

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University - Mila



Institute of Literature and Languages

Department of Foreign Languages

Branch: English

**Investigating Teachers' and Learners' Perspectives about the
Effect of Linguistic Intelligence on Boosting Students' Writing
Proficiency**

A case of second- year students at Abdelhafid Bossouf University
Centre of Mila.

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in

Didactics of Foreign Languages

Presented by

BELKHIRI Manar

DAYKH Chayma

Supervisor Dr. Assia AZZIOUI

Board of Examiners

Chairman: BOULKROUN Fouad

Abdelhafid Bossouf University Centre of Mila.

Supervisor: Assia AZZIOUI

Abdelhafid Bossouf University Centre of Mila.

Examiner :BOUGHOUSS Lamia

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Dedication

In the name of ALLAH, the Most Merciful After All, none of this would have been achieved without ALLAH's support and guidance.

I, Miss Manar BELKHIRI, dedicate this work to:" myself"

To my beloved family, especially "Mom and Dad ", my sister, brothers, who has always been my source of strength and inspiration, your love, encouragement, and unwavering support has helped me to overcome every obstacle and achieve my dreams.

This dissertation is a testament to your faith in me and your belief in my abilities.

To my dearest friends, Pokochi, Zieneb, Hadil, Yousra, and Asma, who has been my pillars of support and my source of joy throughout this lovely journey. Your unwavering friendship and unconditional love have been a constant source of comfort and inspiration, I am truly blessed to have you in my life, you were my companions through thick and thin, sharing in my triumphs and lifting. I will always cherish the memories, the laughter shared over meals and breaks. I am grateful for each one of you.

"Special thank for that extraordinary person who has stood by my side in every hard moment".

To "Chayma DAYKH", my beloved partner, who has been my rock, my confidante, and my source of endless love and support throughout my academic journey.

Manar

Dedication

I, Miss Chayma DAYEKH, dedicate this work to:

My self

To the dearest people to my heart to the sun that lightens my life,

my dear mother **Fouzia**

To my kind father **Nabil** may ALLAH bless him

To my sisters: **Chirine** and **Nadjah** Thank you for your precious and priceless support

Thank you for being there when I needed you and supporting me with all that you have.

“Special gratitude for that extraordinary person who has stood by me in every hard moment

“Houssam”

To my flower: my partner, and beloved friend, **Manar BELKHIRI**, who share with me this amazing journey.

To my precious cousins: **Ilham, Hassiba, Nassima, Lamia, and Radya.**

Thank you for the nice times that we spent together.

To everyone who helped me one day.

Chayma

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Abstract

Even after years of learning English as a foreign language, learners still face difficulties in written communication. These difficulties in writing are due to many reasons like lack of vocabulary and grammar rules. In fact, it requires many efforts and practices to come out with a good writing product. This study aims at identifying teachers' and learners' perceptions towards the effects of linguistic intelligence (LI) on the academic achievement of EFL Learners' writing proficiency. To answer the following research questions: 1) Are teachers and learners aware of the significant role of linguistic intelligence on boosting students' writing proficiency? 2) Do teachers and learners have positive views toward the role of linguistic intelligence? 3) Do learners face difficulties when writing in English? 4) Do learners know the writing skills methods and techniques? and achieve our aim, a descriptive method is opted for. To obtain the necessary data, a questionnaire is administered to fifty students of English at the Department of Foreign Languages, University centre of Mila, and another questionnaire is administered to ten teachers of Written Expression at the same university centre. The primary research findings reveal that linguistic intelligence is indeed emphasized in the development of learners' writing skills and that linguistic intelligence helps promote learners' ability to write. Eventually, the research work proffers a multiplicity of recommendations for pedagogy and future research with the purpose of drawing more attention to learners' linguistic intelligence and their writing.

Keywords: EFL Learners, Verbal-linguistic Intelligence, Writing Expression , Writing Proficiency.

List of Abbreviations and Symbols

MI : Multiple Intelligence.

MIT : Multiple Intelligences Theory

LI : Linguistic Intelligence

EFL : English as Foreign Language

ESL : English as Second Language

Q: Question

IQ : Intelligence Quotient

% : Percentage

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General Introduction

1. Statement of the Problem

Nowadays, English has become the language of technology, innovation, and a medium of teaching in various university programmes. In learning English, it is important for learners to master the four skills; speaking, listening, reading, and writing. Among these skills, writing is the most essential skill that learners need to develop. It is one of the mediums that individuals use to communicate their ideas, thoughts, opinions, and feelings. Writing, however, is one of the most difficult skills for students to acquire. Writing is also one of the intelligent activities, requiring creative problem-solving. Many EFL learners still find difficulties in expressing their thoughts in English. The use of language abilities or traits such as punctuation, spelling, grammar, vocabulary, etc. in writing is the key factor that makes writing difficult. These obstacles may be due to the lack of linguistic intelligence. In order to overcome these problems, both teachers and learners have to work on developing learners' linguistic intelligence that would help them to write successfully. Hence, the crux of the problem around which revolves the current study is investigating the effect of linguistic intelligence on students' writing proficiency.

2. Aim of the Study

The purpose of this study is to shed light on the significant role played by linguistic intelligence on boosting students' writing proficiency. It aims at investigating teachers' and learners' perceptions towards the effect of students' linguistic intelligence on students' writing abilities. It also attempts to determine 2nd year EFL learners' level of linguistic intelligence and writing skill.

3. Significance of the Study

Writing is a crucial language skill that is essential for students' success in various aspects of life, including academics. It requires various skills such as organizing, enhancing ideas, choosing accurate vocabulary, and practicing correct grammatical devices.

However, students often face difficulties in writing due to various factors, including linguistic, psychological, cognitive, and pedagogical issues. Intelligence, which is defined as producing successful behavior and resulting from natural selection, can support students' success in learning. Factors influencing second language learning include age, attitudes, intelligence, motivation, personality, and cognitive style.

Linguistic intelligence, a cognitive factor, is considered one of the cognitive factors influencing students' learning, as it helps them understand language use and express themselves effectively. Research has shown a significant correlation between linguistic intelligence and writing performance, with high LI indicating better writing performance. This study aims to explore the impact of linguistic intelligence on students' writing proficiency and its impact on their writing abilities.

4. Research Questions

Under the stated problem, the present study attempts to answer the following questions:

- Are teachers and learners aware of the significant role of linguistic intelligence on boosting students' writing proficiency?
- Do teachers and learners have positive views toward the role of linguistic intelligence?
- Do learners face difficulties when writing in English?
- Do learners know the writing skills methods and techniques?

5. Research Methodology

In an attempt to collect a good amount of data and to achieve more valuable answers to the research questions, a descriptive method is adopted with two research instruments: teachers' and learners' questionnaires. The first questionnaire is designed for second-year Written Expression teachers of English in the Department of foreign languages at Mila University Centre. The second questionnaire is designed for second-year students of English at the same university to collect data about their attitudes regarding the influence and importance of linguistic intelligence on their writing skills.

6. Structure of the Dissertation

The present work is composed of two chapters. The first chapter represents the theoretical part, and it is divided into two sections. The first section deals with the writing skill including its definition, components, stages, and its importance. In addition, it discusses teaching the writing skill dealing with current approaches to teach writing and teachers' roles in the writing class. Finally, it presents some different difficulties faced by EFL learners in writing and key solutions to overcome these obstacles. The second section focuses mainly on linguistic intelligence; the definition of intelligence, multiple intelligences theory and its types, the application of MI theory in EFL classes. Moreover, linguistic intelligence definition and its characteristics, its improvement, and factors that influence the growth of LI are presented.

Chapter One : **Theoretical Part**

Introduction

Teaching and learning English as a second and foreign language involves developing its four skills; speaking, reading, listening, and writing. The writing stands out as the most important of these abilities because it is regarded to be the foundation for learning any language. It is considered a difficult skill to master for many learners as it requires much effort and practice to come out with a righteous writing product. It's important to note that the difficulty of writing skills can vary greatly among individuals. What may be challenging for one person may not be the same for another. Thus, individual variables determine whether a student will succeed or fail academically in the study of a foreign language. One of the individual differences is intelligence. As writing deals with grammar, vocabulary, word order, word choice, etc, it is believed that linguistic intelligence will be the best for language learning.

This chapter will consist, then, of two main sections. The first section covers writing skills. It begins with definitions of writing offered by several components. Next, it underlines the stages of the writing process and its significance. Then, it highlights teaching writing skills and their approaches in the language class. Finally, it sheds light on the challenges that learners may face when writing, and some suggested solutions to overcome these difficulties. The second section deals with linguistic intelligence. It starts with definitions of intelligence and multiple intelligence theory. Next, it clarifies the different types of multiple intelligences and the application of this theory. Then, it sheds light on the definitions of linguistic intelligence, its characteristics, its development, and its improvement. Finally, it covers the factors that may influence the growth of linguistic intelligence.

Section One : Fundamentals of Writing

1.1.1. Definitions of Writing

Writing skill is one of the productive skills that students must learn, especially college learners. It allows us to convey information to others, persuade, and express our thoughts and feelings. It can be very challenging to define or characterize the word “writing”. However, many professionals attempt to give their interpretations of this skill from different perspectives. According to Harmer (2004), writing is a system of graphic symbols, i.e., letters or combinations of letters which relate to the sounds we produce while speaking". In addition, because writing is a form of interaction between people, it must adhere to specific conventions that link symbols to words to sentences. To have an exam that makes sense, it must be organized well (Bader, 2007).

Writing is a method for putting thoughts or views in writing. The students can communicate their ideas, emotions, or opinions to others by writing. According to Liu (2001), writing is a means of conveying information to a reader for a specific reason. It serves as a platform for knowledge and the expression of ideas. O'Malley and Lorraine (2009) supported this idea arguing that writing is a private act in which the author expresses the concept in written form. In other words, writing proficiency is a particular ability that enables writers to conventionally put their thoughts and ideas into words so that readers may interact psychologically with the message.

For some researchers, writing is not just a matter of expressing opinions, but also a cognitive activity that demands working memory. Kellogg (2001) declared that writing is a cognitive process that tests one's capacity to recall information, think critically, and effectively convey ideas verbally. In addition, Nunan (2003) said that writing is both a physical and mental activity. At the most basic level, writing is the physical act of committing words or ideas to

some medium. On the other hand, writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

Thus, writing requires a variety of skills that students must acquire, such as organizing, enhancing ideas, selecting correct vocabulary to overcome ambiguity, and using proper grammatical constructions to concentrate and expand ideas and thoughts.

For many experts in writing, writing is a complex process that needs effort and time to be mastered properly. Riswanto and Putro (2012) argued that writing would never be regarded as a dated aspect of education among linguistic skills. Compared to other forms of communication like speaking, writing is a more challenging and continuous process (Robinson, 2002). That is to say, everyone starts expressing himself/herself by speaking, not writing. So, writing is not an easily available form of communication, particularly for EFL learners who struggle to improve their imperfect writing processes.

In light of what was said earlier, the definitions of writing may be summarised as the act of creating thoughts, considering how to convey them, and organising them into meaningful statements and paragraphs to indirectly communicate with other people. That is to say, the definitions above highlight the significance of one's intelligence, especially linguistic intelligence to convey the appropriate meaning.

1.1.2. Components of Writing Skill

Writing is a difficult activity that calls for proficiency in nearly all linguistic levels, including morphology, syntax, semantics, pragmatics, and discourse. Collins and Gentner (1980) stated that when writing, students should think about the various levels of form structure, beginning with the word structure, sentence structure, paragraph structure, and overall text structure. Therefore, students should focus on mastering the fundamental language

ability to write as part of their language learning efforts. Learning to write well can be very beneficial for learners as they work on a variety of professional responsibilities, including composing essays, theses, business correspondences, personal letters, and presentations.

Based on the rationalization above, it can be concluded that writing is a process where structures, lexical items, and ideas are used in the form of paragraphs while adhering to proper grammatical usage via the use of various tools or mediums. For that reason, understanding and learning the principles of writing are now given a lot of emphasis. The students should be familiar with the components of writing. If they lack awareness of the writing elements, they cannot effectively communicate their thoughts and inform readers (Saadiyah, 2009). Thus, it can be said that learners will have some writing issues since they do not have a deep understanding of the writing components. For students to produce quality writing, it is crucial to teach them these elements.

Related to components of writing, Hughes (2003) and Starkey (2004) stated five components of writing, they are grammar/language use, vocabulary, content/fluency, organization / generic structure, and mechanics.

1.1.2.1. Grammar/Language Use

The structure and form of sentences in a language are examined by a collection of rules known as grammar. Grammar involves the proper use of grammar basics including verbs, nouns, and agreement. Strong verbs and precise language let the reader visualize the description. The organization of sentences, phrases, and words to communicate information is determined by a science of principle (Mardyani & Kusumawardani, 2018). Consequently, grammar is a crucial component that should be given great focus by both teachers and learners as it provides the foundation for language comprehension.

1.1.2.2. Vocabulary

It is important to develop the ability to select and apply acceptable vocabulary when writing. To properly convey their views, students can explore more deeply into their concepts. AL Qahtani (2015) described vocabulary as a person's collection of words from their classes or profession. Thus, a learner with a large vocabulary is regarded as being a superior writer.

1.1.2.3. Content/Fluency

When the choices of vocabulary and sentence structure are consistently suitable, a paragraph is considered to be fluent. To ensure that readers can understand the message being delivered and benefit from the material itself, the content should be clear and comprehensible to them.

1.1.2.4. Organisation

Coherence, order of importance, general to specificity, chronological order, and spatial patterns are all examples of organization. A paragraph must be well organized, which means that each of its sentences should focus on just one main idea. Additionally, the paragraph needs to be well written.

1.1.2.5. Mechanics

The term " mechanics " refers to a variety of issues, including proper capitalization, punctuation, and spelling. Capitalization indicates the beginning of a sentence, highlights keywords, in a title, and denotes proper names and formal titles. Punctuation tells the reader to speak louder, read more slowly, or stop reading. The meaning will be changed if the writer missed it. For readers to understand or immediately realize what the writer truly means to say, spelling must also be taken into account. If a word is misspelled, its meaning will be affected.

1.1.3. The Stages of the Writing Process

Writing is a thinking process that allows the brain's thoughts to be transferred from the brain to paper. It does not only facilitate the process of putting ideas into written form, but it also offers crucial hints that improve the text's consistency. The writing process, according to Nunan (1999), is a method of writing pedagogy that emphasizes the process necessary to draft and rewrite a piece of writing. Students are trained to create, analyse, and revise multiple drafts of a text. That is to say, a writing process is an approach to teaching writing that places a focus on students' creativity.

A five-stage writing method developed by Hyland (2003) is used: planning, drafting, revising, editing, and publishing. The following details each of these phases and strategies for writing teachers to apply in EFL classes.

1.1.3.1. Planning

Planning, often known as pre-writing, is the first stage in writing designed to inspire and motivate students to write. The writing activities must be planned to give learners writing experiences, such as brainstorming, clustering, and quick free writing, as their purpose is to encourage them to create. According to Richards (2002), professional writers plan out their writing. They attempt to prepare what they are going to say before they begin to write or type. To successfully carry out this step, Richards et al (2002) stated that writers must take into account three key factors when planning. In the first place, they need to think about their writing's objective since it will affect the format they want to employ, the language they use, and the details they decide to include. Secondly, professional writers consider the audience they are writing for, as this will influence both the design of the writing (how it is organized, how the paragraphs are structured, etc) and the language choice, such as whether it has a formal or informal tone. Thirdly, the content framework of the piece of writing, or the best way to

present the ideas, information, or points that the writer has chosen to present, is a factor that the writers must take into consideration too. Pre-writing is a crucial step in the writing process. Murry and Hughes (2008) argued that pre-writing activities do not only guide students in coming up with a subject to write about, but it also helps them strengthen their writing abilities by allowing them to generate ideas and write confidently.

1.1.3.2. Drafting

Drafting is the "physical act of writing" (Richards and Rodgers,2001, p.43). It is regarded as the stage of writing where writers create their topics on paper. At this stage, students will concentrate on writing easily paying little attention to correctness in their work. The content and the significance of the writing must be the student's primary concerns as they write. Additionally, the learners might be encouraged to present their communication to various audiences, including friends, other classmates, teachers, etc. The purpose of this phase is to transmit students from their pre-writing to a more official draft by developing and organizing it. Keeping all writing drafts is crucial, not only while the writing is being created, but also once it has been completed. These drafts are useful to the students as a compilation of ideas, writing assignments, and sources for fresh perspectives (Chelsa,2006).

1.1.3.3. Revising

The purpose of revising is to make the overall content and organization of the ideas more obvious so that the reader can understand the writer's aim. It is not just a process of checking for grammatical mistakes. Due to this, the students must review the text to determine how well they have expressed their thoughts to the audience. The reviewing or revising step is a crucial component of the writing process. Looking over the writing again is likely to give the learner more inspiration for additional ideas and concepts that need to be incorporated into the original notion. Hedge (1988, p.23, cited in Tribble,1996, p.115) also added that revising

is a stage that separated excellent writing from bad writing as she stated: "Good writers tend to concentrate on getting the content right first and leave details like correcting spelling, punctuation, and grammar until later". Writers go through a revision process to ensure that they have communicated their ideas clearly and appropriately (Badger and White,2000). Furthermore, they emphasized that revision goes beyond merely making sure that the substance and purpose are understandable and suitable for the reader in the specific writing situation.

