



The Use of The Theory of Multiple Intelligence in Learning English Pronouncing When Suffering from Learning Difficulties

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Abstract:

The study planned to research First: Is there any relationship among Various Insights in gaining English articulation while experiencing learning troubles? Second: Is there any distinction between Different Insights and English articulating capability between male students and female students? A sum of 300 university English majors filled in as subjects of the review, including 125 guys and 175 females. just 22 were avoided, they assisted with finishing up the poll of numerous Insights. Moreover, their English scores or/and levels of School Selection tests were embraced as their English capability. Besides, illustrative investigation and relapse examination were broken down by the Factual Bundle for Sociology (SPSS). All came to the response to the inquiry assuming great English articulating students were more grounded with Verbal/Phonetic insight. Obviously, in the review, the response was negative, and involving the Hypothesis of Different Insight in learning English Articulating, is an exceptionally effective language learning device, and has an extremely sure relationship to beat any challenges in learning English articulating. Furthermore, In regards to distinctions in sexual orientation, guys would be wise to English articulating capability than females. However, the distinctions didn't arrive at a critical level.

Keywords: Multiple Intelligence, English pronouncing.



المخلص:

خططت الدراسة للبحث أولاً: هل هناك أي علاقة بين رؤى مختلفة في اكتساب اللغة الإنجليزية أثناء مواجهة مشاكل التعلم؟ ثانياً: هل هناك فرق في الرؤى المختلفة والقدرة على التعبير باللغة الإنجليزية بين الطلاب والطالبات؟ تم ملء 300 تخصص جامعي للغة الإنجليزية كمواضيع للمراجعة ، بما في ذلك 125 شاباً و 175 إنثاء. تم تجنب 22 فقط ، فقد ساعدوا في إنهاء استطلاع آراء عديدة. علاوة على ذلك ، تم تبني درجاتهم في اللغة الإنجليزية و / ومستويات اختبار اختيار المدرسة باعتبارها قدرتهم على اللغة الإنجليزية. إلى جانب ذلك ، تم تقسيم التحقيق التوضيحي وفحص الانتكاس بواسطة حزمة الحقائق لعلم الاجتماع (SPSS). جاء كل ذلك للرد على الاستفسار بافتراض أن الطلاب الذين يتحدثون اللغة الإنجليزية العظماء كانوا أكثر تماسكاً مع البصيرة اللفظية / الصوتية. من الواضح ، في المراجعة ، أن الاستجابة كانت سلبية ، وتضمنت فرضية البصيرة المختلفة في تعلم توضيح اللغة الإنجليزية ، وهي أداة تعلم لغة فعالة بشكل استثنائي ، ولها علاقة مؤكدة للغاية للتغلب على أي تحديات في تعلم صياغة اللغة الإنجليزية. علاوة على ذلك ، فيما يتعلق بالفروق في التوجه الجنسي ، سيكون الرجال حكيمن في القدرة على التعبير باللغة الإنجليزية أكثر من الإناث. ومع ذلك ، لم تصل الفروق إلى مستوى حرج.

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1. Introduction:

1.1 The Problem of the Study:

Any powerful assessment of educational/new concentrate unavoidably depends upon the request: "Who is considering?" (Dornyei, 1994). All in all, students, target tongues, and learning circumstances are the three essential factors that are seen as while learning a second/obscure lingo. In particular, there is creating interest in the components of fundamental goal being the responsive aftereffect of language learning processes, as well as the way that the last piece of the 20th century is regularly implied as the age. freedom, individual characteristics and assortments were seen and regarded. (Shayeghi and Hosseinioun, 2015).

Thusly, the parts of supervising obscure vernacular students certainly stand apart than at some other time. These components consolidate "invariant" factors (like age, direction, limit and beginning language) and a couple other "designations" (motivation, attitude, protection from change) vulnerability, anxiety, dependence/independence in the field, style of mental and learning characteristics). system) (Jamieson, 1992).

