was found between introspective intelligence and males' speaking. Also, the difference in introspective intelligence was observed more among the female students whose introspective intelligence has an impact on their speaking performance. The findings of this study have important implications for language teaching and learning. The study hallowed usty to look differently at instruction, curriculum, and assessment.

بررسی رابطه بین هوش درون فردی زبان آموزان ایرانی و مهارت گفتاری آنان

پژوهش حاضر با هدف تعیین رابطه هوش درون فردی فراگیران دختر و پسر و مهارت گفتاري آنها در مؤسسات زبان کرمان انجام شد. علاوه بر این ، این مطالعه سعی در بررسی رابطه بین سطح زبان آموزان و پاسخ آنها به سوالات پرسشنامه داشت. شرکت کنندگان، زبان آموزان سطح متوسطه در موسسه زبان انگلیسی سفیر و جهان اندیشان بودند. روش کمی برای انجام پروژه فعلی انتخاب شد. در این مطالعه از دو نوع ابزار استفاده شده است. آزمون صحبت کردن که از کتاب American English File و هوش درون فردی استخراج شده از پرسشنامه هوش چندگانه گاردنر استخراج شده است که اعتبار و روایی آنها با استفاده از تحلیل دقیق بررسی و گزارش شده است. داده ها به صورت توصیفی و استنباطی مورد تجزیه و تحلیل قرار گرفت. یافته ها حاکی از آن است که این نوع هوش می تواند بر گفتار دانش آموزان دختر تأثیر بگذارد اما تاثیری در عملکرد گفتگوی دانش آموزان پسر نداشت. همچنین این تحقیق رابطه بین سطح زبان آموزان و پاسخ آنها به موارد پرسشنامه را ارزیابی کرده است. بر اساس داده های دریافت شده ، تفاوت هوش درون فردی را می توان با وضوح بیشتری در بین زبان آموزان دختر مشاهده کرد که هوش درون فردی آنها بر عملکرد گفتارشان تأثیر دارد، اما زبان آموزان پسر تحت تأثیر هوش درون فردی خود در مهارت صحبت کردن قرار نگرفتند. یافته های این تحقیق پیامدهای مهمی برای آموزش و یادگیری زبان دارد. این پژوهش فرصتی را برای ما فراهم کرده است که نگاه متفاوتی به آموزش، برنامه درسی و ارزشیابی داشته باشیم.

کلید واژه ها: هوش، هوش درون فردی، مهارت صحبت کردن، زبان آموزان ایرانی

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Introduction

Teaching and learning the English language have become important issue because of the growth of international trade, scientific research, and tourism, which need people's communication. Also, people have made a lot of effort in the teaching of foreign languages around the world, so the methodological issue in teaching various language skills and areas has been a matter of discussion for ages (Saricoban, 2001). In this regard, as Anning (1991) stated students are unique in what they bring to the learning experience but tend to draw on some kind of learning strategy. It means that students have individual differences and teachers should be careful when they think about their lesson plans. They must also pay attention to their student's "learning style" (Dunn, 2000), and different "intelligence types/profiles" (Gardner, 1993) introspective intelligence is one of them. Students' learning happens better when the atmosphere maximizes their interests. This needs teachers' awareness of students' differences. Introspection, an act of self-awareness that involves thinking about and analyzing individuals' thoughts and behaviors, is one of the defining characteristics of man versus animal. People are naturally curious about themselves. They replay their own experiences and actions in the hopes of understanding who and how they are. Knowing that most people are introspective, there was no surprise in the high percentage of respondents agreeing with the statement "You pay a lot of attention to the meaning of your thoughts and actions." Further, not all introspection is the same.

Speaking in L2 has occupied a peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning, and testing in its own right. In Ur's (2006) view, speaking seems intuitively the most important skill among other language skills. It is an interactive process of constructing meaning that involves producing, receiving, and processing. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. As Cunningham (1999) stated, speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also, they understand when, why, and in what ways to produce language. The present work aimed at recognizing how much the implementation of introspective intelligence can contribute to the progress of the students' speaking skills in EFL classrooms. Accordingly, the study attempted to determine a possible relationship between advanced EFL learners' introspective intelligence and their speaking skill.