1.1.3.4. Editing

Before publishing the final copy, editing is the last step where the draft is defined; the students are concentrating on publishing their work at this point as they prepare the final draft for the teacher to assess. As Johnson (2008) noted, editing entails carefully reviewing the text to make sure that there is no grammar, punctuation, word choice, or word order mistakes. Editing, according to Muncie (2000), is the process of giving a piece of writing its desired conclusion. Thus, after completing a draft, authors typically go back and read what they have written to determine where it works and where it does not. The feedback from another reviewer on a piece of writing will assist the writer in making the necessary edits. The justification presented earlier leads us to the conclusion that EFL learners need to be aware of editing to produce improved writing.

1.1.3.5. Publishing

Publishing is the process of preparing the text for distribution to a readership, such as peers, co-workers, teachers, etc while paying close attention to the form and style of the final product. Brown (2001) emphasized the significance of giving students real writing and claims that one of the key methods to increase authenticity is through peer sharing. Therefore, teachers ought to encourage students to access each other's work and offer feedback on each other's final compositions, because constructive criticism from other users will enable the writer to make

the necessary changes and produce improved writing. Johnson (2008) affirmed that the kind of encouraging atmosphere in which students' writing can succeed supports collaboration and caring among students and invites them to share and react. As a result, to take the kind of chances necessary to produce high-quality writing, students need to sense their instructors and their classmates' support and approval. In conclusion, because the order of stages functions as a circle, it cannot be separated.

1.1.4. The importance of the writing skill

The four skills, listening, reading, speaking, and writing, are typically introduced to students who are learning English as a foreign language depending on the goals of the training process; different levels of being exposed to each of these four abilities are used. Even though writing is a challenging task, as has already been stated, Ghothben (2010,) asserted that it is still crucial to social and academic life because of the advantages it offers; it is becoming more and more important to learn how to compose. Thus, writing serves as an instrument for communication that transforms thoughts and ideas into words regardless of a person's job or profession.

Writing is regarded from its goals as a means of communication tool that is frequently employed to express and impress (Nunan,2003). That is to say, there are generally two primary goals in mind when authors create writing pieces. Firstly, there is a purpose or wish to communicate the thoughts or emotions they are experiencing; in meaning; a specific message is expressed through written text. Secondly, the text serves as a means of conveying concepts to the reader or the public. Therefore, writing proficiency prepares learners for interaction and encourages the growth of thinking abilities. It also enables them to clearly and coherently transfer their ideas, experiences, explanations, theories, and knowledge into written form. Due to its significance, writing always takes precedence over speech in standard English. In this

vein, Ur (2001) declared: "Much higher standard of language is normally demanded in writing than in speech more carefully constructions, more varied and precise vocabulary, more correctness of expression in general". Thus, in addition to speaking, listening, and reading, students need to know how to write, how to organize written reports, and how to respond to adverts. Additionally, as reported by Bader (2007), the ability to write provides learners with a feeling of control over the target language because they will have the opportunity to edit their thoughts and give them a final form, students will feel comfortable using the language. On the other hand, they depend on writing to take notes during lectures, complete homework assignments, compose summaries and reports, and take written examinations for almost all courses.

English writing provides students with the opportunity to think critically and gives them the motivation to acquire various features of writing such as utilizing dynamic words, expressions, and efficient vocabulary (Abdulwahed, 2011). So, writing includes particular characteristics like critical thinking and self-expression that EFL learners need to receive within the courses they attend. Writers frequently spend hours considering the perfect words to put on paper. Many people believe that being able to write well translates into being able to talk well. Kelly (1976) said as follows: "By practicing writing, a person learns proper word usage to persuade the reader to listen to them, the writer does this by using" key words" at proper intervals, the writing process helps to develop the skill of critical speaking".

We understand then that the skill of writing is an essential aspect of literacy in everyday life because it enables individuals including EFL learners to achieve a range of careers, in addition to academic and personal objectives.

1.1.5. Teaching the Writing Skill

As writing ability is a scarce phenomenon, it is not just associated with language teaching but rather affects society as a whole. We can deduce that this is partially a result of the skill being neglected in our classes, and it is because there aren't many books available that offer the latest scientific knowledge to assist teachers in finding ways to improve their students' writing. Thus, the most difficult of the four language proficiency skills; namely, listening, reading, speaking, and writing; in foreign language instruction is still the latter. Despite the overall trend that emphasizes the ability to communicate orally in second or foreign-language classrooms, writing has occupied a prominent position in the fields of foreign language approaches and theories for many years. As stated by Byrd (2011, p.22), writing is a crucial language skill, just like speaking and listening. Students who learn English as a foreign language should be able to write letters, paragraphs, essays, etc. However, most of them focus more on the finished product than on how to structure and organize their ideas when writing. Therefore, they require a variety of approaches to speed up the writing process.

1.1.5.1. Current Approaches to Teach Writing

Writing became more significant after the 1960s and was seen as being essential to language development. Its comprehension and application become highly appreciated in every subject, each of which calls for a particular teaching strategy. As a result, numerous approaches and instructional techniques have been developed and practiced both inside and outside the classroom. Although none of these strategies can be regarded as optimal, they have all demonstrated success at some point (Nemouchi,2008). We need to decide which one we want students to take, whether we want them to place more emphasis on the writing process than its final product, whether we want them to study various written genres, or to encourage creative writing either individually or collaboratively. Thus, the teacher must be aware of the many roles that must be played for each activity.

1.1.5.1.1. The controlled-to-free approach

When the Audio-Lingual approach was in prominence in the 1950s and 1960s, writing was only taught as an additional aspect to reinforce speech, which was regarded as taking procedures. It was taught that learning grammar rules would help one's ability to speak a foreign language better, and that is why grammar instruction in writing was prioritized. Such conditions led to the development of the controlled-to-free approach. Students are not expected to compose original writings using this method; instead, they are only required to write grammatical exercises (Leki, 1992). As a result of strong control over the activity, the students are forced to write regularly and have the opportunity to generate excellent original work. Students cannot move on to free compositions in which they can express their ideas unless they have mastered this first sort of highly controlled writing. Besides, one of the most notable qualities of this approach is that it prioritizes accuracy over fluency or originality (Gaith,2002).

1.1.5.1.2. The free-writing approach

The fundamental principle of the free-writing approach is that we can develop our language proficiency by writing freely and frequently. Free writing is when students write without the teachers' intervention and are urged to place content and fluency first (Raimes,1983). Moreover, as Raimes (1983) declared, once thoughts are expressed on paper; grammar accuracy, structure, organization, and the rest will naturally follow. In contrast to the controlled-to-free approach, the instructors' responsibility is primarily restricted to reading the products of the learners, and occasionally giving directives regarding the concepts they have conveyed. Therefore, the independence that learners have in selecting their study areas can be a powerful motivator. Free writing cannot be employed effectively with beginners because it necessitates some basic writing principles.

1.1.5.1.3. The product-oriented approach

As the name suggests, a product-oriented approach is generally focused on the written product as a whole. Since writing is a task that must be completed alone for most of its stages, the product approach views it as a wholly solitary activity. Zamel (1985) in Nunan (1991) said that there are very few opportunities for students to write, and when they do, there is still a tendency to view texts as products to be evaluated. Thus, this may lead students to believe that writing is more for evaluation than for communication.

The product approach to teaching generally encountered noticeable discontent. Many believed that its focus on correctness rather than communication, while the latter considers having the greatest appeal in the educational sector, was irrelevant. Escholz (1980) objected to the model-based strategy, noting out that: "Models tend to be too long and too remote from the student's writing problem." He claimed that such in-depth analytical effort fosters learners to think of form as a container for content. Escholz generally saw imitation of models as "being stultifying and inhibiting writers rather than empowering them or liberating them." (p.232). Additionally, Nunan (1991) stated that imitation learning was considered appropriate at the sentence level. However, imitation may not always correspond with more current theories of discourse-level language acquisition. This mismatch between the two levels prompts the composition process and the realization that the finished work is not produced on the first try but rather after an extended process and several drafts, giving rise to the process approach we will discuss later.

1.1.5.1.4. The process approach

This approach placed more emphasis on the writing process than the conventional view, which views writing only as a finished product. The process approach has resulted from the focus on the writer as a language learner and creator of a text, and a new set of classroom

assignments characterized by the use of journals, inventions, peer collaboration, revision, and attention to the content before form (Raimes, 1993) The issue with the process method is how authors come up with ideas, write them down, and then edit them to form a text. Researchers who take a process-oriented approach examine writing habits by focusing on analysing and comprehending the composition process (Zamel,1982). Thus, students need to realize that what is initially written down on paper is not the final product. Many academics believe that the process approach may encompass well-known writing phases including pre-writing, writing, and reviewing. With the use of peer or teacher conferences, the initial draft is improved into succeeding compositions (Murry, 1992). This strategy forces learners to read and rewrite, which places the responsibility of revision on them. As opposed to the product-based approach, the process-based approach encourages students to write as much as they can without caring about committing errors. Fluency is therefore prioritized over accuracy.

1.1.5.1.5. The genre approache

As the name suggests, the genre approach to teaching writing focuses primarily on teaching specific genres that students need to master to succeed in particular contexts. This might emphasize both the content of the text and its production setting (Nemouchi, 2008). The idea that language only makes sense when it is understood in its specific cultural and social circumstances is another crucial feature of this viewpoint. Therefore, the social and cultural environment in which language is used cannot be separated. The goal of implementing a genre approach is to encourage students to use significant registers for them. According to Swales (1992), the genre is "a class of communicative events, the members of which share some set of communicative purposes" (p.58). This definition provides the basic notion that there are some conventions or regulations that are frequently connected to a writer's aims. To assist students to realize how and why linguistic patterns are used for particular rhetorical effects it is crucial for writing teachers to make the connection between these two components. The study of

genres also helps learners become more aware of the belief that certain groups adopt specific genres for specific purposes because genres reflect a cultural worldview (Nemouchi, 2008).

1.1.5.2. The teachers' roles in teaching writing

A teacher serves as a facilitator and an advocate for their charges (Brown, 2001:340). Teachers should guarantee that students respond to and use a variety of materials and strategies as they coach and mentor them while they write. According to Harmer (2004) teachers have three roles when asking learners to write: motivator, resource, and feedback provider.

1.1.2.1.1. Motivator

When offering a writing assignment, the teacher must inspire the students, provide the ideal environment for the development of ideas, urge the students to engage in certain activities, and encourage them to exert as much effort as possible.

1.1.2.1.2. Resource

When necessary, the instructor must be prepared to provide students with language and facts. He must be helpful and productive in his advice and recommendations.

1.1.5.2.1. Feedback provider

The teacher must provide a supportive and motivating reaction to the writing that the students submit. Additionally, teachers must provide corrections and suggested changes depending on the activities that pupils have mastered as well as what they require at a specific level.

According to the theory of the teacher's role, the teacher is in charge of all activities that take place in the classroom. The teacher serves as a motivator and facilitator for the students. Students can obtain all the information they require from teachers.

1.1.6. Learners' difficulties in writing

Writing issues can be exhausting to learners' education, much like all other learning issues. It could turn out challenging to teach writing because it is such a complex skill. As students advance, they must use writing to demonstrate what they know about the many subjects. Students will be unable to write efficiently and quickly to overcome these challenges if there is a gap in the development of their writing fundamentals (Heaton, 1975).

The use of language abilities or traits in writing, such as punctuation, spelling, grammar, vocabulary, etc., is the main factor that makes writing challenging. Jordan (1977) claims that writing is often confusing when putting words on paper in the same structure as an outline produced with appropriate style and vocabulary, and exhausting when attempting to organize ideas coherently, and simultaneously grammar errors should be corrected.

We have all wondered, at some point or another, "What can I do to write?" and "Why is writing so hard?" The following are the main causes of student writing that may be challenging to understand or deficient in another way, according to Coe & Rycroft (2000):

- The punctuation in the sentence might not be evident; there might be full stops and commas when there shouldn't be any, for no obvious reason.
- The reader might not have been able to quickly understand the idea's presentation in the sequence intended.
- The lack of or improper use of linking words and phrases, such as although, for instance, finally, on the other hand, may make the relationship between the ideas unclear, and so on.
- The writer's perspective on the subject matter may not be obvious: Is the writer describing, proposing, or criticizing something?

- The thoughts might not be organized into separate paragraphs, or the student might start almost every sentence on a new line. Once more, an introduction that points the reader in the proper direction may not come at the beginning of a paragraph or a more extended work.
- A text might include ideas that aren't essential to the point the author is trying to make, or the author might struggle to come up with enough ideas.

Thus, writing is a difficult talent that requires students to exert both mental and physical effort, and the difficulties authors encounter only add to its complexity. Byrne (1995) divided these issues into three categories. The first category involves language issues brought on by the need to explain concepts clearly and correctly to make up for the spoken medium's lack of certain devices, such as pitch and intonation. The second category, which he refers to as psychological, results from a lack of interaction and feedback between the teacher, who serves as the reader, and the student, who writes the work. There is also a physical lack of a reader. Because writing takes formal training to grow, unlike speech, which can develop naturally, the third category incorporates cognitive issues. To have a better understanding of how challenging writing is. Furthermore, from a pedagogical perspective, Yohana P. Msanjila (2005) asserted that writing is one of the four fundamental language skills—specifically, speaking, listening, reading, and writing—that a teacher as an instructor must possess. Contrary to speaking, writing is not regarded as a skill that comes naturally to everyone. In contrast to speech, which may be learned without further guidance or the aid of a teacher, writing needs to be taught.

1.1.7. Key Solutions to overcome some learners' Difficulties in Writing

Because of how powerful our minds are, if students receive assistance, they will become aware of their mistakes and remember such errors and the criticism they heard. If the learners can remember the instructions, they will undoubtedly refrain from using incorrect word choices

or incorrect sentence patterns going forward. As a result, their writing will get better. This state of consciousness is known as language awareness. That is to say that learners need to increase their intelligence, especially verbal-linguistic intelligence, as it plays a significant role in developing consciousness.

Lea and Street (1998) present three theories of student writing: study skills, socialization, and academic literacies to comprehend student writing and literacy in academic environments. The study skills model implies proficiency in academic writing, specifically concerning grammar, syntax, punctuation, and spelling. The second approach, known as the academic socialization model, holds that academic writers can be effective if they can learn the conventions of a particular academic discourse. The third paradigm, academic literacies, places more emphasis on epistemology than on ability in student writing and, like the first two, is primarily concerned with meaning-making and identification (Lea & Street, 2006).

Writing methods, such as instructing students on how to organize, review, and modify their compositions, are among the aspects listed by Steve Graham and Dolores Perin (2007) as necessary to help students overcome their writing challenges. Therefore, teachers must explicitly and methodically demonstrate to students how to summarize a book by summarizing lessons. Collaborative writing is also a fantastic way for students to get past writing challenges like drafting, revising, and composition writing because it fosters a sense of motivation and removes the fear of writing, which will help students become more involved in their writing. Also, sentence combining includes the strategies teachers teach students to create more complicated and impressive phrases. In addition to all of these things, the study of paradigms offers students the chance to read, evaluate, and replicate examples of excellent writing to get them to be inspired by various writing styles.

Moreover, online learning "can open up new possibilities for enhancing students' learning," according to Schwenger (2016), online learning can present new opportunities for improving students' learning. Therefore, considering technological innovations like Google Classroom to establish a blended learning environment in a postgraduate course may enable greater personalization and learner autonomy, which simultaneously suit students' needs and advance subject knowledge. Thus, incorporating digital technologies like Google Classroom into a postgraduate course could provide greater personalization and learner autonomy, which would both fulfill students' requirements and advance their knowledge of the topic. According to Bernard et al. (2009), the design of blended learning impacts how well student learning may be facilitated in a course. However, well-constructed blended learning chances offer a potential remedy for improving academic writing abilities.

Section Two : Linguistic Intelligence

1.2.1. Definitions of Intelligence

Success in life depends on understanding our intelligence profile. Despite the long history of research and debate. There is still no clear definition of the term intelligence. However, studies have shown that intelligence is a multidisciplinary subject, and scholars, depending on their field of study, have their definitions. Generally, it is defined as a mental activity toward purposive adaptation to selection and shaping of real-world environment relevant to one's life.

Most people are more familiar with the concept of intelligence, which is mostly regarded as a one-single trait and was usually measured based on the one-dimensional concept of intelligence (IQ); nevertheless, it has different meanings and explanations, which makes it difficult to distinguish the exact definition or meaning. Yet, Sternberg (1997) suggested the following definition: "Intelligence comprises the mental abilities necessary for adaptation to, as well as shaping any environmental context. There are many definitions of the term "intelligence" that is agreed upon by many dictionaries' sources; the following are the most common ones:

"The ability to solve hard problems". M. Minsky (1985).

*"Intelligence is not a single, unitary ability but rather a composite of several functions...

"A. Anastan (1992).