A huge load of related research is underway and has essentially added to the field of new/second lingos. In any case, a couple inspects have been performed to explore a part of the "invariant"



factors, as well as other time-reliable "designs". Subsequently, the present survey tried to zero in on the group related with a "steady" issue (direction), and some "guideline", energetic tendency (protection from gazing vacantly at nothing in particular). English is advanced as an obscure tongue, especially in the way that students of absolutely different genders and different characters give up their ambiguity (Ely, 1995) at whatever point they have taken in the obscure vernacular.

1.2 Aims:

The study was expected to provide answers to the two main research questions:

1. Is there any correlation among Multiple Intelligences in learning English pronouncing when suffering from learning difficulties?
2. Is there any difference on Multiple Intelligences and English pronouncing proficiency between male students and female students?

1.3 Limits:

1. Iraqi English Language students in different Iraqi Universities.
2. Academic Years 2021-2022.

1.4 Procedures:

The following are procedures followed in the present study:

1. Choosing a sample of Iraqi Universities Students;
2. Designing tools (a questionnaire) to achieve the aims.
3. Analyzing and discussing the results obtained.

2. Theoretical Background

2.1 Theory of Multiple Intelligences:

The idea of Various Insights Multiple Intelligences (MI) developed through method of method for Howard Gardner (1983) shows that the traditional conviction of knowledge, fundamentally founded absolutely on I.Q. (IQ) testing, is quite far excessively restricted. All things considered, Gardner proposes stand-out insights to represent a more extensive assortment of human limit in children and grown-ups. To ask English as abroad language (EFL) teachers to apply MI of their study halls, first English language teaching (ELT) teacher instructors should be supported to comprise of the idea into their projects.

This article aspirations to factor out how the idea of several insights can wind up a piece of ELT teacher preparing through method of method for hoisting a couple of inquiries and inconveniences which should be thought about with inside the way of ELT preparing educators. The paper moreover advocates the presence of a fresh out of the plastic new insight, Moral Knowledge. (Hou, 2016).



2.2 The influence of multiple intelligences on learning styles:

The mark of the review was to explore the associations between various experiences and learning styles. Quantitative philosophy is the strategy used in the investigation. An illustration of first- and second-year students as an exact non-randomized model were decided to be associated with the survey.

A coordinated survey was used to accumulate fundamental data from research students. The Chi-square preliminary of opportunity was used to research the association between different bits of knowledge and total variables of learning style. Considering the eventual outcomes of the turn of different understanding learning styles, there is an association between's components of various bits of knowledge: research, decisive reasoning, device action, subject assurance and describing and visual, hear-capable, and sensation learning styles. As demonstrated by the Pearson Chi-square characteristics as well as the Cramer's V characteristics, there is a connection between various bits of knowledge and learning styles. Up to 1015 lines.(Yavari, 2015).

2.3 The Use of Multiple Intelligence Approach in The Teaching:

Each student is unique, students have various insights. In this manner, learning English isn't enough through a talk strategy. Since every understudy has their own specific manner of retaining data in learning English, it is more fascinating to educate and learn English utilizing the multi-knowledge technique.

Harvard therapist, Howard Gardner, in his book presented the idea of Different Insights Multiple Intelligence(MI) (Gardner, 1983). He said that people don't have just a single sort of insight. There are seven sorts of insight, in particular musical, verbal (language), visual, sensation, legitimate, thoughtful, and relational knowledge. Considering these assorted insights, one might say that there are no moronic or brainless students in a homeroom. Everybody has their own capacity.

They simply have different unrivaled insights. The multi-insight technique attempts to address the issues of students to learn English as indicated by their knowledge. For this situation, the instructor isn't just an educator of writing, yet additionally a guide, eyewitness and fashioner of the example. Along these lines, what a homeroom instructor ought to do is have the option to perceive and recognize the qualities and abilities of every one of their students, and afterward adapt to variety so every understudy feels fulfilled and agreeable. figure out how' to get to the next level. Be that as it may, the mental fortitude of students is different in the mental viewpoint (insight) yet additionally in the approach to learning. (Altan, 2012).