Interest in the field of foreign/second language education in recent years has emphasized research topics related to personal factors and individual differences. Individual differences that are a widely current expression in the foreign language teaching field, refer to the various levels of success or failure that foreign language learners can be expected to encounter (Diller 1981; Skehan 1989; Sparks, 1995). The focus on individual differences has been a highly important theme both in language learning and general education according to the premise that "pedagogy is most successful when these learner differences are acknowledged in teaching" (Richard-Amato, 2003, p. 114). Many contributory language and non-language factors to explain those differences have been evaluated in recent years (Ellis, 1985; Spolsky 1989; Larsen-Freeman & Long, 1991; Brown 1994; Gass & Selinker 1994). It is believed that one of the most conspicuous and noteworthy constructs that differentiate human beings is intelligence (Lubinski, 2000).

Nowadays one of the biggest concerns of most English language teachers is to facilitate students' language learning process. Speaking is one of the language skills that most students are eager to improve it. Teachers help them but they can help them more if they know the differences between the students. Personal intelligence has become a hot topic of late, in large part through John Mayer's book espousing the argument that we become our best selves when we understand our personality and the personalities of the people around us (Sherman, 2014). Despite the importance of emotional intelligence in language learning, a few studies in the literature were conducted to explore the link between introspective intelligence and speaking skill particularly. In other words, it is not known whether the EFL learners' introspective intelligence is related to their success in foreign language learning or not. Also, to date, few studies have addressed advanced EFL learners' interpersonal intelligence. More specifically, the study tried to explore the relationship between female and male learners' introspective intelligence and their speaking skill. It also attempted to check the relationship between students' levels and their introspective intelligence. To meet the research objectives, three questions have been formed.

RQ1. Is there any relationship between the female EFL learners' introspective intelligence and their speaking skill?

RQ2. Is there any relationship between the male EFL learners' introspective intelligence and their speaking skill?

RQ3. Is there any relationship between the student's proficiency levels and their introspective intelligence?

Literature Review

Introspective Intelligence

Rubio (2002) defines introspective intelligence as the ability to understand oneself, recognize emotions, personal strengths and weaknesses, and the ability to solve thinking, and conflicts that destabilize psychological balance or homeostasis. Therefore, it can be said that introspective intelligence is a key to developing other intelligence, and therefore allows teachers to encourage learners' achievement in the L2 classroom. In Gardner's (1993) definition, introspective intelligence refers to the awareness of one's desires, fears, and abilities, and also using this information to make sound life decisions. Introspective intelligence allows people to be independent, appreciate time alone, and be self-reflective. At the heart of this intelligence are our human self-reflective abilities by which we can step outside of ourselves and think about our own lives. It involves the uniquely human propensity to want to know the meaning, purpose, and significance of things. It involves the awareness of the inner world of the self, emotions, values, beliefs, and various quests for genuine spirituality. If this intelligence is one of your strong points you may like to work alone and sometimes you may shy away from others. You are probably self-reflective and self-aware and thus you tend to be in tune with your inner feelings, values, beliefs, and thinking processes Introspective intelligence is also somewhat related to metacognition in general and to the ability to self-monitor in particular. It means that individuals with high introspective ability should be aware of what they know as well as what they do not know. It intends having an understanding of yourself, of knowing who you are, what you can do, what you want to do, how you react to things, which things to avoid, and which things to gravitate toward. If students want to develop their introspective intelligence with a particular focus on language learning they can think about their goals and their hopes for the future, attend religious services, record their thoughts and feelings in a daily journal, engage in activities that make them feel more confident about themselves and list strengths of their language learning and areas in which they need assistance. Therefore, introspective intelligence involves the capacity to understand oneself, to have an effective working model of oneself, and to use such information effectively in regulating one's own life. Gardner (1993) argued that everyone is born possessing the seven bits of intelligence. He also warned us that this list is a preliminary one and is not limited to seven bits of intelligence only.

The development of introspective intelligence helps individuals to make judgments and distinctions between their thoughts, to build appropriate mental models of themselves, and rely on those models when making decisions about their own lives. Facilitates access to his/her inner life, essential to know oneself, allowing self-awareness, self-understanding, self-motivation, and control of behavior, emotions, and own forms of expression. Although it is difficult to assess the extent to which an individual has more or less developed capacity, you can search for evidence or indication of it in the way the student uses other intelligence, for example in how they can rely on their stronger points and the degree to which they are aware of their weaknesses, and to what extent they reflect on their decisions and choices that perform. Individuals who possess introspective intelligence have developed a deep sense of self-confidence and independence and strong will (Gardner, 1993).