*"The capacity to acquire and apply knowledge "(The American Heritage Dictionary, 4th the edition, 2006).

*"The ability to learn, understand and make judgments or have an opinion that is based on reasons "(Cambridge Advanced Learner's Dictionary, 2006)

* "the ability to learn or understand or to deal with a new or trying situation. The skilled use of reason. The ability to apply knowledge to manipulate one's environment or think abstractly as measured by objective criteria. Mental acuteness." (The Merriam-Webster Dictionary, 2020)

Gardner (1993) defined intelligence as the ability to solve problems or to create productions that are valued within one or more cultural settings. Depending on Gardner's point of view, being an intelligent person entails having the capacity to deal with day-to-day issues and to produce works that are appreciated in a variety of settings. Intelligence is the ability to learn, reason, solve problems, understand complex ideas, and adapt to new situations. According to Piaget (1963), intelligence is an adaptation where knowledge is constructed through the two complementary processes of assimilation and accommodation (the process of modifying existing mental structures so that new information can fit them). Piaget also defines intelligence as developmentally constructed in the mind of the learner and moves from concrete to abstract stages of understanding. Genesse (1976) shows that intelligence is highly correlated with the performance of learners in L2 reading, grammar, and vocabulary. However, there is no consensus among scholars regarding the definition of intelligence. In Vygotsky's (1978) theory of social mediation, intelligence is also a function of activity that is mediated through tools. Along the same vein, Gardner (1993) believed that "Intelligence is a bio-psychological predisposition that can be encouraged by the natural environment; the intelligence will not evolve to its potential without development (Kezar, 2011, p.143). In (1999) Gardner defined intelligence as the bio-psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (Gardner, 1999, p. 34-35). Also, Ellis (2008) defined intelligence as "the general set of cognitive abilities involved in performing a wide range of learning tasks" (Ellis, 2008. p.649). Gardner (2019) claims that intelligence should involve skills, problem-solving aptitudes, and the ability to think

rationally and creatively. Interestingly, this theory does not refer only to logical-mathematical or linguistic skills, which are usually taken into account when assessing a person's IQ, but to any intrinsic human skill used to solve a specific issue. Ardila (2011) stated that Intelligence is a set of cognitive and behavioural abilities that enable effective adaptation to one's social and physical environment. It requires the ability to solve problems, plan ahead of time, abstractly think, understand complex ideas, and learn from experience. It is not associated with certain knowledge or skills, but rather with general cognitive ability, encompassing specific capacities, it varies throughout a person's existence and has done so throughout the evolutionary history of the species. Even though humans are all born genetically unique; they share one thing, intelligence. As intelligence has a broad definition, humans still possess varying portions of major theories of intelligence. Our genetic differences challenge our cognitive intellectual abilities to see how we interact with our environment. Gardner (2011) said that in the past time, intelligence was defined as a single property of the human mind. Also, it only could be measured by a standardized instrument called the IQ (Intelligence Quotient) test which consists of verbal and logical-mathematical tests. Based on the concepts above, we tried to conclude that the definition of intelligence is the mental capacity of an individual to find a way to deal with and end the problem and to create a product that can be affected and activated by culture and environment.

1.2.1.1. Tests of Intelligence

Early attempts to assess human intelligence started with the work of the British scientist Francis Galton, who attempted to estimate intellectual capacity by developing the first test that differentiated between children and adults. However, his tests discriminated between weights using senses. Therefore, his test did not go beyond simple physical tools. Although this scientist was the first to develop a mental test, the name "Mental Test" was not coined until the arrival of the American scholar James McKeen Cattell, who carried on and expanded Galton's work.

The latter made major contributions to statistics and psychological assessments. (Susana Urbina, 2004, p.11) In the late 1800s, one additional contribution to the field of psychological testing was made by the German psychologist Hermann Ebbinghaus to investigate the effects of tiredness on children's mental abilities using a procedure known as the Ebbinghaus Completion Test, which bears special attention because it would immediately lead to the first successful testing instrument of the contemporary period (Urbina, Susana, 2004, p. 12). As a result, Alfred Binet was inspired to create the first successful IQ test by employing the completion technique and other complex mental exercises. In 1904, the French psychologist Alfred Binet was assigned to a commission concerned with developing a system for evaluating students who were unable to acquire the educational curriculum and administering a program useful to their skills. The 1905 Binet-Simon scale, as it became called, was a series of 30 tests or tasks independent of school assessments such as vocabulary, understanding, object distinction, item completion, and drawings. The performing skills required for these tasks varied, as did the degree of difficulty. (Susana Urbina, 2004, p. 13).

1.2.1.2. The Birth of IQ (Intelligence Quotient)

In 1911, William Stern, a German psychologist, argued that the mental level obtained on the Binet-Simon scale was relabelled as a mental age score, and soon became known as the intelligence quotient. The formula utilized is: be divided by the subject's chronological age to obtain a mental quotient that more accurately indicates ability at different ages. The mental quotient was multiplied by 100 to eliminate the decimal. As shown below:

$$\text{IQ} = \frac{\text{Mental Age}}{\text{Physical Age}} \times 100$$

Figure 01 : Intelligent Quotient

Despite the various flaws in the ratio IQ, it was used for several decades until David Wechsler found a better method of incorporating age into the scoring of intelligence tests (Cited in Sternberg and Kaufman, 2011, p. 26) Wechsler implemented the "deviation IQ" technique. This score is calculated by integrating all of the subscale scores and calculating the sum of these scores in a normative table. Susana Urbina, 2004, p.14. Psychological research is one of the most recent uses of tests, which take place in a wide range of circumstances to provide a well-recognized way of investigating the nature, development, and interrelationships features (cognitive, affective, and behavioural traits). (Susana Urbina, 2004, p. 22).

1.2.2. Multiple Intelligences Theory

The theory of MIT was introduced by Howard Gardner, an American developmental psychologist, in his book "Frame of Mind ". According to the theory, the individual possesses a distinct type of intelligence. This theory is based on the assumption that individuals possess multiple types of abilities; as a result, they do not all learn in the same way. However, each person has all types of intelligence in varying degrees and proportions and can develop these types of intelligence through training. As put by Armor and Gopaul-Mc Nicol (1998), multiple intelligence is based on the conviction that "the human mind is quite modular in design and... separate and independent cognitive process seems to underline the performance on the intellectual tasks" (p.38). In the same vein, Gardner's (1999) multiple intelligence considers intelligence as an amalgamation (combination) of different components independent of one another, and individuals might have their weaknesses and strengths in each.

As individuals think and behave differently, this difference allows for enriched interactions between individuals. All students are smart in numerous ways; it is argued by Mc Cleland and Conti (2008), all humans possess several distinct intelligences that are beyond verbal and logical abilities and appear in different skills. Moran et al., (2006) defined multiple

intelligences as "... the ability to solve problems or devise products that are of significance in a particular cultural setting ..." (as cited by Gardner,1993, p.15). Gardner's multiple abilities "...are understood as personal tools that each individual possesses to make sense of new information and to store it in such a way that it can be easily retrieved when needed for use...In their basic form, they are present to some extent in everyone, although a person will generally be more talented in some than in others." (Arnold and Fonseca, 2004, p. 120).

Gardner's multiple intelligences highlight the idea that all students are unique and diverse. Gardner calls for a broader view of how the human mind is organized and how the human learning process takes place, moving far from traditional beliefs. Multiple intelligences consider every student to be intelligent in many ways. Therefore, according to Gardner teachers are required to reach all students and develop their MI by diversifying their teaching methods (Mc Clellan and Conti, 2008, p.16). That is, "The connection between how the mind is organized and the education of students suggests a need for additional classroom teaching and testing application. A focus on traditional linguistic and logical teaching and testing strategies must broaden to include strategies that meet the needs of diverse learners (Phillips,2010, p.4)

The MI theory, in its essence, is based on three major principles:

- *Individuals are not the same- individual differences exist.
- * People do not have the same kinds of minds.
- * Education becomes most effective if these multiple intelligences are considered.

The concept of Multiple Intelligences was dominant for many psychologists before the advent of Gardner's MI theory in 1983 in his book "Frames of Mind ". The theory of MI suggested that there are nine types of intelligence, and those different capacities are understood as "personal tools each individual possesses to make sense out of new information and to store it in such way that it can be easily retrieved when needed for us". However, each individual

possesses all nine intelligences which function together in ways unique to each one, most of us fall somewhere in between being highly developed in some intelligence, modestly developed in others, and relatively under-developed in the rest. In the same vein, Armstrong (2000) suggests four key points of multiple intelligence theory that instructors should attend to (pp.15-16) which are:

- **Every person possesses all nine bits of intelligence** which means that Each individual has all nine types of intelligence with different degrees of dominancy. Some intelligence can be highly developed, less developed, or underdeveloped.
- **Most people can develop intelligence to an adequate level of competency:** Gardner (1983) argued that all eight kinds of intelligence can be developed through improvement and training.
- **Intelligences usually work together in a complex way:** which means that Intelligences are always interacting with each other. For example, to cook a meal, one must read a recipe (linguistic), perhaps double the recipe (logical-mathematical), develop a menu that satisfies all members of the family (interpersonal), and placate one's appetite as well (intrapersonal).
- **There are many different ways to be intelligent within each category:** There is no set of characteristics that one must possess to be considered intelligent. For example, a person might not be able to swim but can be good at dancing which requires bodily-Kinesthetic intelligence.

To sum up, in 1999, Gardner produce intellectual work entitled “Intelligence Reframed” which states that the human brain holds at least nine agreed-upon types of intelligence, while the rest remains a mystery, consisting of Linguistic intelligence, Logical-mathematical intelligence, Spatial I, Bodily-kinesthesis I, Musical I, interpersonal I, intrapersonal I, Existentialist I. Those types will be discussed in the coming titles.

1.2.3. Types of Multiple Intelligences

1.2.3.1. Linguistic intelligence

Linguistic intelligence is also known as verbal-linguistic; it is one of the many types described in multiple intelligence theory. People with significant linguistic intelligence are often good at languages and enjoy reading and writing. This intelligence includes the capacity to use language in speaking or writing. Gardner (1983, 1999) described linguistic intelligence as the capacity of using language effectively. This includes recognizing the phonology of sounds, the semantics, and the syntactic construction of distinct linguistic communication, and the use of different lexical forms consists of the ability to manipulate words and to use language to express and understand complex meanings. A well-developed linguistic intelligence shows itself in attention to words, overtones of words, relations among them, syntax, and the beauty and substance of style. It is the most obvious element in what we mean by “good writing”.

1.2.3.2. Logical-mathematical Intelligence

It is the capacity to analyse problems logically, carry out mathematical operations, and investigate issues scientifically, discerning relationships, recognizing abstract patterns, and reasoning inductively/deductively. In other words, it is the ability to identify logical or numerical patterns. The processes used in this intelligence include categorization, classification, inference, calculation, and hypothesis testing. The logical-mathematical student typically likes puzzles, mysteries, and problem-solving activities (Griswold, Harter, and Null, 2002).

1.2.3.3. Visual-spatial Intelligence

Visual-spatial intelligence is the ability to form a mental model of a spatial world and the sensitivity that a person has to lines, shapes, space, and relationships between these elements. It is important to mention that visual-spatial intelligence does not necessarily have

to be associated with visual ability; some blind people have excellent spatial skills. People with this intelligence are very good with directions; they can read maps very efficiently; they also have vivid imaginations, and are often good at coming up with unusual or unexpected ways to solve problems. This intelligence is measured together with verbal-linguistic and logical-mathematical intelligences in the IQ test. Louis Leon Thurstone divided spatial ability into three components which are:

- The ability to recognize an object, even when viewed from different angles.
- The ability to imagine the internal movement between parts of a configuration.
- The ability to think about spatial relationships.

1.2.3.4. Bodily-Kinaesthetic Intelligence

Gardner defines bodily kinaesthetic intelligence as the ability to solve problems or create products using the body or its parts. It is the intelligence of strength, endurance, flexibility, balance, dexterity, movement, and body language. Bodily-kinaesthetic intelligence can be stimulated in the classroom through activities that require, crafts, games, acting, etc. People with this intelligence prefer to use their tactile senses and movement as part of the learning process.

1.2.3.5. Musical Intelligence

Musical intelligence involves the ability to perceive, distinguish, and recognize the pitch, melody, rhythm, and tone of musical composition and performance (Gardner, 1999). Those representing this intelligence include composers, musicians, instrument makers, and so on, as well as sensitive listeners (Campbell, Campbell, and Dickinson, 1996/1999). People with this intelligence are first and foremost, highly musically inclined, in that, they have an ear for music. More than that, they enjoy music. For example, in a musical piece, they can differentiate

whether a note was made by a flute or a clarinet, so they can clearly distinguish between the different tones and notes of varied instruments. Musical intelligence can be stimulated in the classroom with environments in which students use songs and musical phrases to memorize and learn content.

1.2.3.6. Interpersonal intelligence

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and non-verbal communication, the ability to note distinctions among others and sensitivity to the moods and temperaments of others. In other words, interpersonal intelligence is to be empathetic and have the ability to communicate with and understand others. People with this intelligence can identify with others and imagine themselves in their shoes. Gardner believes that interpersonal intelligence is similar to emotional intelligence.

1.2.3.7. Intrapersonal Intelligence

This is the process of getting to know yourself, identifying what you want and do not want, and accepting your strengths and weaknesses when you understand and accept yourself. In other words, self-reflection can help you identify your strengths and weaknesses. This intelligence is the ability to construct an accurate representation of oneself and to use it effectively in directing one's life (Campbell, 17Campbell and Dickinson, 1996/1999; Gardner, 1993). It helps people differentiate their emotions to build mental models of themselves while making decisions regarding their lives. People with this kind of intelligence are adept at looking inward and figuring out their feelings, motivation, and goals; they learn independently through reflection.

1.2.3.8. Existential Intelligence

This is an individual's capacity or ability to comprehend and ponder philosophical issues concerning humanity's existence. According to the theory, some people have an easier time conceptualizing deep philosophical questions like the origin of humanity, what consciousness is, and what man's purpose on Earth is (Gardner, 1999, p. 155).

1.2.3.9. Naturalist Intelligence

Naturalist intelligence was the last intelligence added by Gardner in 1997. This intelligence is defined as the ability to appreciate, categorize, classify, explain, and connect the things of everyday life with nature. (Armstrong 2009, p.11). This type of intelligence is present in people who know how to observe nature, classify elements of the environment, and use this knowledge productively. People with this kind of intelligence will show some characteristics like expressing a desire to understand how things work, also they are good at identifying Fauna and Flora, and they show an interest in science careers: Biology, Chemistry, etc. Naturalist intelligence can be stimulated in the classroom through activities, for example, the creation of habitats, and caring for animals and plants, insects, or snails.

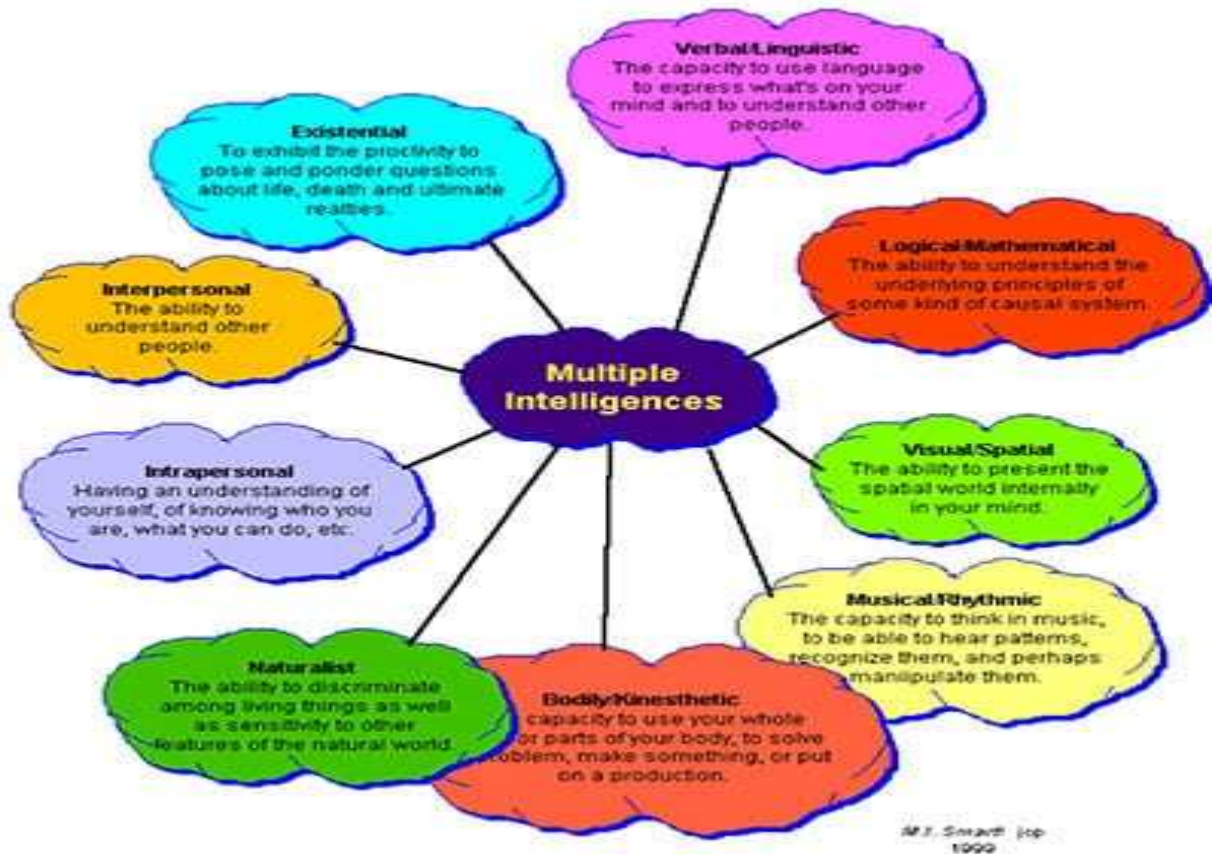


Figure 02: Multiple Intelligences

Figure 02 summarizes multiple intelligences from (M.I. Smart jcp 1999)

1.2.4. The Application of Multiple Intelligences in EFL Classes

Teaching is one of the most difficult occupations because it is about dealing with all human minds in different ways and strategies. In this sense, Jie-Qi, Moran, and Gardner (2009), stated that multiple intelligence theory can be a dominant tool for broadening the field of education, including topics that tackle multiple abilities and ways of thinking, in addition to teaching methods that address individual differences and assessments that go beyond standard, short-answer language and logic instruments. According to Abdi and Rostami (2012), Gardner's multiple intelligences theory applies to every school and family since it supports more creativity and highlights awareness, as well as the implementation of fresh information and ideas to update existing instructional techniques. In the view of MIT, individuals will

benefit more when teachers use various kinds of methodologies to reach every learner and encourage them to think critically. Concerning the application of multiple intelligences, Gardner (1993) describes the purpose of schools as follows:

“In my view, the purpose of school should be to develop intelligence and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligence. People who are helped to do so, I believe, feel more engaged and competent, and therefore more inclined to serve society constructively. (p.9)”.