2.4 The Impacts of Multiple Intelligences on English Proficiency:

The audit was coordinated to investigate the quantity of understudies' feelings associated with the obstruction of their ambiguity and knowledge of English. Objects are 173 English huge understudies at a private school in Southern Iraq, including 49 men and 124 women. They helped



wrap up the requests of various information (MI) (Gardner, 1983) and the second ability to bear the language of the worth of vulnerability (SLTA) (Ely, 1995).

Besides, English scores and English levels of Taiwan School's input appraisal have been used as a mastery in English. All data available got from returned questions were inspected by portrayed estimations and deducted got from SPSS 17. The results show that there is an association between the various knowledge of understudies, the ability to get through ambiguity and the limit of understudies to rule English.

Moreover, using t test, the results show that direction also has an impact in understudies' various understanding, ability to recognize vulnerability and English capacity. In addition, the repercussions drawn from the assessment have been obliged all the more impressive English educating and learning. (Shkembi, 2004).

3. Procedures:

3.1 Methodology:

A poll of various insights (counting the 30 pilot-study-takers), 278 response sheets (73%) were remained which were researched in information examination express. At the end of the day, around 27% of the members were prohibited from the information examination while exploring factors. In the review, understudies' English scores of University Placement test on records were utilized as their English articulating capability. The mean score of the English levels of the subjects in the review was 8.65, while typically the it was around 10 to pass level.

3.2 Participants:

The audit was directed to analyze the usage of the theory of various information in acquiring English articulating while at the same time encountering learning difficulties on Iraqi universities understudies, to avoid possible pointless misinterpretation. Three weeks going before the survey, a pilot study was finished by 30 green beans, and the Cronbach's alpha inside consistency it was seen as 0.875 to faithful quality. Then, at that point, in the late 2021, an amount of 300 English critical understudies in deferent Iraqi universities was coordinated to wrap up.

3.3 Instruments and Data Collection:

The investigation instruments of the audit included two overviews of Various Bits of knowledge (Gardner, 1983) and Ely's Second Language Strength of Ambiguity Scale (SLTAS) (1995). The past is the most renowned review overseeing Different Bits of knowledge (MI), which is in Likert-scale plan with five responses of Immovably Agree (SA = 5), Agree (A = 4), No Comment (NC = 3), Contradiction (D = 2), and Unequivocally Digress (SD = 1).



Subjects were 300 understudies in Iraqi universities, including 125 males and 175 females. Among them, 190 were first year initiates, 45, sophomores, 35, youths, and 30, seniors. Subjects of the survey were presented in Table 1.

Table (1): Subject of the Study

		Grade				Total
		Freshman	Sophomore	Junior	Senior	
Gender	Male	85	10	15	15	125
	Female	105	35	20	15	175
	Total	190	45	35	30	300

4. Results of the Study:

4.1 Results Related to the First Aim:

The first Aim of the study is to figure out if there any correlation among Multiple Intelligences in learning English pronouncing when suffering from learning difficulties, and to reach this aim, a questionnaire of multiple intelligences (Gardner, 1983) had been used. Table 2, showing the details of the instruments (questionnaire)

Table (2): details of the instruments (questionnaire)

Questionnaire I	Subcategories	Item	Number
Multiple intelligence (MI) (Gardner, 1983)	Logical/ Mathematical	10	01 - 10
	Verbal/ Linguistic	10	11 - 20
	Visual/Spatial	10 10	21 - 30 31 - 40
	Bodily	10	41 - 50
	Musical		
	Interpersonal	10	51 - 60
	Intrapersonal	10	61 - 70
	Universal/ Naturalist	10	71 - 80
	Existential	10	81 - 90



4.2 Analysis of Multiple Intelligences:

4.3 Reliability of Multiple Intelligences

The reliability quality of Various Bits of knowledge (Gardner, 1983) was Cronbach's Alpha .960 (N of Cases = 90) and .873 (N of Cases = 12), exclusively. "If a test were absolutely strong, the unflinching quality coefficient would be 100. In any case, no test is astonishing reliable". (Gay and Airasian, 2003: p. 141). In this way, the delayed consequences of the Cronbach's Alpha inward consistency immovable quality .960 showed that the investigation instrument of the audit were extremely strong. The finding was presented in Table (3).