Related Studies

Behjat (2012) carried out a study on university students' interpersonal and introspective intelligence to determine if they are significant in language learning. Through an interview, the participants were divided into groups regarding interpersonal and introspective intelligence. The results revealed that language learners are more successful if they can recognize the type of intelligence that is dominant in them. The study also indicated that male and female students perform differently in a language-learning class based on the type of dominant intelligence they have. In a study done by Palenzuela Perez and Reina Ruz (2014) on introspective intelligence and its relationship with motivation, the study proposed a program based on introspective intelligence to increase the student's motivation. The findings proved that the motivation program positively affects introspective intelligence implemented in this work. In another work, Gündüz and Ünal (2016) considered the introspective intelligence strategies in the development of writing skills in the classrooms. The study has found that introspective intelligence offers a plethora of applications to help developmental writing student progress in their writing skills.

In the Iranian context, Hashemian and Adibpour (2012) have studied the relationship between Iranian L2 learners' multiple intelligences and language learning strategies. The results revealed a strong positive relationship between the participants' MI scores and their use of LLSs. Also, strong positive correlations were found between verbal intelligence and memory and cognitive learning strategies, introspective intelligence, and memory learning strategies, and visual intelligence and cognitive learning strategies.

Jafari Gohar and Sadeghi (2015) considered Gardner's multiple theory and foreign language achievements to find if there are any significant differences between Iranian EFL learners of high and low proficiency in their multiple intelligence abilities. The finding showed that although all learners make use of all the nine intelligence abilities, more proficient learners can use their verbal intelligence better, and they are stronger in this type of intelligence. In the same year, Derakhshan and Faribi (2015) reviewed the effects of multiple intelligences on learning English and the relationship between multiple intelligences and teaching English. Based on the classification, nine different types are considered important each of which has an impact on the specific skill in language learning. Their paper compares and contrasts the findings of different multiple intelligence studies on learning and teaching, concluding that the relationship between MI, LEFL, and TEFL is controversial.

In a more recent study, Alizadeh, Saeidi, and Hadidi Tamjid (2018) analyzed the relationship between I EFL learners' multiple intelligences and their writing skills. To conduct this study, 15 male and 15 female advanced EFL learners from a reputable institute in Tabriz participated. The collected writings were analyzed for grammatical accuracy, complexity, and quality of the writing. The results of the correlational analysis revealed that overall Multiple Intelligences correlated positively with the quality of the female learners' writing. In addition, Zeraatpishe, Seifoori, and Hadidi Tamjid (2019) investigated the effect of multiple intelligence-oriented writing tasks on accuracy, fluency, and organization. They were in three intact classes, randomly assigned to a control no task (NT) group, a task-supported (TS) group, and an MI-oriented task (MIT) group after their initial homogeneity was assessed. In the MIT group, however, individuals with the same dominant intelligence were grouped to perform tasks that were compatible with their dominant intelligence. The one-way ANOVA analysis of the research data obtained from the post-test writing scores revealed that the MIT group surpassed the other groups in accuracy, fluency, and organization. The findings underscore the necessity of considering learners' intelligence as a criterion for task selection and offer important pedagogical implications for teaching writing.

Some studies explored the relationship between intelligence types and language skills such as reading, listening, and writing. However, a few studies considered productive skills such as speaking and writing. To the author's best knowledge, no study focused on the possible relationship between introspective intelligence as an important intelligence and speaking skill as a productive

one for EFL learners. To fill the mentioned gap, this research aspired to examine the relationship between an introspective type of multiple intelligence and the student's speaking skills.

Method

The participants of this research were 60 Iranian EFL learners who were studying English in two language institutes in Kerman, Iran. Four intact classes of advanced learners were selected by the researcher. They were advanced students of both genders whose ages ranged from 15 to 18. To Dornyei's (2007) available sampling, 60 advanced EFL were selected as the sample of this study.