Multiple intelligences theory has been considered and analysed by research in a variety of educational settings. MIT has become a “Philosophy of education “(Hoerr,2000, p.8) at a new city school in New York. This theory has resulted in the development of MI-based curriculum and instruction, as well as positive experiences and close relationships with students and their parents (Hoerr,2000). However, schools should function based on the principles of MIT to identify the students’ intelligence to serve their profiles, needs, and interests, and match them to a particular style of learning. Multiple intelligences are so intriguing because it expands our horizons of available teaching/learning tools beyond the conventional methods used in most schools. In Armstrong’s words (1994) “You don’t have to teach or learn something in all eight ways; just see what the possibilities are, and then decide which particular pathways interest you the most, or seem to be the most effective teaching or learning tools” (p.62). Gardner (1983) repeatedly urges us to remember some points, which are:

1. Everyone has all the intelligence.
2. This intelligence is present in virtually every realm of human activity.
3. Multiple intelligences theory was not developed to exclude certain individuals, but rather to allow all people to contribute to society through their strengths.

According to Pitchard (2009), Teachers must be aware that every classroom contains students who differ from one another in a variety of ways; each student has different areas of interest, different methods to express themselves, and different strengths as well as weaknesses. Teachers additionally have to be aware that learners own their cognitive profiles. However, multiple intelligences in EFL classrooms demonstrate how the teacher may extend his teaching while also highlighting otherwise hidden abilities in your students. Here are some principles that should be applied in the classroom:

- Teachers should encourage students to their desired intelligence in the process of learning.
- The activities and the instructions should be based on all the types of intelligence existing in the classroom.
- When the teacher asses his students' level, the teacher should base their assessment on measuring all their students' forms of intelligence.

According to (the University of The People, 2020) There are many ways in which teachers can apply the theory of multiple intelligences in EFL classes to help students learn and engage more effectively, here are some ideas:

- Linguistic intelligence: provide students with opportunities to read and write in English and encourage them to express their ideas and opinions through discussion, debates, and presentations.
- Logical-mathematic intelligence: incorporate activities that involve problem-solving, critical thinking, and analysis of language structures such as grammar exercises or vocabulary games.

- Spatial intelligence: use visual aids such as diagrams, charts, and pictures to help students understand new vocabulary or grammar rules, and encourages them to create their visual representation of concepts.
- Bodily-Kinesthetic intelligence: integrate physical activities and games that involve movement and gestures to help students remember vocabulary and grammar rules, such as role-playing or miming.
- Musical intelligence: use songs, rhymes, and chants to help students remember vocabulary and pronunciation.
- Interpersonal intelligence: promote collaborative learning by organizing group activities, pair work, and projects that encourage students to work together and share ideas.
- intrapersonal intelligence: encourage students to reflect on their learning process and set personal goals, and provide opportunities for independent study and self-directed learning.
- Naturalistic intelligence: use real-life situations and authentic materials, such as news articles, videos, and podcasts.

By incorporating multiple intelligences in EFL classes, teachers can provide a more diverse and inclusive learning environment that caters to the needs and strengths of individual students and helps them develop a broader range of language skills.

1.2.5. Linguistic Intelligence

1.2.5.1. Definition

One of the nine types of multiple intelligences that correspond to our work is linguistic intelligence. Linguistic intelligence was proposed by Louis Leon Thurstone for the first time

in his “Multiple-Factor theory”, as a reaction to his rejection of the notion of general intelligence. He argued that a person could be competent in one area of intelligence and less competent in another (Shakouri, SheikhyBehdani & Zeimourtash,2017, p.31)

Verbal/Linguistic intelligence was also proposed by Howard Gardner professor of education from Harvard University, in his theory of multiple intelligences (1983) as a result of his examination of human cognition through several disciplinary lenses like Psychology, Sociology, etc. This theory should be considered when conducting the teaching /learning process.

Linguistic intelligence, or verbal intelligence, sometimes called “word smart” (Armstrong,2009) is the most frequent type of intelligence. It refers to the capacity to use words to communicate, which is a skill that comes from the temporal cortex on the left side of the brain. This area is called “Broca’s Area”, and it is responsible for four areas of sensitivity, including semantics, phonology, syntax, and praxis, referring to the different ways words can be used in a sentence or culturally to invoke different meanings. In a sense, people with high linguistic intelligence tend to think in words (Nolen,2003). In the same vein, verbal intelligence refers to the ability to use language effectively, whether oral or written (Armstrong,2009). Verbal-linguistic intelligence also refers to the ability of an individual to analyse information and to produce work that contains oral and written language, such as books, speeches, and emails. However, LI is described by Gardner as the sensitivity to spoken and written language and the ability to use language to master certain goals. Based on the concept of linguistic intelligence, it can be claimed that LI includes the ability to persuade others using words orally, creative writing skills, and picking up on other languages easily. However, according to many researchers, four sensitivities of LI should be combined to balance LI. There is the sensitivity of phonology, syntax, semantics, and pragmatics (Armstrong,2009; Gardner,2011). In addition to those sensitivities, this kind of intelligence also has some aspects. Four aspects of LI proved

strikingly important in human society; those aspects are the indicators of verbal intelligence. Which is rhetoric, mnemonic, explanation, and metalinguistic. (Gardner,2011: Armstrong,2009).

Gardner (2001) defines rhetoric as the ability to use language to convince others of a course of action such as debate and public speaking. The second aspect is mnemonic. It is the ability to use language to help one remember information. Then, explanation plays an important role in the teaching/learning process; it is the capacity to provide individuals with information, which means using language to inform. Last, according to Gardner (2001) metalanguage or metalinguistic is the capacity to use language to talk about itself.

1.2.5.2. Characteristics of LI: Linguistically Intelligent People

Everyone has a certain level of linguistic intelligence; this is indicated by the fact that people have varying skills in listening, speaking, reading, and writing (H. E. Gardner, 2011; Lunenburg et al., 2014). Each individual has a diverse blend of the nine kinds of intelligence, which causes individual differences. Each person tackles it in a distinctive special way. Individuals, including identical twins, do not operate in the same manner (H. E. Gardner, 2011). However, people who have well-developed linguistic intelligence have their own characteristics. They can learn any language or skill, such as speaking and writing successfully and also perform better. In other words, verbal-linguistic intelligence is related to language skills and their use. People who are gifted in art like playing with language, reading, and writing, are easily attracted by the sound, meaning, and story or narrative. They are often good spellers and easy-to-remember steps of procedures, places, and names. In addition, there are some other characteristics related to children who have verbal-linguistic intelligence such as the ability to write their daily experiences, also to produce a lot of vocabulary, enjoy telling stories, and hear oral statements. They are also good at spelling new words correctly and using

them appropriately. According to Teele (2000), Students with linguistic intelligence have outstanding auditory abilities as well as enjoy reading, writing, and playing word games. They are also skilled in memorizing names, dates, and locations, and they prefer to do word processing on a computer. They may have a large vocabulary and be able to talk fluently, accurately, and phonetically. In the same vein, NurIhsanHal (2017) specified some characteristics of those with high linguistic intelligence in her article entitled "The Actualization of Literary Learning Model Based on Verbal Linguistic Intelligence" Based on her perspective: people with developed linguistic intelligence can write about their routine experiences, describing their ideas better than children their age, and creating an extensive vocabulary. Besides, the addiction to reading newspapers, magazines, books, internet articles, and so on, and frequently express their ideas, feedback, and critique with others. Also, they enjoy listening to oral statements such as stories, reviews, radio, audiobooks, and podcasts. People with this intelligence are particularly skilled at playing with words. They can effectively compose their thoughts. They additionally can express themselves verbally, such as through speaking and writing. People with verbal intelligence are exceptionally proficient at telling stories, arguing, discussing, interpreting, making reports, and other tasks that require writing and speaking. In daily life, those linguistically intelligent people are very skillful in using disordered words or they mix their mother tongue language with other languages. Therefore, they can become multilingual. They are also talented and skillful to play words. People who have this kind of intelligence can compose their thoughts clearly in the form of words This intelligence is required in the profession of writer, poet, teacher, etc. However, it should also be realized that environment is a big influence on the ability to develop linguistic intelligence, and also has an effect on our brain, which in turn, will affect the skill of processing words and speaking or writing. Lack of communication will lead to a lack of language skills; this also will make people reserved.

In conclusion, linguistically intelligent individuals possess a remarkable set of characteristics that distinguish them in the realm of language and communication. Their inherent curiosity, adaptability, and keen observational skills allow them to unravel the intricate layers of language and understand its nuances. They exhibit a strong command over vocabulary, grammar, and syntax, enabling them to express their thoughts with clarity and precision.

1.2.5.3. Developing Linguistic Intelligence

From a very early age, we have all been encouraged to develop the art of communication. Even if we do not consider ourselves to be particularly talented, we have at least learned enough to interact successfully with others. However, individuals who have developed their linguistic competence (skill) to the point where it becomes an art can write utilizing a broad vocabulary to express the precise meaning of what they wish to convey.

Most educational communities embrace the theory of multiple intelligences. It is easy to work with verbal-linguistic intelligence because of their response to the slightest stimuli provided. Hence, most of the researchers believe that engaging students in activities is more useful and helpful to develop their LI. (Armstrong,2000; Higgins,2000). Whereas, others focus on written words, poetry, word games, writing essays, etc. Following this, Gunduz (2016) stated that lectures, discussions, and writing can be related to linguistic intelligence (p.1690).

Here are some other activities that can help individuals to develop their LI in writing:

- Writing articles.
- Creating poems.
- Make students engage in communication such as group discussion, and debate.
- Learn new words.

- Read books and novels to gain vocabulary.

Thus, developing LI involves motivating learners to take advantage of this intelligence like organizing their minds, expressing themselves clearly, and building their self-confidence.

A well-developed linguistic intelligence shows itself in attention to words, overtones of words, relations among them, syntax, and the beauty of substance of style. It is the most obvious element in what we mean by “good writing”. Writers and poets show how experts use this intelligence.

1.2.5.4. Improving Linguistic Intelligence

Verbal linguistic intelligence is the most used kind among all the nine intelligences in the educational curriculum. Armstrong stated in his book “Multiple Intelligences in the Classroom” (2009) that:

“Linguistic intelligence is perhaps the easiest intelligence to develop strategies for because so much attention has been given to its cultivation in the schools. I do not include the traditional linguistic strategies involving textbooks, worksheets, and lectures among the five strategies discussed here, however, simply because they have been overused “(p.73).

Learning a new language means learning its phonetics, syntax, and semantics, and this is something enjoyable for learners who have linguistic intelligence. The students will be able to improve their writing skills while developing their linguistic intelligence. Consequently, they will find out how to use word grammatically correct punctuation, the form of his writing style, and so on. With the skill of writing and linguistic intelligence, the learner would succeed easily in the learning process. Improving linguistic intelligence requires practice and attention to detail, here are some ways to improve your LI:

- Read widely: reading exposes you to different styles, genres, and vocabulary, read books, articles, essays, and other materials that interest you, and analyse the writing style.
- Practice writing daily: write every day, and practice different writing styles.
- Use a variety of sentence structures.

1.2.5.5. Factors that Influence the Growth of Linguistic Intelligence

The growth of linguistic intelligence, encompassing a wide range of language-related skills, is influenced by a multitude of factors that shape our ability to acquire, comprehend, and communicate through language. According to Armstrong (2009), Linguistic intelligence can be developed to an adequate level of competency as well as the other types of intelligence. intelligence is changing, it can be developed or nurtured. No intelligence exists by itself.

Biological endowment, personal life history, and cultural and historical backdrop are the three most important elements determining intelligence development (Armstrong, 2009). The first factor is a biological endowment (donation), which includes genetic factors and injuries to the brain before, during, and after birth. However, we cannot deny that some people are born with a special gift. Some studies find that intelligence develops through practice and stimulus. The second factor, which influences LI development, is personal life history; including experiences with parents, teachers, peers, friends, and others who are developing, or actively repressing them, it means that society and environment affect intelligence improvement. Also, the individual should interact with people who support, and motivate his competencies, to encourage him to learn continuously. The last factor is cultural and historical background, including the time and place in which the individual was born and raised, nature, and the state of cultural or historical developments in different domains.

Gardner believes that individuals can change or increase their intelligence through training and practice (Richards & Rodgers, 2001, p. 115). Moreover, gender also has a great deal on linguistic intelligence/language development. Some studies which were conducted by Farhady (1991) showed that female is better at language ability, while a male is better at visual-spatial ability. Some experiments prove that the way female and male's brain work is different. The male uses the left hemisphere to speak, while the female use both of left and right hemispheres. The male has good skill for spatial, logical, and visual while the female has good skill for language skills and also the understanding of speech sounds.

To sum up, everyone is born with language intelligence, certain people may take more effort to improve it by participating in linguistic intelligence-related activities. Gardner additionally believes that through practice and training, anyone might change or boost their cognitive abilities (Richards & Rodgers, 2014).

Conclusion

Overall speaking, writing is considered the most fundamental productive skill in language learning. Subsequently, it calls for special attention from both teachers and learners. However, the majority of students face difficulty in creating a well-written product due to some challenges. Teachers need to be aware of these problems and look for potential solutions. Writing performance can be improved by utilizing verbal-linguistic intelligence, a sort of multiple intelligence. It is not only crucial for everyday written communication skills, but it also plays a significant role in EFL classes because it helps students improve their ability to express themselves clearly and effectively, encourages them to read, write, and comprehend complex texts, fosters the development of critical thinking, makes up for vocabulary gaps, and helps them succeed academically.

Chapter Two : **Fieldwork**

Introduction

This chapter aimed at proffering a through description of the most fundamental element that are pertinent to the fieldwork. This includes the reiteration of the central aims of the study, the participants, and the data collection tools, and ultimately answering the research questions. This chapter, then, is concerned with the description, the analysis, and the discussion of both the students' and the teachers' questionnaires. Further, within the remit of the chapter at hand, an account is made of the major limitations of the study in addition to the provision of some suggestions for further research based on the analysis and the interpretation of the obtained findings.

2.1. Aims of the Research

The current study endeavours to investigate the effect of linguistic intelligence on boosting students' writing proficiency. It sets out to explore whether LI have an impact on writing. This study investigates whether students' linguistic intelligence affects their ability to write. It also aims to identify the writing proficiency and linguistic intelligence of second-year EFL students.

Section One : Teachers' Questionnaire

2.1.1. Administration of the Questionnaire

This questionnaire is directed to teachers of Written Expression module at Abdelhafid Boussouf University Centre of Mila. The teachers' questionnaires were administered to the teachers via email. Out of the number of questionnaires returned after sending the emails; we were obliged to administer the questionnaire through face-to-face meetings.

2.1.2. Description of the Teachers' Questionnaire

The teachers' questionnaire aiming at investigating the teachers' perceptions towards the importance of linguistic intelligence on boosting students' writing skills and the extent to which it affects learners' writing proficiency. It encompasses different types of questions ranging from multiple-choice questions to open-ended questions and yes/no questions. The questionnaire is composed of twenty-two questions that are divided into five sections.