Table (3): Reliability of the research instruments

Questionnaire	Cronbach's Alpha	N of items
Multiple intelligences (MI)	.960	90

4.4 Mean and Standard Deviation of Multiple Intelligences:

The disclosures revealed that understudies were more grounded with those experiences as Existential Information (first), Melodic/Melodic Information (second), Intrapersonal Information (third), and Visual/Spatial Understanding (fourth), and Verbal/Phonetic Information (fifth). Of course, they were more delicate with Social Experiences (6th). Genuine Understanding (seventh), Rational/Mathematical Information (eighth), and Comprehensive/Naturalist Information (10th). The results were presented in Table (4).

Table (4): Mean and standard deviation of Multiple Intelligences.

	N	Min	Max	M	SD	rank
Logical/mathematical intelligence	278	1.00	4.80	2.8118	.73763	(8)
Verbal/linguistic intelligence	278	1.00	4.90	3.2022	.69257	(5)
Visual/spatial intelligence	278	1.00	5.00	3.4140	.71266	(4)
Bodily intelligence	278	1.00	5.00	3.0551	.74311	(7)
Musical/rhythmic intelligence	278	1.00	5.00	3.5365	.85837	(2)
Interpersonal intelligence	278	1.00	5.00	3.1809	.72624	(6)
Intrapersonal intelligence	278	1.00	5.00	3.4563	.64131	(3)
Universal/naturalist intelligence	278	1.00	5.00	2.7949	.73487	(9)
Existential intelligence	278	1.00	5.00	3.7416	.75846	(1)
All MI	278	1.00	4.34	3.2531	.49516	



Among the subcategories of various experiences, it was found that factors farsighted to flexibility of dubiousness were authentic/mathematic information ($p < .01$), verbal/etymological information conversely ($p < .05$), and visual/spatial knowledge ($p < .05$). The disclosures were presented in table (5).

Table (5): Regression analysis

Variable	MI		English score		English level	
	t	sig	t	sig	t	sig
(Constant)	8.478	.000	-.262	.796	4.375	.000
Logical/mathematical intelligence	3.346	.001	-.197	.845	-.650	.518
Verbal/linguistic intelligence	-2.417	.017	.001	.999	.135	.893
Visual/spatial intelligence	-2.562	.011	-.216	.830	-1.111	.270
Bodily intelligence	1.767	.079	.114	.910	-.283	.778
Musical/rhythmic intelligence	1.627	.106	1.236	.227	.274	.785
Interpersonal intelligence	-.035	.972	.016	.988	-1.475	.144
Intrapersonal intelligence	.055	.956	-1.601	.122	1.146	.255
Universal/naturalist intelligence	-.644	.521	.724	.476	1.716	.090
Existential intelligence	1.500	1.36	2.741	.011	.136	.892

Table (6) showing
pronouncing
subject students:

the English
proficiency for the

Table (6): English pronouncing proficiency for the subject students

	N	Min	Max	M	SD	rank
Listening	278	1.00	4.00	2.7753	.74792	(4)
Speaking	278	1.00	4.00	2.7247	.84877	(5)
Reading	278	1.00	4.00	2.4888	.56487	(7)
Writing	278	1.00	4.00	2.9101	.68090	(1)
Lexical development	278	1.00	4.00	2.6180	.64887	(6)
Grammar	278	1.00	4.00	2.8371	.62786	(2)
Pronunciation	278	1.00	4.00	2.8090	.91906	(3)
All SLAT	278	1.00	4.00	2.7088	.51904	

4.5 Results related to the second Aim:



As figured out beforehand, the English scores of university Determination test on records were used as their English articulating ability. The mean score of the English levels of the subjects in the audit was 8.65, while ordinarily the it were around 10 to pass level.