The first applied instrument was McKenzie's (1999) MI questionnaire, but just the questions which were related to introspective/introspective intelligence were used. The questionnaire identifies the intelligence the students possess. It is an inventory that can be easily used to diagnose students' introspective profiles. The reliability of the introspective/ introspective intelligence was reported as 0.83 indicating that the instrument could be considered a reliable tool. Moreover, the validity of the questionnaire such as wording and the ease of implementation were examined to determine if any final adjustments needed to be done. The second instrument was some speaking tests. The tests were extracted from advanced students' books, "American English File" which are standard, valid, and reliable. The tests were run within a specified time and the quality of the speaking was determined by the Accuracy, Fluency, Interaction, and Coherence of the statements.

To begin the research, 60 students were selected and all of them participated in language proficiency tests based on their scores they were identified as low, mid, and high levels. In the next session, the translated introspective intelligence questionnaire was published to assess the participants' introspective intelligence. In the following sessions, students were provided with a speaking test to evaluate their speaking ability. The test was run within a specified time and the teachers announced the students' marks carefully. The final step was transforming the raw scores into the standard ones using the direction provided in the instrument's manual. Then questionnaire and speaking scores were collected for analysis through SPSS software version 24.

Descriptive and inferential statistics were used in this study. The results of the multiple intelligences questionnaire were displayed and analyzed by descriptive statistics including frequency, mean, and standard deviation. However, by inferential statistics, the Pearson correlation test was done between EFL learners' introspective intelligence and their speaking skill, introspective intelligence questionnaire, and speaking test scores.

Results and Discussion

The data analysis was done to show if there is any difference between the introspective intelligence of the two male and female learners in terms of their levels. In tables 1 and 2, the relationship between the two genders, their levels, and their responses to the questionnaire items are presented.

Table 1

Chi-Square Tests for the Levels and Speaking Scores (Females)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.543[a]	9	.000
Likelihood Ratio	1.597	9	.002
Linear-by-Linear Association	.052	1	.023
N of Valid Cases	38		

As the data indicates, there is a meaningful relationship between the speaking levels of the female subjects and their responses to the questionnaire items: p=.000<05. In other words, it can be claimed that the three levels of the female subjects have had different levels of introspective intelligence and thus it can be understood that the type of intelligence can impact their speaking skill.

Table 2

Chi-Square Tests for the levels and Speaking Scores (Males)

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.238a	5	.231
Likelihood Ratio	1.764	6	.112
Linear-by-Linear Association	.044	1	.210
N of Valid Cases	22		

Table 2 shows the data for the males. As the data reveals, there is no meaningful relationship between the speaking levels of the male subjects and their responses to the questionnaire items: p= .231>05. In other words, it can be concluded that the three levels of male learners had the same type of introspective intelligence in their language class.

Table 3 presents the detailed descriptive data on the 10 questionnaire items. Based on the mean, it can be understood the degree of agreement among the two groups of learners (n=60) both males and females. As table 3 shows, the higher the mean, the more agreement, and higher intelligence can be seen among the participants. For instance, the mean for question 1 was calculated to be 3.01 which shows a positive attitude towards the item. The lowest mean belongs to items 3 and 7 with a mean of around 2. It shows the negative attitudes of the learners. On the other hand, the highest means belong to items 5 and 8. The mean was estimated at around 4 which is high enough to present the positive attitudes towards them.

Table 3

Descriptive Statistics on the 10 Questionnaire Items (Both Groups)

	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	60	1.00	5.00	3.0167	1.06551
Question 2	60	1.00	5.00	3.4333	1.15519
Question 3	60	1.00	4.00	2.8333	.86684
Question 4	60	1.00	5.00	3.3667	1.14931
Question 5	60	3.00	5.00	4.0333	.84305
Question 6	60	2.00	5.00	3.8833	.92226
Question 7	60	1.00	5.00	2.1000	1.05284
Question 8	60	2.00	3.00	4.1833	3.93804
Question 9	60	1.00	5.00	3.7833	.92226
Question 10	60	2.00	5.00	3.6000	1.18178
Valid N (listwise)	60				

Table 4 presents the data of the responses to the questionnaire belonging only to males (n=22). The high mean shows the degree of agreement with the given item. The males showed their highest agreement with items 5, 8, and 10, and the lowest belongs to item 3.