The first section consists of two preliminary questions about teachers' backgrounds. The first question is concerned with the professional degree that the teachers hold. The second question is designed to highlight the teachers' experiences and the period that they have spent teaching at the university.

The second section is about writing proficiency. First, It begins by inviting teachers to indicate the objectives of teaching the Written Expression module. The second question is addressed to know whether the teachers are following the syllabus designed by the ministry in teaching Written Expression. Then, the third question attempts to shed light on the challenges that teachers may face while teaching Written Expression. After that, the fourth question aims at investigating the students' level concerning their ability to write. Furthermore, the following items are designed to shed light on the techniques and strategies used by the teachers to enhance student's ability to write. In the seventh question, teachers are asked to identify the difficulties that the students face while writing. Additionally, The eighth deals with whether it is possible to overcome those difficulties or not. Finally, in the item of information, the respondents are asked to express their perceptions about students' learning preferences.

The third section is about linguistic intelligence; it begins by indicating whether the teachers are familiar with the term multiple intelligences. The second question is about the suitable kind of intelligence which has a relation to writing. The following item of information

asks teachers about the common signs that linguistically intelligent students possess. The fourth item is conducted to know how the teachers promote the development of LI in their students. The last question in this section is designed to know teachers' perspectives about the major factors that influence the growth of LI.

In section four, starting with the first item where the teachers are asked to indicate whether linguistic intelligence has an impact on students' writing skills. The second question deals with the importance of LI in improving writing ability. The third and fourth questions are addressed to know teachers' viewpoints towards the challenges and strategies to enhance students' linguistic intelligence and writing skill.

Finally, the section, and the whole questionnaire as well, it ended up by inviting teachers to provide further suggestions and comments.

2.1.3. Analysis of the Teachers' Questionnaire

Section One: Background Information

Q01: What degree do you hold?

a-Master

b-Magister

c-Doctorate

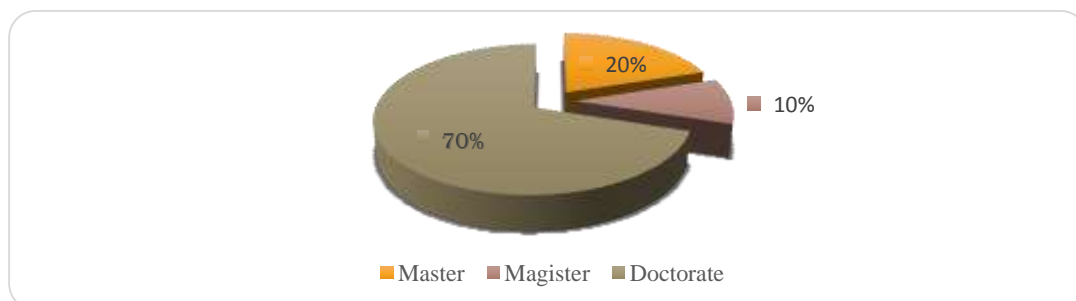


Figure 03: Teachers' Professional Degrees

The Figure indicated that one teacher (10%) has a magister degree. Seven of them, representing 70%, have a P.H.D. degree, and two teachers (20%) have a Master's degree. Meaning that the majority of teachers hold a degree of Doctorate level, which means that most of the r teachers have enough experience to provide valuable information and answers to the questionnaire.

Q02: How many years have you been teaching English at the university?

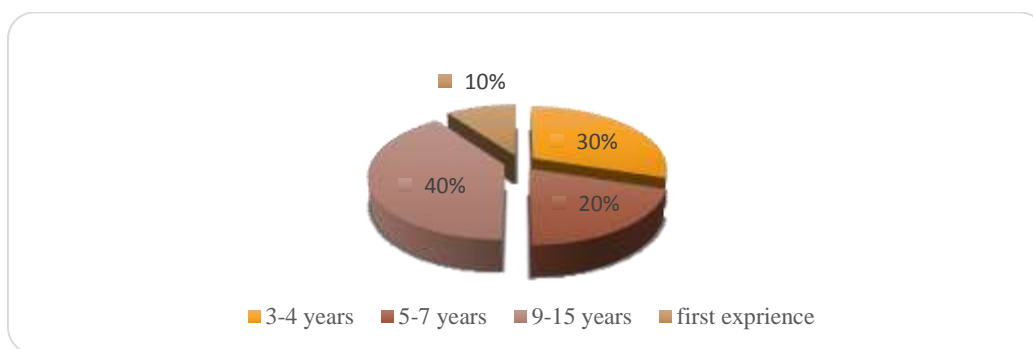


Figure 04: Teachers' Years of Experience

This question targets informants' university teaching experience. It is indicated that three teachers (30%) have been teaching at the university for less than five years (3-4 years). Two teachers (20%) reported that the period they have spent teaching at university ranges from five to seven years. The remaining four teachers (40%) said that they have a long experience in the field of teaching going for more than ten years (9-15 years). However, only one teacher claimed that it is their first experience at the university. That is to say, most teachers have expertise in instructing the Written Expression module, which can be more beneficial for enhancing students' writing ability.

Section Two: Writing Proficiency

Q01: What are the objectives of teaching the written Expression module for 2nd-year students?

When asked about the objectives of teaching the written expression module for second-year students, teachers claimed the following:

- To help students develop strong writing skills and apply them in various academic settings.
- To make learners come to terms with different types of essays effectively.
- To guide students to build a comprehensible paragraph.
- To teach students how to express their thoughts in written forms in the right way.
- To develop critical thinking skills as the students, learn to analyze and synthesize information from different sources, evaluate evidence, and form reasoned conclusions.
- To increase the learners' creativity and imagination through storytelling, poetry, and other forms of creative writing.

Overall, according to the teachers' perceptions, the objectives of teaching written expression are to equip students with the skills and confidence they need to communicate effectively in writing, think critically, and express themselves creatively and personally.

Q02: Do you follow the syllabus designed by the ministry in teaching Written Expression?

a- Yes

b- No

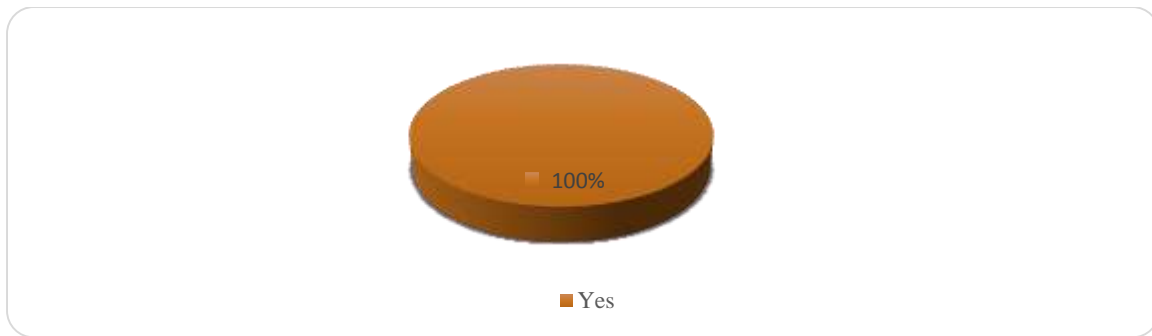


Figure 05: Teachers' Views of Using the Syllabus Designed by the Ministry to Teach Written Expression

This question is a direct one in the sense that it asks teachers whether they follow the syllabus designed by the ministry or not. All the subjects (100%) answered "Yes". Each instructor adhered to the ministry's written expression curriculum. In general, teachers are expected to follow the syllabus or curriculum designed by the Ministry of Education authority. Meaning that the syllabus could provide a framework for what students are expected to learn and the skills they should develop at each grade level. By following the syllabus, teachers can ensure that students are meeting the learning objectives and outcomes set by the ministry.

Q03: Do you find challenges in the classroom when teaching the Written Expression module?

a-Yes

b-No

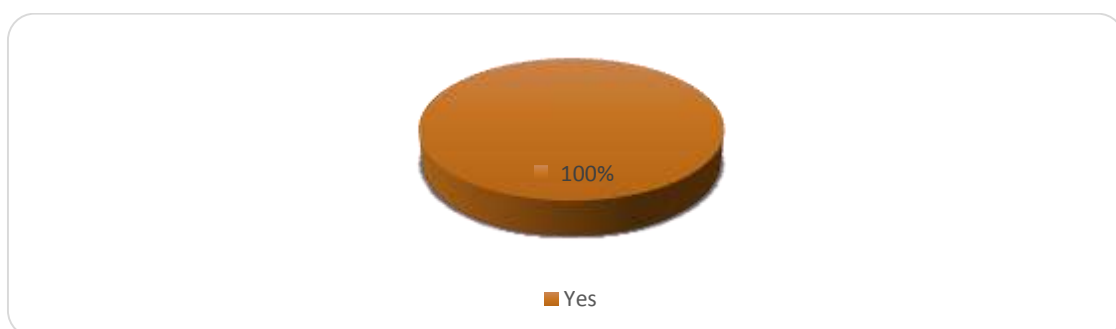


Figure 06: Teachers' Attitudes towards the Existence of Barriers in Teaching Writing

Our aim for this question is to know whether teachers face challenges while teaching the written expression module. The Figure above showed that 100% of teachers opted for “yes”, We noticed that all the teachers may face challenges. However, we could say that those barriers are due to different levels of writing skills among students, and teachers need to adjust their teaching methods to cater to each student's needs. This can be time-consuming and challenging, as teachers must come up with various teaching strategies that engage and motivate all students.

- If yes, are they?

a- The inappropriateness of curriculum and syllabus with the student’s needs.

b- The time constraint of teaching.

c- Students lack motivation.

d- Lake of suitable teaching strategies.

This question is designed as an attempt to shed light on the major barriers that teachers encounter in their way of teaching the Written Expression module. Among the suggested choices, the option “a+b+c+d” is ticked six times, meaning that 60% of the teachers report that they face a multiplicity of barriers which are: inappropriate Curriculum and syllabus e, time constraints, lack of motivation, lack of suitable teaching strategies. In addition to four teachers who opted for “b+c” which represents 40% of the sample reported that they have challenges with the time constraint of teaching this module and a lack of motivation among students. When asked about other challenges, the majority of the informants reported that they have barriers with students’ absences, large and crowded classes, students’ learning styles, and individual intelligences and differences among students.

Q04: How do you rate your learners’ writing ability?

a-Low b-Average c-Good d- Excellent

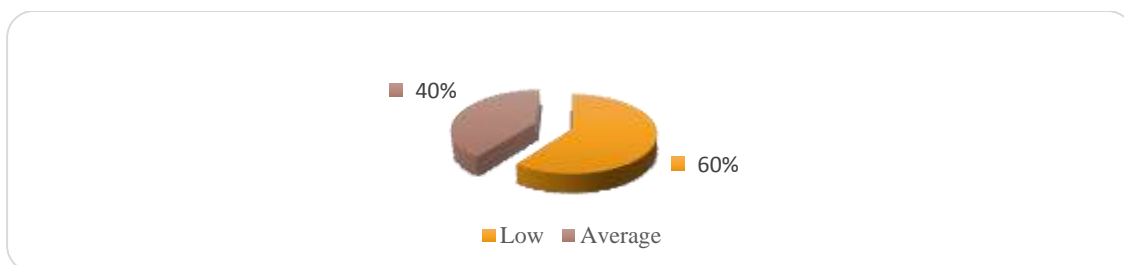


Figure 07: Teachers' Attitudes Towards Students' Level in Writing.

This question aims at investigating teachers' perceptions of EFL learners' writing performance. The Figure showed that the majority of the informants (60%) reported that their students have low levels of writing skills. Whereas 40% of the whole sample said that second-year students have an average level of writing ability. According to the results, writing is a skill that requires practice and a vast vocabulary, it means that students may struggle with this skill if they word order to enhance and develop their writing ability.

Q05: What techniques do you use in teaching writing?

a-Modelling

b-Brainstorming

c-Outlining

d- Grammar and mechanics instruction

e-Drafting and revising

f-Peer feedback

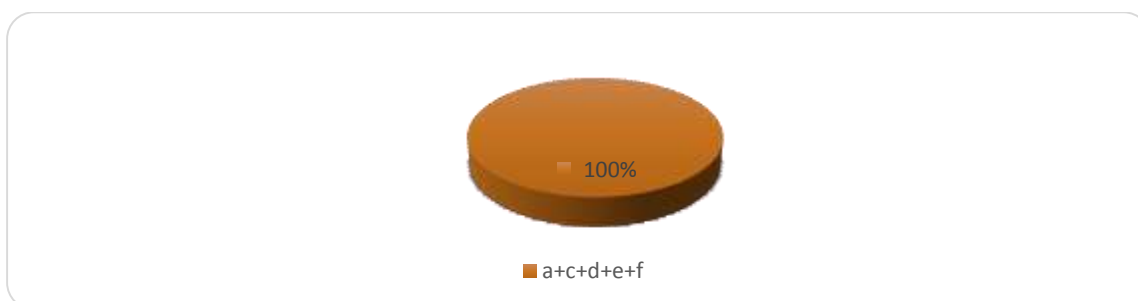


Figure 08: Techniques Used to Enhance Students' Level in Writing

The reason behind asking this question is our intention to figure out the techniques used by the teachers to know more about how teachers work to enhance students' level of writing.

The Figure 08 indicated that the majority of teachers (70%) opted for “a+b+c+d+e+f”. Thus, teachers use different writing techniques depending may be on the type of activities and the interest of their learners. Writing is an important skill that students need to develop to communicate effectively. Overall, the purpose of using these techniques in teaching writing is to provide students with the tools, strategies, and support they need to become proficient writers who can express themselves effectively and confidently through writing.

Q06: What are the strategies that you use to enhance your students' level?

a-Provide clear instructions and guidelines for the writing process.

b-Regularly assign brief writing exercises in the class.

c-Provide students with timely feedback on their writing.

d-Ensure those students must compose a draft before publishing their writing.

e-Encourage students to revise their work.

f-Show learners a model of good writing.

g-Encourage students to review and provide feedback on each other's writing.

Figure 09: Teachers Perceptions Towards the Strategies Used to Enhance Learners' Level in Writing.



When invited to answer this item, the whole sample (100%) opted for all the options. Thus, ten informants indicate that they use all of the mentioned strategies. By way of

explanation, enhancing students' writing skills and improving their level can have a positive impact on their academic, personal, and professional careers. By using the previous strategies to develop writing skills, teachers can help their students develop critical thinking, communication, and creativity skills that will be valuable throughout their lives.

Q07: What are the difficulties that most students face while writing?

a-Lack of clarity or focus. b-Poor organization c-Limited vocabulary

d-Grammar and punctuation errors e-Procrastination

f-Lack of self-confidence g-Time management

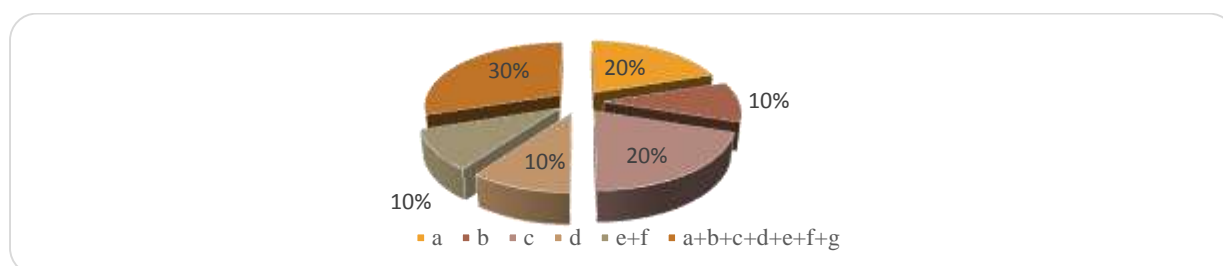


Figure 10: Difficulties of the Students while Writing

The findings in the figure 10 revealed that teachers have different views regarding students' difficulties while writing. Out of ten, two respondents (20%) consider that the complexity of clarity and focus constitutes students' major problems in writing while ten percent of the respondents opted for poor organization. Equally, another 10% of the questionnaire respondents claimed that students may struggle with grammar and punctuation. Further, two subjects which represent 20% declared that students may have obstacles with limited vocabulary while writing. To push further, one teacher (10%) considered a lack of self-confidence and time management as one of the main students' difficulties in writing. The remaining three teachers (30%) selected "a+b+c+d+e+f, i.e., their students have difficulties with all the aforementioned writing problems". We can assume that these are just a few of the

many factors that can contribute to writing difficulties in students. Understanding the specific challenges that a student is facing can help teachers and parents provide targeted support and interventions to help them improve their writing skills.