Table (7) showing the Differentiations in sexual direction of English scores and levels.

Table (7): Gender differences of English scores and levels

Variable	Gender	M	SD	Sig
English scores	Male	36.04	8.34	.209
	Female	31.38	11.66	
English levels	Male	8.06	1.69	.583
	Female	7.82	2.16	

5. Summary and Discussion:

The review planned to investigate first: Is there an association between various experiences in learning English explanation and learning difficulties? Second: Is there a qualification in various experiences and English verbalization among male and female understudies? A total of 300 English-language understudies were the subjects of the audit, including 125 males and 175 females. Only 22 people were shed, who supported wrap up the Different Understanding (MI) survey (Gardner, 1983). In addition, their English language scores or/and school entrance test abilities are seen as their English language capacity. Furthermore, clear and backslide examination were penniless somewhere around the Quantifiable Pack for Social sciences (SPSS).

The results show that understudies are more grounded with experiences like existential information (first), melodic/melodic information (second), inner understanding (third), understanding visual/spatial (fourth) and semantic/phonetic information (fifth). Of course, they are more delicate with Social Knowledge (6th).

Genuine Information (seventh), Reliable/Mathematical Understanding (eighth) and Naturalist/Far and wide Understanding (10th), Concerning sex differentiation, men would overall have higher actual information ($p < 0.05$) and boundless knowledge ($p < 0.01$). Furthermore, men had higher typical scores and English capacity, but beneath for all pieces of obscurity. By the day's end, men have ideal English capacity over women.

Nevertheless, the qualification didn't show up at a basic level. All come to the reaction to if people who are extraordinary at English explanation have etymological/semantic information. It



is clear from the assessment that the reaction is negative, and that the use of various experiences theory in learning English statement is an uncommonly strong language learning mechanical assembly and has an incredibly certain relationship to beating issues. Beat all difficulties while learning English verbalization.

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Appendix

Multiple Intelligences Questionnaire

Question		Answers				
		Totally Agree	Agree	Fair	Don't Agree	Totally Don't Agree
1	Composing is a characteristic way for me to put myself out there.					
2	At school, concentrates in English or social examinations were simpler for me than math, material science and science.					
3	I have as of late composed something that I am particularly glad for, or for which I have gotten acknowledgment.					
4	Illustrations and clear verbal articulations assist me with advancing effectively.					
5	At school, I was great at math, physical science or science.					
6	I can work with and take care of perplexing issues.					
7	Mental number juggling is simple for me.					
8	I'm great at games and critical thinking, which require logical thinking.					
9	At school, calculation and different subjects including spatial discernment were simpler for me than settling conditions.					
10	It is simple for me to conceptualize mind boggling and multi-layered designs.					
11	I can without much of a stretch envision how a scene looks from a 10,000 foot perspective.					
12	At the point when I read, I structure pictures or visual pictures to me.					
13	I'm convenient.					
14	I can without much of a stretch accomplish something concrete with my hands (for example weaving and woodwork).					
15	I'm great at telling somebody the best way to accomplish something by and by.					
16	I was great at painstaking work (for example woodwork; materials) at school.					
17	Subsequent to hearing a tune more than once I'm ready to sing or whistle it precisely.					



18	While paying attention to music, I'm ready to choose individual instruments and perceive tunes.					
19	I can undoubtedly keep the cadence while drumming a song.					
20	I notice right away assuming a song is unnatural.					
21	Indeed, even in peculiar organization, I can undoubtedly track down somebody to converse with.					
22	I coexist effectively with various kinds of individuals.					
23	I make contact effectively with others.					
24	In discussions and gathering work, I'm ready to help the gathering to track down an agreement.					
25	I'm ready to dissect my own thought processes and methods of activity.					
26	I frequently ponder my own sentiments and feelings and look for explanations behind them.					
27	I routinely invest energy thinking about the significant issues of life.					
28	I like to peruse mental or philosophical writing to expand my self-information.					