Table 4

Descriptive Statistics on the 10 Questionnaire Items (Males)

	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	22	1.00	5.00	3.4256	.3492
Question 2	22	1.00	5.00	3.6276	.87945

Question 3	22	1.00	3.00	2.2901	1.23454
Question 4	22	1.00	5.00	3.3912	.93246
Question 5	22	3.00	5.00	4.7312	.93112
Question 6	22	2.00	5.00	3.2289	1.2364
Question 7	22	1.00	5.00	3.2865	.42665
Question 8	22	2.00	3.00	4.1987	.89543
Question 9	22	1.00	5.00	3.4265	.99543
Question 10	22	2.00	5.00	4.5231	1.03425
Valid N (listwise)	22				

Table 5 presents the data of the responses to the questionnaire belonging to females (n=38). The high means show the degree of agreement with the given item. The females showed their highest agreement with items 6, 8, and 1, and the lowest belongs to item 3 of the introspective intelligence.

Table 5

Descriptive Statistics on the 10 Questionnaire Items (Females)

	N	Minimum	Maximum	Mean	Std. Deviation
Question 1	38	2.00	5.00	4.2143	1.06551
Question 2	38	1.00	5.00	3.2165	1.15519
Question 3	38	1.00	4.00	2.7612	.86684
Question 4	38	1.00	5.00	3.7623	1.14931
Question 5	38	3.00	5.00	3.6534	.84305
Question 6	38	2.00	5.00	4.6574	.92226
Question 7	38	2.00	5.00	3.3417	1.05284
Question 8	38	2.00	4.00	4.8723	3.93804
Question 9	38	1.00	5.00	3.9123	.92226
Question 10	38	2.00	5.00	3.7143	1.18178
Valid N (listwise)	38				

Table 6

Data of the Means for the Whole Group and Each Level

	No.	Percent	Mean	Std. Deviation
Total group	60	63.3	3.8342	1.3723
Males	22	36.7	3.9342	.83277
Females	38	100.0	3.01442	1.38263

Table 6 shows the means of the responses to the questionnaire items for the whole group and each gender separately. As the data shows, the highest agreement with the questionnaire items belongs to males: m=3.93. The next high mean belongs to the whole group: m=3.83 and the mean for the females were estimated to be 3.01. Also, table 7 presents the inferential data based on the relationship between the whole group of learners and their responses to the questionnaire items. As the data reveals, the p-value was estimated to be p=.000 and it shows the perfect meaningful relationship between all participants and their responses to the questionnaire items.

Table 7

Chi-Square Tests / Relationship between All Levels and Questionnaire Items

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	120.000[a]	18	.000
Likelihood Ratio	127.342	18	.000
Linear-by-Linear Association	49.889	1	.000
McNemar-Bowker Test	.	.	.[b]
N of Valid Cases	60		

a. 29 cells (96.7%) have an expected count of less than 5. The minimum expected count is .43.

b. Computed only for a PxP table, where P must be greater than 1.

According to the data analysis given above and the achieved results, it can be said that the introspective intelligence functions are observed in two different ways among the learners. The three levels of the participants showed different responses to the questionnaire and the data showed

a meaningful relationship between the three levels of high, mid, and low, while it is not so among the male learners.

The three levels of males responded similarly to the question items and above all, no meaningful relationship could be observed between the levels and the responses to the questionnaire items. It can be said that male learners are not impacted by their introspective intelligence in the speaking class. In other words, it is not a determining factor in learning language skills in general and speaking in particular. However, the difference in introspective intelligence can be observed more clearly among the female learners whose introspective intelligence has an impact on their speaking performance. Female learners with different introspective bits of intelligence perform differently in the speaking class and thus their improvement would naturally be different. The results indicate since the level of introspective intelligence is different among the two genders, it requires teachers and textbook designers to implement different teaching strategies and techniques in the language classes to satisfy all types of learning styles. The data proves that teachers will need different teaching procedures for males and females because their levels of introspective intelligence are different.

In terms of multiple intelligence, the findings of this study are in partial accordance with some studies. Winery et al., (2019) investigated the effect of multiple intelligence-based teaching strategies in enhancing the language skills of high school students. The researchers concluded that there is a significant effect of the MI-strategy on the development of students' skills. Also, Şener and Çokçalışkan (2018) investigated multiple intelligences and learning styles. The results showed that most of the intelligence types and learning styles had a moderate positive correlation. Moreover, Wang (2017) researched multiple intelligences and their enlightenment in higher education. The results revealed the establishment of a guiding method encouraged the students to actively participate in learning activities, establish good relationships with teachers, and show their talents, which should be the fundamental objective of the development of higher education. Besides, in another study done by Saibani and Simin (2015), a significant relationship was found between MI and speaking ability.