Q08: Is it possible to overcome those difficulties?

a-Yes

b-No

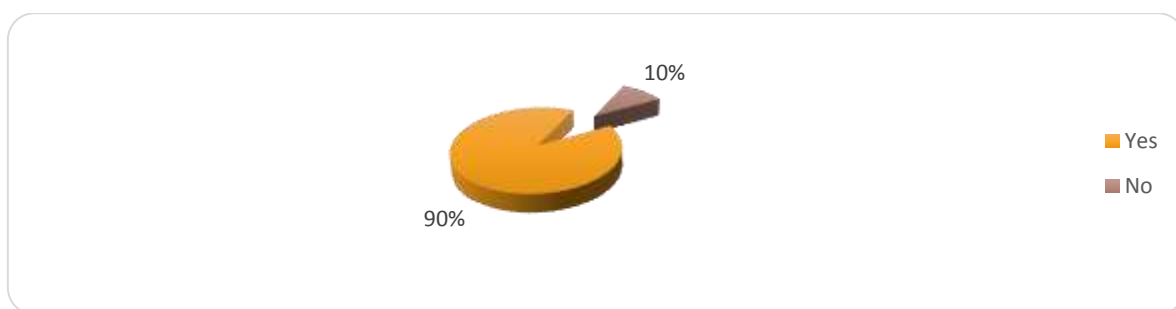


Figure 11: Teachers' Perspectives about the Possibility to overcome the Difficulties

Through this question, we aim at knowing if teachers can overcome their students' problems as an important step by instructors to ensure a fruitful learning atmosphere. Fortunately, nine teachers which represent 90% of the teachers can overcome those difficulties. This may be due to their constant concern about where the major sources of students' performance deficiencies lie, or simply because they are aware that the first step in helping students with their writing performance is by recognizing and identifying those obstacles. While one teacher (10%) goes for "No", we could say that it is possible to overcome writing difficulties with the right support, strategies, and practice.

- If yes, say how?

This is an open-ended question that teachers may answer in different ways. We aimed this question at knowing the ways through which teachers can solve students' difficulties while writing. The teachers mentioned the following:

- Practice writing regularly.
- Extensive reading and fostering autonomous learning.
- Teachers should encourage students to write.
- Use more effective techniques, and rely more on technology.
- Foster a supportive environment.
- Give students exercises with corrections and provide them with feedback.

Q09: Do you believe that each student has his/her learning preferences? Explain?

This question is an open-ended question that teachers may answer in different ways. It can be synthesized that all teachers agree on the same idea. They indicate that each student has own learning preference. It reported that each student has his/her own learning preferences, which refers to the way in which they prefer to learn and process information. While some students may prefer to learn through visual aids, such as diagrams or videos, others may prefer hands-on learning experiences or prefer to learn through auditory means, such as lectures or discussions. Some said that students are different including their cognitive and learning style, personality, and cultural background. One of the respondents claimed that understanding a student's learning preferences can be helpful for teachers and parents, as it can allow them to tailor instruction and learning experiences to the student's individual needs and strengths. This can help students to learn more effectively and to develop a deeper understanding of the material. However, it's important to note that while each student may have their own learning preferences; it's also essential for students to be exposed to a variety of learning experiences and teaching methods.

Section Three: Linguistic Intelligence

Q01: Are you familiar with the term "Multiple Intelligences"?

a-Yes

b-No

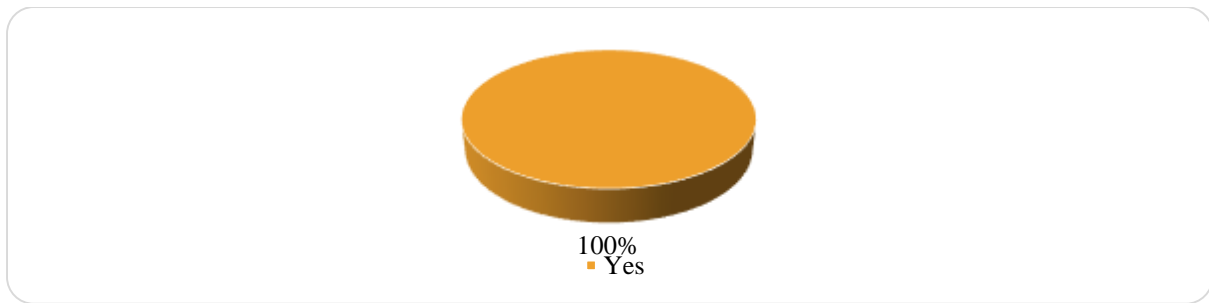


Figure 12: Teachers' Perspectives about MIT Terms

According to the results above, the whole sample (100%) go for “yes”. Thus, the ten informants indicate that they are familiar with the term “Multiple Intelligences “. This is probably; can help teachers create a more effective, engaging, and inclusive learning environment that supports the needs and strengths of all students.

Q02: What kind of multiple intelligences do you think has a relation with writing?

a-Visual intelligence.

b-Musical intelligence.

c-Verbal-Linguistic intelligence.

d-Intrapersonnel intelligence

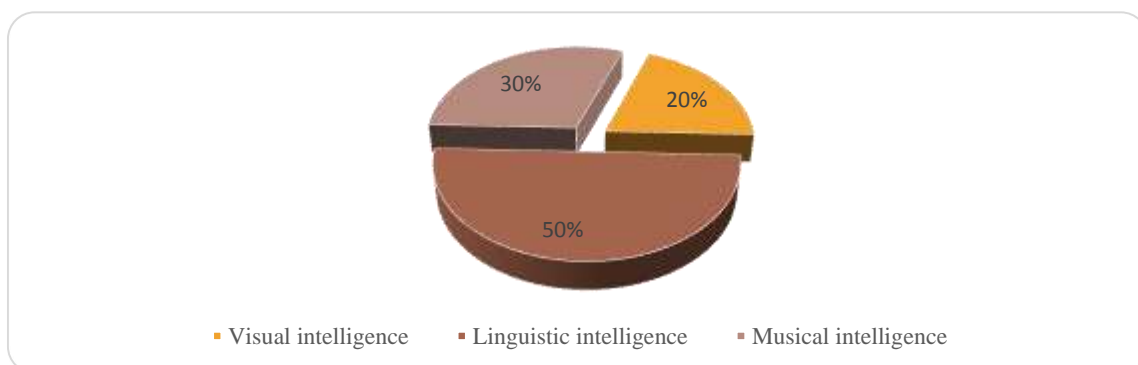


Figure 13: Kinds of Multiple Intelligences which has Relation with Writing.

The data shown in Figure above are concerned with the teachers' views about which kind of intelligence has a relation with writing. Fifty % of the whole respondents believed that linguistic intelligence has a relation with writing ability. Three informants (30%) opted for

musical intelligence. The remaining two teachers (20%) believed that writing has a relation with visual intelligence. According to the results, linguistic intelligence is closely related to writing because it is an important factor in writing, as it enables individuals to effectively communicate their ideas through language.

Q3: In your opinion, what are the signs which show that a student possesses strong linguistic intelligence?

a-Excellent verbal and written communication skills.

b-enjoy reading, writing, and learning new words and phrases.

c-Excellent debating skills.

d-Creative writing ability.

e-Talented in expressing thoughts and ideas in writing.

f-They have a strong vocabulary.

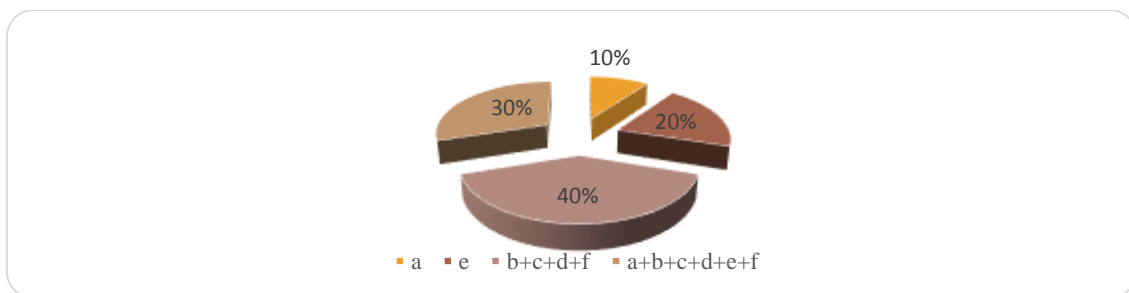


Figure 14: Teachers' Point of View about the Signs that a Student Possesses Strong Linguistic Intelligence

This question attempted to explore teachers' points of view about the signs of students with strong linguistic intelligence. The Figure shows clearly that 40 percent of the whole sample which represents four teachers of the Written Expression module claimed that linguistically intelligent people could possess the following characteristics: they enjoy reading,

and writing, they own excellent debating skills, and talented in expressing thoughts and learning new words and phrases, also they have a strong vocabulary. 20% of the informants consider that students who are talented in expressing thoughts and ideas in writing could have strong linguistic intelligence. Whereas 30% of the teachers believed that all the previous suggestions are the signs of students who possess strong LI. The rest is one teacher who opted for excellent verbal and written communication as a choice.

Q4: How do you promote the development of this type of intelligence in your students?

a-provide writing opportunities

b-Use multimedia resources

c-Provide targeted feedback

d-Offer differentiated instructions to meet their individual needs.

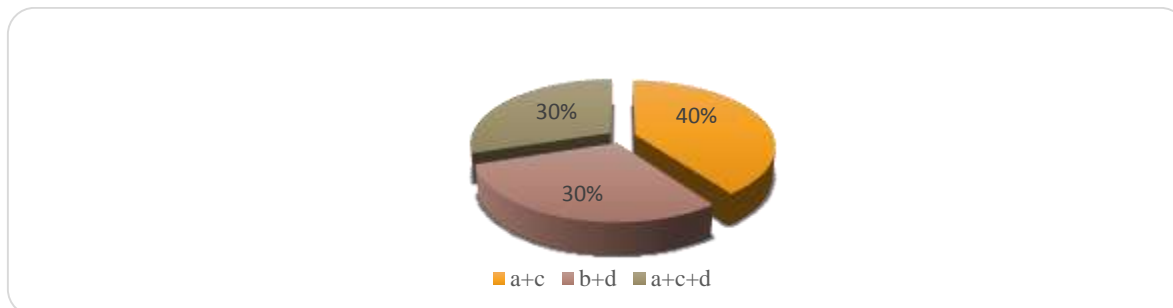


Figure 15: Teachers' Views about How to Develop Linguistic Intelligence

This item is designed to explore teachers' views towards how to develop learners' linguistic intelligence. The Figure above shows that four of the respondents (40%) believe that the provided options (a+c) are indeed effective ways to develop LI. Three teachers indicated that using multimedia resources and offering differentiated instructions seems helpful to improve verbal-linguistic intelligence. The remaining options "a+c+d" is claimed by three teachers which represent 30% of the whole sample.

Q5: What are the major factors that influence the growth of linguistic intelligence?

a-Cognitive disabilities

b-Genetic factors and injuries.

c-Cultural and historical background

d-Gender

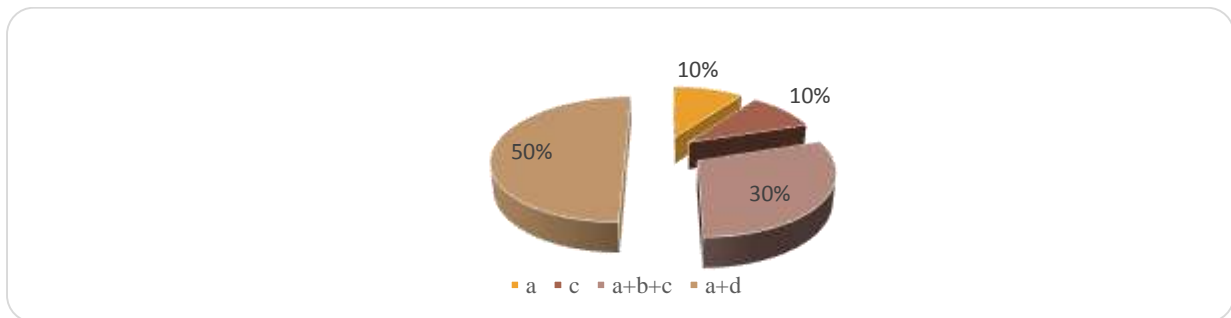


Figure 16: The Major Factors that Influence the Growth of Linguistic Intelligence.

The data obtained in Figure 16 revealed that the growth of linguistic intelligence is exposed by several factors. Upon analysis, one teacher (10%) believed that cognitive disabilities are one of those factors which influence LI. Among the suggested choices, the option “a+d” is ticked five times, meaning that half of the participants (50%) reported that verbal-linguistic intelligence may be influenced by both cognitive disabilities and gender. 10% of the informants claimed that cultural and historical background also has an effect on LI growth. While 30% suggested “a+b+c” as an option. Overall, we can say that while cognitive disabilities and gender can influence the growth of linguistic intelligence, they are just two of many factors that contribute to this complex and multifaceted ability.

Section Four: Teachers’ Perceptions Towards the Role of Linguistic Intelligence in Students’ Writing Performance.

Q01: Do you think that linguistic intelligence has an impact on students' writing skills?

a-Yes

b-No

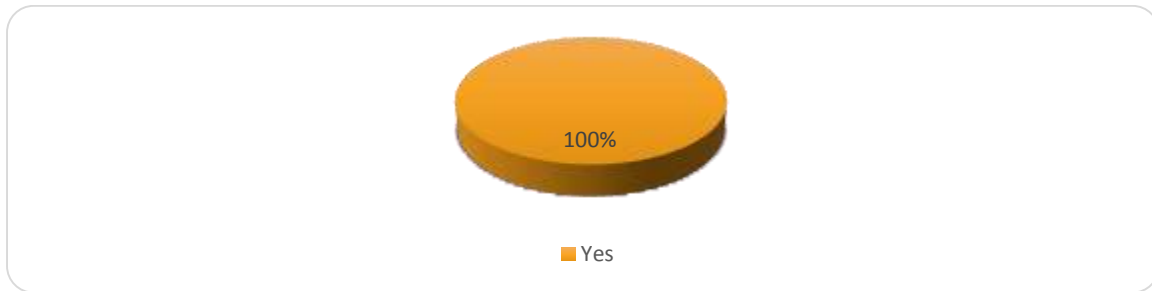


Figure 17: Does Linguistic Intelligence have an Impact on Students' Writing Skill

This question is a direct one in the sense that it asked teachers whether their writing skills could be affected by linguistic intelligence or not. It is approvingly answered by (100%) of the subjects. All the teachers claimed that linguistic intelligence has an impact on students' writing proficiency.

Q02: How important is linguistic intelligence in improving writing skills?

a-Very important

b-Important

c-Somewhat important

d-Not important

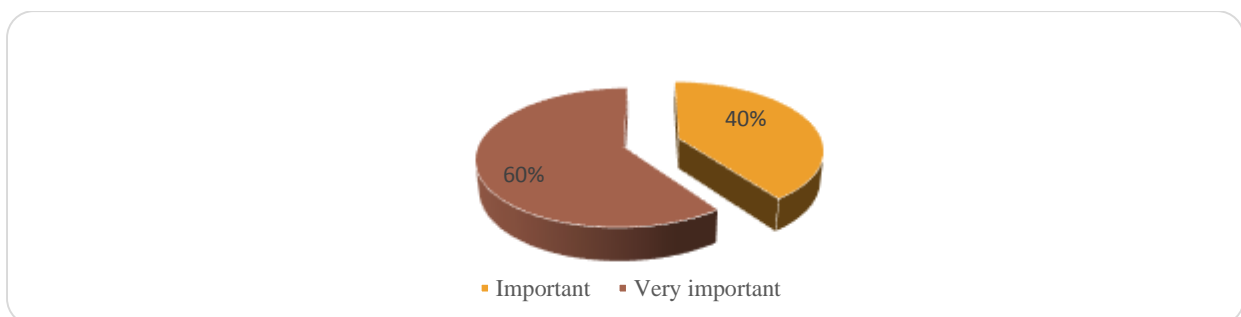


Figure 18: Importance of Linguistic Intelligence.

When asked about whether linguistic intelligence is important, the greater part of the subjects (60%) answered approvingly. They stated that LI is very important in improving

writing skills. Contrariwise, four out of ten participants 40% reported that LI is important. Linguistic intelligence helps learners to expand their vocabulary and make it more sophisticated, understand grammar and syntactic rules, increase their inventiveness and creativity, and develop knowledge of genres and tones.

Q03: What are the methods used to improve linguistic intelligence?

a-Arranging workshops on writing.

b-Encourage students to read extensively.

c-Use technology tools such as grammar checkers.

d-Practice speaking to learn new vocabulary.

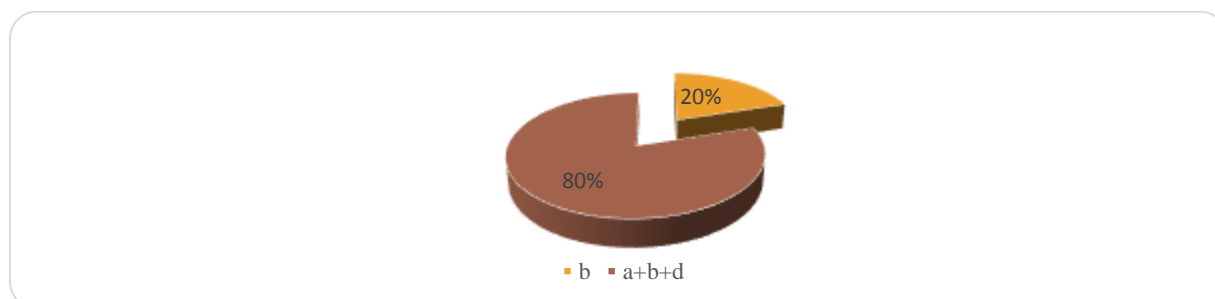


Figure 19: The Methods used to Improve Linguistic Intelligence.