Name (2010) emphasized that there is a significant relationship between verbal intelligence and writing ability. Although a relationship was found between MIs and writing ability. Besides, the findings of Eng and Mustapha's (2010) study revealed a significant improvement in students' overall reading ability in MI-based instruction. Another study conducted by Yi-an (2010)

examined the role of MIS theory in foreign language behavior and performance. The results of analyses revealed that MIs play an important role in foreign language learning containing students' learning behavior and English performance. Yi-an also stated that interpersonal and introspective intelligence make remarkable contributions to predicting students' learning behavior and musical, verbal, and visual intelligence are predictors of English performance. The findings of the current study are also compatible with the study of Saricaoglu and Arikan (2009), which stated that introspective intelligence was a significant predictor of some language components and skills such as grammar and writing.

Somehow, the results of the present study have not been supported by some studies (Smith, 2001; Waterhouse, 2006; Nikolova & Shopova, 2007; Razmjoo, 2008), which find no relationship between MI types and some language skills. This is supported by the findings of a study by Smith (2001), who claimed that language learning skills are little influenced by all kinds of intelligence in students. Also, another study conducted by Nikolova and Shopova (2007) indicated that MIs theory does not play a significant role in improving the learners' language skills. Besides, Razmjoo (2008) examined the effect of MI on language proficiency and found no significant relationship between MIs and English language proficiency.

Conclusion

The findings of this study proved a significant relationship between advanced female EFL learners' introspective intelligence and their speaking skill and thus it can be understood that this type of intelligence can impact female students' speaking. However, the study indicated no relationship between advanced male EFL learners' introspective intelligence and their speaking skill. Also, the study assessed the student's levels and their responses to the questionnaire items. Based on the received data, female learners with different introspective bits of intelligence perform differently in the speaking class and thus their improvement was naturally different, but the male learners were not impacted by their introspective intelligence in the speaking class. Based on the findings of this study, it can be argued that there may be other factors that play a role in speaking skills. Although it is a fact that personal differences play a role in performance on different tasks, this study indicated that participants' intelligence preferences do not play a significant part in some individuals as male students' performance on speaking skills. The participant's performance on speaking skills may be attributed to individual difference rather than their multiple intelligence, such as the styles and strategies that they employ when speaking a language or taking a test.

Therefore, it can be argued that their performance can be attributed to their ability in applying different methods which are not part of their speaking knowledge. The findings of this study also suggest that it cannot predict a student's success or failure in speaking skills or taking a test based on his or her scores on different bits of intelligence.

Considering the results, the National Ministry of Education can prepare in-service training for EFL teachers. In this way, their pedagogical approaches will be developed. During in-service training, teachers would be aware of the implementation of the MI theory in classroom settings. For the preparation of the lesson plan and carrying out the lesson plan effectively, teachers need time even though they are eager for the implementation (Mettetal, et al., 2007). This in-service training would help them. Moreover, pre-service teachers should be trained in universities about the preparation of the MI-based lesson plan and the implications of the MI theory. Also, school administrators should help teachers by implementing MI-based instruction by arranging some workshops about how to implement the MI theory in the classroom. Additionally, they should supply opportunities for the teachers to work with each other collaboratively. Focusing on the students' strong intelligence dimension makes a positive contribution to the student's achievement. This should be improved by the other intelligence dimensions-related activities. Teachers should be informed about the students' intelligence dimensions. To do this, they might conduct MI inventories or make observations about students' intelligence dimensions. The other important factor for implementing MI theory refers to class size. Class sizes should be decreased. For big class sizes implementing MI theory is very difficult. Teachers may not be aware of the students' intelligence dimensions and needs. The findings of this study have important implications both for language teaching and language testing. MI model has allowed us to look differently at instruction, curriculum, and assessment. MI pedagogy provides opportunities for authentic learning based on students' needs, talents, and interests. The multiple intelligence classroom acts like the real world and students become more active and involved learners. Students should be standing up, moving around, and discussing with each other what they are learning while learning it.

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