The Figure above represented the methods used to improve linguistic intelligence. The overwhelming majority of informants 80% opted for “a+b+d” that is, arranging writing workshops, encouraging students to read extensively, making use of technological resources such as grammar checkers, and learning a new language, practice speaking.

Q04: Have you noticed any challenges or barriers in supporting students with weaker linguistic intelligence?

a -Yes

b-No

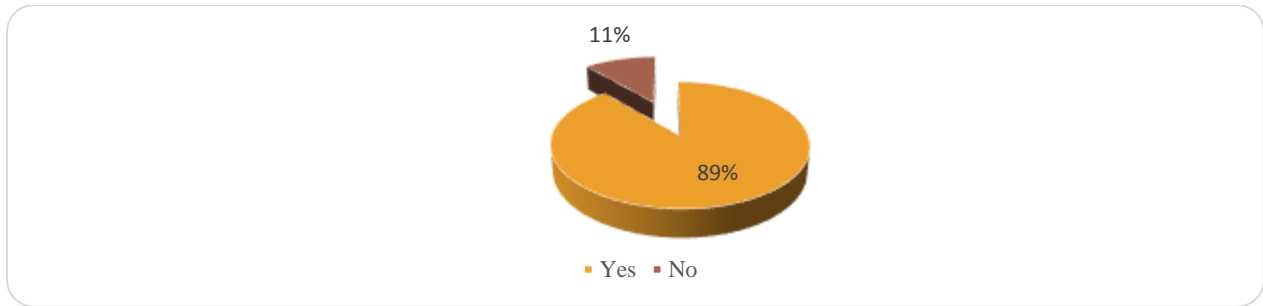


Figure 20: Teachers' Attitudes towards the Existence of Challenges in Supporting Students with Weaker Linguistic Intelligence.

This item is designed as an attempt to shed light on the major barriers that teachers encounter in supporting students with weaker linguistic intelligence. The total number of respondents who answered this question is nine teachers because one teacher did not answer this question. The majority of the participants (89%) argued that they face multiple barriers while supporting students. 11% of the whole sample claimed that he/she does not face any challenges with students who have lower LI. Otherwise, we can assume that to address these challenges, it is important for teachers to provide professional development opportunities and resources and implement effective strategies for supporting students with weaker linguistic intelligence for students.

- If yes, how do you address these challenges?

This item is devised for the informants who hold that they face barriers in supporting students with weaker linguistic intelligence. Since one of the subjects' options in Q4 is "No", and one teacher did not answer, the total is eight participants. Hence, here are some of the teachers' answers:

- By providing them with positive feedback.
- Advise students to read regularly.

- Try to raise their motivation.
- Use differentiated and individualized pedagogies.

Q05: What strategies are recommended to enhance writing skills for students with lower linguistic intelligence?

This question aims at investigating teachers' perceptions towards the strategies used to enhance writing skills for those who have lower linguistic intelligence. To support students with lower linguistic intelligence in writing, teachers can use a variety of strategies. Simplifying language and using graphic organizers can help make writing more accessible. Providing sentence starters, using models of good writing, and providing feedback on grammar, sentence structure, and content can also help students develop their writing skills. In addition, teachers can use multimedia, such as videos or audio recordings, to provide additional support and instruction. Finally, encouraging peer collaboration can be a valuable tool for students to work together, provide feedback, and support each other's writing. By tailoring these strategies to meet the needs of their students, teachers can help students with lower linguistic intelligence improve their writing skills and feel more confident in their ability to communicate their ideas effectively in writing.

Q06: Please, add any further suggestions.

This is meant to elicit teachers' further suggestions concerning the issue of the effect of linguistic intelligence on boosting students' writing proficiency. Only five teachers actually provided some opinions. They noted that writing proficiency is one of the most essential skills in the learning and teaching process. They recommended that linguistic intelligence plays a significant role in writing because it involves the ability to understand and use language effectively. Writing is a complex process that requires several skills related to languages, such as vocabulary, grammar, syntax, and style. These skills are essential for students to

communicate their ideas clearly and effectively in writing, whereas linguistic intelligence is essential for effective writing. Students with lower linguistic intelligence may require additional support and instruction to develop the necessary skills to communicate their ideas effectively in writing. Teachers can provide targeted instruction, feedback, and support to help students improve their linguistic intelligence and become more effective writers.

2.1.4. Discussion of the Main Findings of the Teachers' Questionnaire

The study intended to investigate second-year Written Expression teachers' perceptions of the effectiveness of linguistic intelligence in enhancing writing skills. The results showed that most of the teachers who answered this questionnaire are qualified and have experience in teaching written Expression, which enables us to gather reliable data for our research.

According to the findings, the majority of instructors stated that the primary objectives in teaching the Written Expression module are to give students the abilities and self-assurance they need to express themselves creatively and personally, think critically, and communicate effectively in writing. Teachers reported that they are obligated to follow the curriculum or syllabi set by the Ministry of Higher Education. Overall, following the syllabus designed by a governing body helps ensure that students receive a high-quality education that meets certain standards and guidelines. It also helped to ensure that teachers are accountable for the material they teach and that they are meeting the required educational standards. Additionally, the majority of teachers agreed on the barriers they face while teaching the written expression module. The inappropriateness of the curriculum and syllabus with the student's needs, the time constraint of teaching, students' lack of motivation, and the lack of suitable teaching strategies are examples of the obstacles encountered by second-year teachers. When it comes to the learners' level, teachers reported that the majority of second-year university students have a low level of writing as they face many problems, including, lack of clarity or focus, poor

organization, limited vocabulary, grammar and punctuation errors, procrastination, lack of self-confidence and time management. Thus, teaching the writing skill is not easy and requires effort as claimed by most teachers. To tackle these difficulties and develop writing skills, instructors asserted that they use different strategies to enhance their students' levels. Encourage students to revise their work, showing learners a model of good writing, foster students to review and provide feedback on each other's writing, and providing clear instructions and guidelines for the writing process are examples of the techniques used by second-year teachers to help their students overcome the obstacles they may face in the process of writing.

According to an examination of the data, all the questioned teachers placed a strong emphasis on linguistic intelligence while teaching writing skills and encouraging their students to grow in this area to minimize their writing problems. In the light of discovering teachers' views toward the effectiveness of linguistic intelligence in improving students' writing skills, the results show that most teachers agree on the vital significance of linguistic intelligence in enhancing students' writing performance. They stated that linguistic intelligence is an effective activity strategy that allows students to develop the different aspects of their writing ability and facilitates the learning process. As indicated by the majority of the teachers, linguistic intelligence helps learners to develop a broader and more nuanced vocabulary, understand the rules of grammar and syntax, enlarge their creativity and imagination, and develop a sense of styles and tones. However, most teachers claim that they face multiple barriers while supporting students with weaker linguistic intelligence. To overcome such issues, teachers determine some suggestions, such as providing students with positive feedback, advising them to read regularly, trying to raise their motivation, and using differentiated and individualized pedagogies.

Therefore, it is proved that teachers have positive views toward the significant role of linguistic intelligence in ameliorating writing production.

Section Two : Section Two: The Students' Questionnaire

2.2.1. Population and Sample

The present research is carried out at Abdelhafid Boussouf University Center of Mila, Institute of Letters and Languages, Department of Foreign Languages. The population with which the study is concerned is second- year students of English in the academic year '2022-2023'. The population consists of 142 students who are enrolled on six groups; among these, 50 students constitute the sample of the research. Second-year students are opted for, due to their familiarity with the module of Written Expression and the likelihood of having been exposed to longer pieces of writing. Since students are not attending their classes due to their academic vocation and Ramadhan, it is opted for email as a platform to send the questionnaire to second-year students and receive their responses. Unfortunately, just 25 students (half of the needed population) have responded via email. So, we were obliged to attend their classes in order to complete the sample recommended which is 50 students.

2.2.2. Description of the Students' Questionnaire

The students' questionnaire aims at investigating the importance of linguistic intelligence through writing skills. The respondents are informed about the significance of their answers in the progress of the research, and that their responses are intended to be used for study purposes. Of course, students are also informed that filling in the questionnaire, through ticking the appropriate box, remains anonymous and voluntary in order to express themselves and provide truthful answers. This questionnaire consists of twenty questions that are a mixture of open-ended questions, close-ended, and multiple choices questions divided into four

sections. It includes the most important questions which contribute to answering the research questions.

The first section entitled “General Information “, it attempts to shed light on the students’ background information in terms of how they rate their level of proficiency in English, in addition to which skill is most difficult.

The second section is centred on writing proficiency. It is composed of eight questions. The first question seeks to determine students’ level of writing. The second one is meant to know whether students practice writing or not. Then, we asked learners if their teachers inspire them to become better writers or not. The fourth question is designed to express the difficulty of writing. The fifth question aims to know if second-year students follow the writing process’s phases. Then, the sixth one is meant to elicit the most difficult stage that students face while writing. The seventh item of information is designed to bring into play the most prominent obstacles that students encounter while writing. Finally, this section is ended with the eighth question which concerns the possibility to overcome the previous difficulties.

The third section is entitled “Linguistic Intelligence “attempts to underscore the second variable in the current study. To begin with, this section is initiated by the first question that aims at exploring whether the students are aware of the term “MI”. The second question tackles the dominant type of intelligence among EFL students. The third question of this section aims at investigating students’ LI levels. After that, the fourth question is concerned with how students develop their verbal-linguistic intelligence. Bringing the third section to a close, the fifth question invites the students to give their points of view concerning whether the students’ linguistic intelligence can be improved through practice.

The last section acts as the main section in the students’ questionnaire since it is made up of five questions about the role of verbal-linguistic intelligence in the students’ writing. It

is entitled “Students’ Perceptions towards the Role of LI in their Writing Performance. As for the first question, students are asked about the effect of LI on the participants’ writing ability. The second question is about whether LI is important in improving writing skills. Next, the third question seeks to determine the performance of individuals who obtain lower LI. Then, the fourth item of information, the respondents are asked to choose which strategies used to improve their LI.

Eventually, in the last question, the informants are invited to provide their viewpoints regarding the helpful resources for students to improve their verbal-linguistic intelligence and writing proficiency.

2.2.3. Analysis of the Students’ Questionnaire

Section One: Background Information

Q01: How do you rate your level of proficiency in English?

a-Excellent b- good c- Average d-Weak

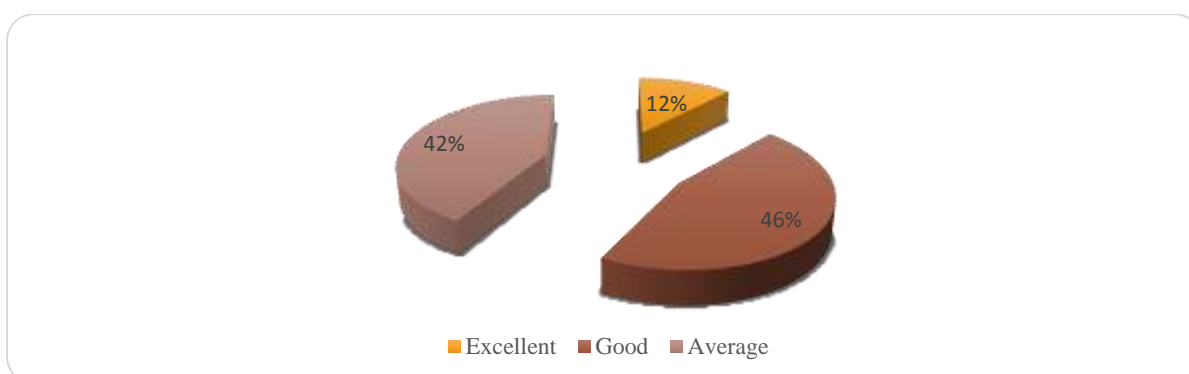


Figure 21: Students’ Level of English.

In an effort to learn more about some of the students’ backgrounds, this question is set to determine the learners’ level of proficiency in English. Figure 21 clearly shows that 46%, approximately half of the sample said that students are good at English. While 42% of learners

claimed that they have an average level in English, and only 12% of the whole sample are excellent students in English. However, none of them choose to rate their level as weak. According to the results, it is suitable to say that most of them are competent English learners. English learners can have different levels of proficiency in English due to various reasons, such as learning environment, motivation, and learning strategies. That is to say that second-year students are motivated to learn English and tend to achieve a higher level of proficiency.

Q02: In your opinion which language skills are the most difficult to improve?

a-Reading b-Writing c- Speaking d-Listening

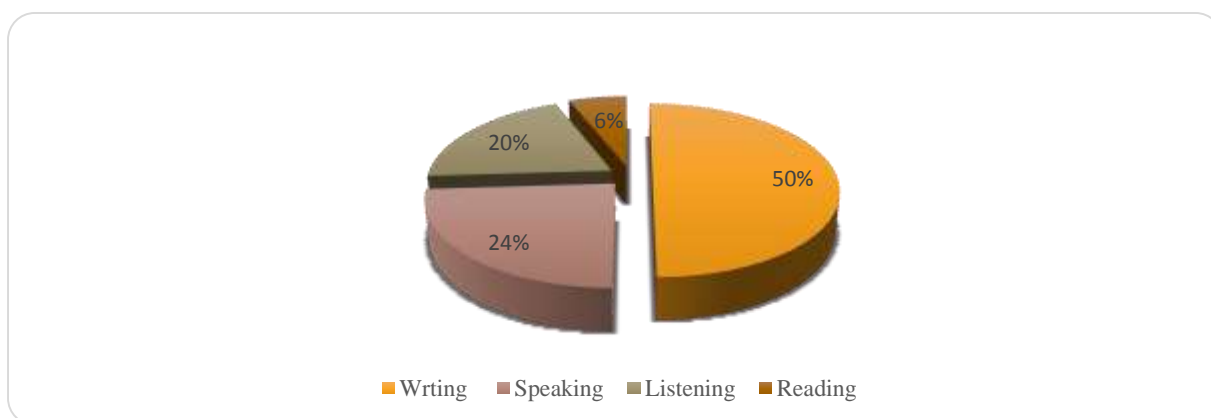


Figure 22: The most Difficult Skill in English

As shown in Figure 22 above, half of the students (50%) claimed that the hardest skill to master is writing whereas speaking and listening abilities are also considered difficult for 24% and 20% respectively. However, 6% of the sample selected the reading skill. Regarding the findings, it is appropriate to state that the most challenging skill for learners is writing. We may say that writing ability is a complex process for learners to acquire as it requires a combination of language skills, including complex grammar rules that can be difficult to understand and apply, vocabulary, spelling, punctuation, and organization, which can make it a challenging skill to master for many English learners. Additionally, reading can be a relatively easier skill for some learners because it allows them to work in their own space. Unlike

listening or speaking, learners can take much time to process and understand the language. However, it is important to note that reading comprehension might also be a hard skill for some learners, especially when dealing with more complex texts or unfamiliar vocabulary.

Section Two: Writing Proficiency

Q1: How do you rate your writing ability?

a-Weak b-Good c- Average d-Excellent

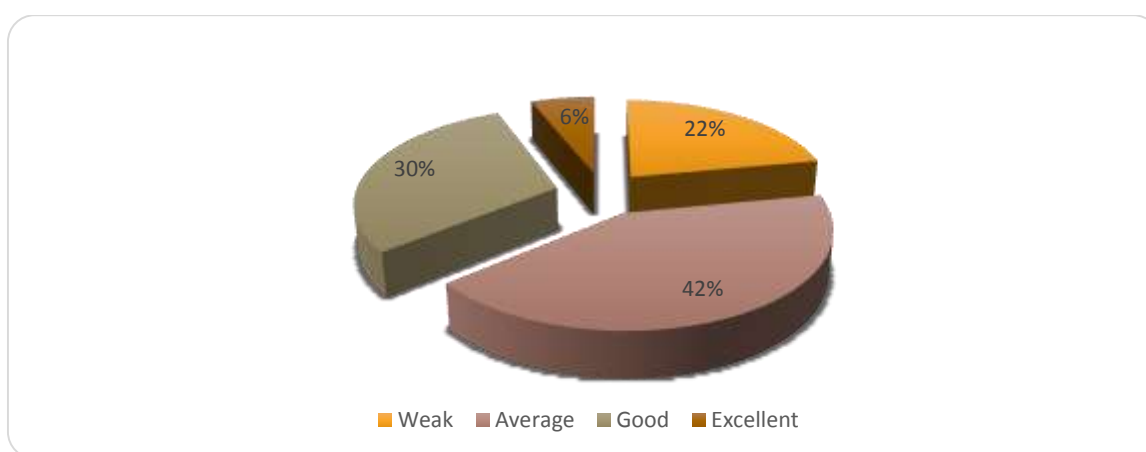


Figure 23: Students' Level of Writing.

According to Figure 23, we can clearly state that 42% of learners have an average level in writing while 30% represents the learners who are good at writing. On the other hand, 22% shows the weaker writers. However, only 6% of learners are supposed to be excellent writers. That is to say, the majority of learners have the ability to write in English, but they are not regarded as excellent one. Consequently, there are several possible reasons why some English learners may have an average or good level of writing while others have a weak level including the amount of exposure that a person has to the English language which has a significant role in their ability to write well, motivation and effort can probably influence a persons' capacity to write. That is to say that second-year English learners are interested in writing and are trying

to improve their ability to write. However, the weaker learners are completely uninterested to develop their writing.

Q02: How often do you write in English?

a-Rare b-Always c-Often d-Never

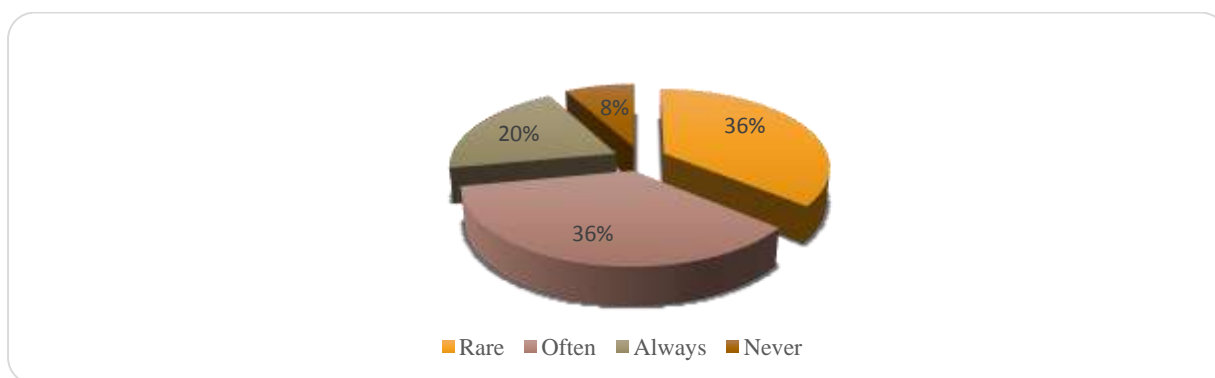


Figure 24: Students' Measurement of their Writing Practice.

The results above in Figure 24 represent students' answers about their writing practice measurement, the Figure clarifies that 36% of the whole sample often get engaged in writing in their daily life. In the same vein, the other 36% of participants rarely do so. Although, 20% of students claimed that they always practice writing within their way of learning unlike the remaining 8% of the sample never participate in writing. Thus, some students are more inspired to practice writing while for others writing is not regarded as an essential skill that they must improve it. As a result, there could be a variety of reasons why some learners practice writing more than others, here are a few possibilities: some learners may simply enjoy writing more than others; they may find it easier to express themselves through writing and therefore choose to practice it more frequently. On the other hand, some learners probably do not have the tendency to write because they may have problems with vocabulary, and grammar rules and they may be afraid of making mistakes while writing, which can lead to anxiety and lack of confidence in their writing ability.

Q03: Does your Written Expression teacher inspire you to write?

a-Yes

b-No

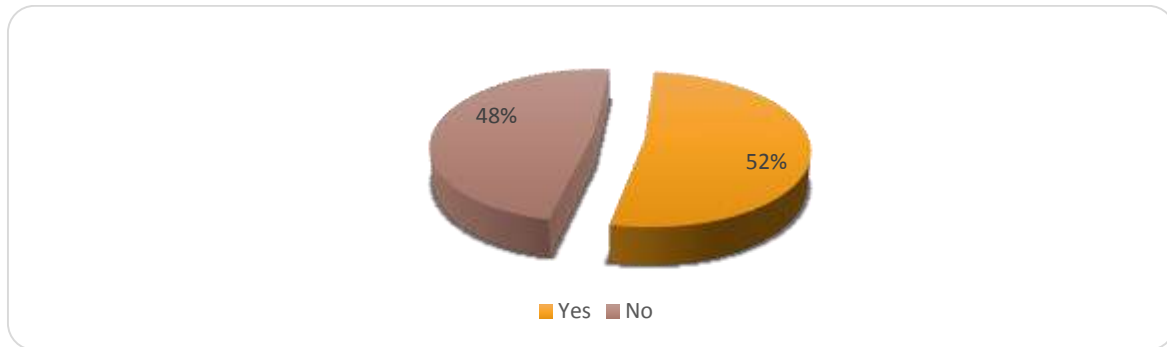


Figure 25: Students' Points of Views on Teachers Inspiration.

Based on the calculation results in Figure 25, it can be seen that more than half of the students (52%) indicated that their teacher of written expression inspires them to practice writing. When students are given certain topics to write about, it turns them to be more interested in writing and engages them in the writing activity which increases their level of such skill. On the other hand, the rest 48% of learners said that their teachers are not inspirational when it comes to boosting them towards writing. Therefore, teachers who have a passion for writing themselves may be more likely to motivate their learners to practice writing. As well as probably apply effective teaching methods for writing and create a positive learning environment that encourages students in writing. However, some teachers may not have a strong interest in writing, and as a result, they may not be able to boost their learners to enjoy writing.

- Sub question: "If yes ", how do they do that?

The students' clarifications can be summarized in the following points:

- Our teacher gives us tasks and home works to improve our writing skill.

- Our teacher engages in writing by letting us look up the right answers based on our previous knowledge by providing valuable information
- Our teacher helps us and guides us to avoid making errors. Also, we learn more rules and methods in writing.
- The teacher inspires us to write about various topics.
- By raising our awareness about writing and its significant role in our life.
- One of the participants said: “I find my teacher very inspiring because of the methods that she/ he uses during the writing session “.

Q04: Do you find writing in English difficult?

a-Yes

b-No

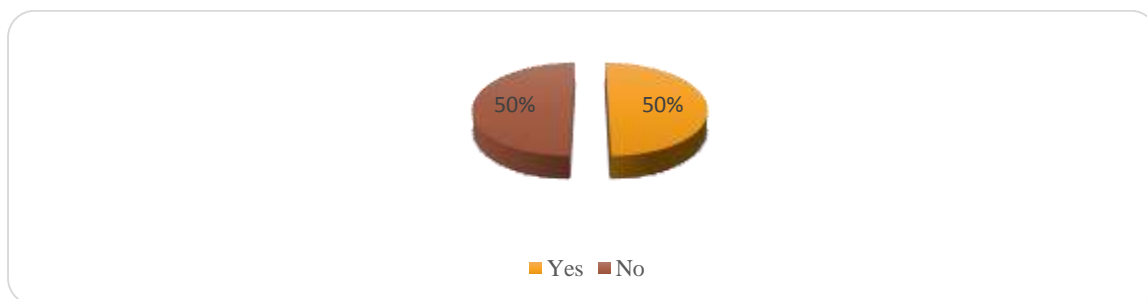


Figure 26: Students' Points of View on the Difficulty of Writing Skills.

The Figure 26 represents the perceptions of 50 participants about the difficulty of writing in English. The findings show that 50% of the total sample said that their writing skill is considered a challenging process for them whereas, the rest (50%) argued that they do not have problems. It is true that some students may find the writing skill more challenging than others. There could be several reasons for this; learners who do not practice writing regularly may find it difficult to express their ideas coherently on paper. Learners may also have their own learning style: some of them may learn better through visual or auditory means, while others may be more tactile or Kinesthetic learners. That is to say, students who do not learn well through reading and writing may find it more challenging to develop writing skills.

However, it is important to note that writing is a skill that can be improved with practice and guidance.

- If yes, say why?

The students' perceptions can be summarized as the following:

- ☒ They don't know how to start.
- ☒ It is difficult to choose the appropriate words to express one's ideas.
- ☒ Thinking in Arabic and writing in English leads to inappropriate meanings because some words in the Arabic language have different meanings in English. A lot of common words have different meanings.
- ☒ Lack of vocabulary
- ☒ Lack of grammar and writing rules, especially when it comes to the use of tenses and sentences

Q 05: Writing is a process, do you follow its main phases(stages)? such as: pre-writing, drafting...etc.

a-Yes

b-No

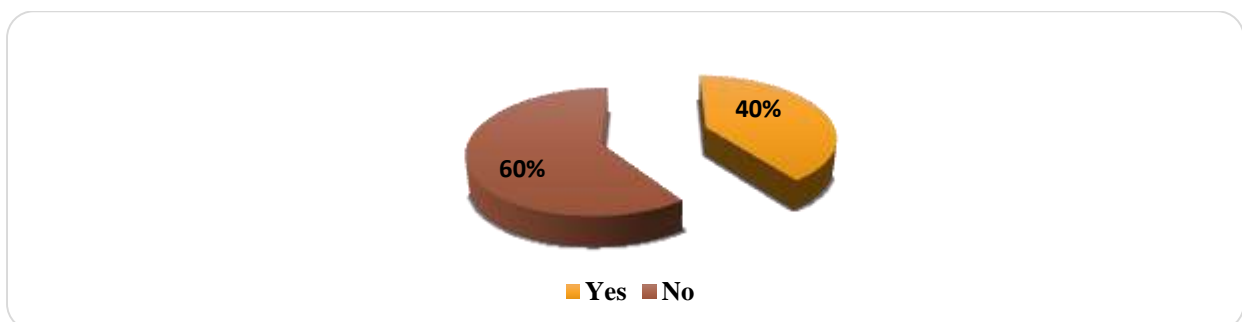


Figure 27: Students' Familiarity with the Writing Stages.

According to Figure 27, we can comprehend that most students are not aware of the seriousness and significance of writing skills because 60 % of the participants claimed that they do not follow the stages of writing such as pre-writing, drafting, editing, etc. However, 40% of students stated that they give importance to the writing phases, making it very obvious that a large number of students are not aware of the outcomes that follow the neglect of the writing stages. Thus, there could be a variety of reasons why some learners follow the stages of writing while others do not: lack of understanding of the value and purpose of the stages of writing; limited writing experience; poor time management; lack of motivation; and different learning styles as some of the learners may prefer to jump straight into writing without planning, while others may find it helpful to break down the process into stages and follow them methodically. We can conclude that the decision to follow the stages of writing or not is up to the individual learner, and what works best for them may vary depending on the context and their own personal preferences.

Q06: Which one is the most difficult for you?

a-Pre-writing

b-Revising

c-Drafting

d-Editing

e-Publishing

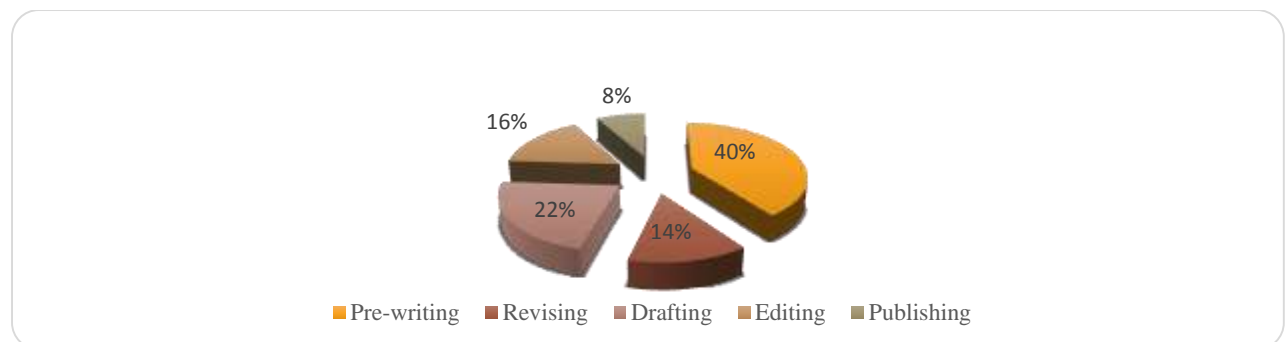


Figure 28: The most Difficult Writing Stage

The Figure 28 is showing that 40% of students are suffering in the first stage which is pre-writing, then the drafting stage with a percentage of 22%, after that editing is among the most difficult stages in which students find problems with the percentage of 16%. However, we can see that publishing is not that complicated for all students with an 8% rating. Consequently, we can conclude that the most difficult stage of writing for many students is often getting started or generating ideas. This is sometimes referred to as the prewriting stage. There are several reasons why students might find this stage challenging. For one, they may not have a clear understanding of the assignment or the expectations of the instructor, whereas others might find the prewriting stage challenging as it requires a different type of thinking than other stages of the writing process. Instead of focusing on grammar, syntax, and structure, students need to engage in creative and critical thinking to come up with ideas and organize their thoughts.

Q07: What are the most difficulties you face while writing?

- a-Feeling bored. b-Fear of negative feedback. c-Lack of self-confidence.
 d-Limited vocabulary e-Writing anxiety. f-Time management

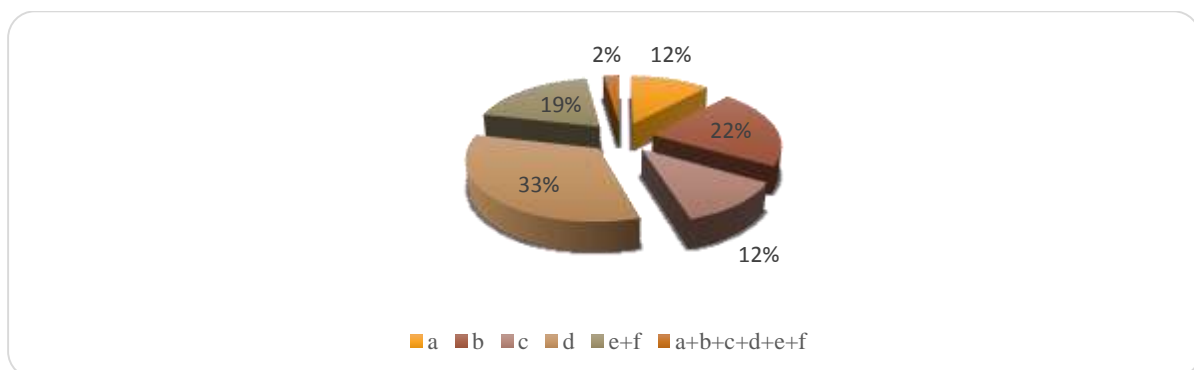


Figure 29: The most Common Difficulties Faced by Students while Writing.

The Figure 29 represents the challenges that learners encounter when writing. 28% of them selected the limited vocabulary as an option to support their ideas, 18% of learners have

also chosen -b- which stands for fear of negative feedback, and 16% of them suffer from both writing anxiety and time management. Other difficulties that learners may experience while writing include feeling bored and lacking confidence with a rate of 10% for each one. However, there was only one student who offered up all of the challenges as a possibility. As a result, we can assume that there are many obstacles that learners face while writing. Learners who are still developing their language skills may struggle to find the right words to express their ideas. This may lead to problems in conveying their messages effectively.

Q08: What do you suggest to overcome some of the writing difficulties?

a-More practice

b-Ask for the teacher's help

c-Both of them

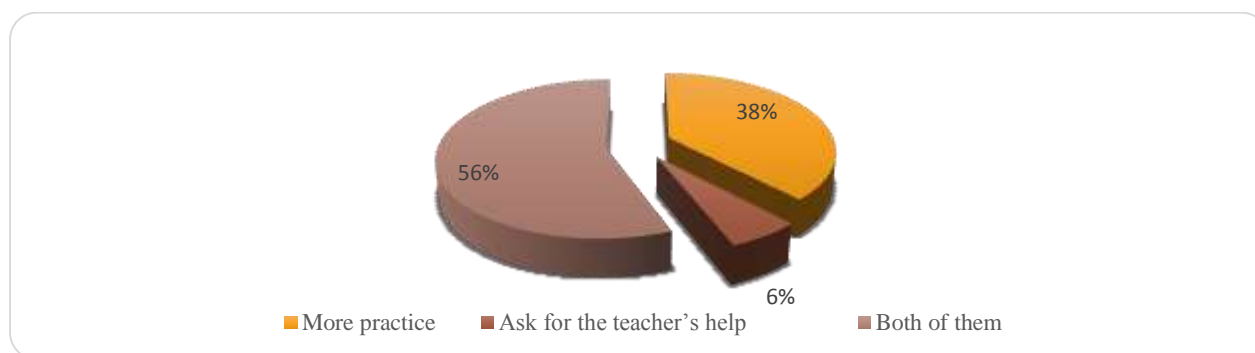


Figure 30: Students' Suggestions to overcome the Writing Difficulties.

The Figure 30 shows that more than half of students (56%) choose the option of both (more practice and asking for teacher help) as a suggestion to overcome some of the writing difficulties that most second-year students are facing within the English department. Whereas some students selected the option of more practice with a 38% rate as a way to handle their writing. However, only 6% of learners suggested that asking teachers for help would help them overcome their struggles while writing. In summary, practice and seeking help from teachers are effective strategies for learners to overcome writing difficulties because they allow them to identify areas of weakness, receive feedback, and work to improve their writing skills over time. Thus, the more learners practice writing, the more comfortable and confident they will

become. Teachers can also provide feedback, guidance, and support to help learners improve their writing skills.

Section Three: Linguistic Intelligence

Q01: Are you familiar with the term "Multiple Intelligences"?

a -Yes

b-No

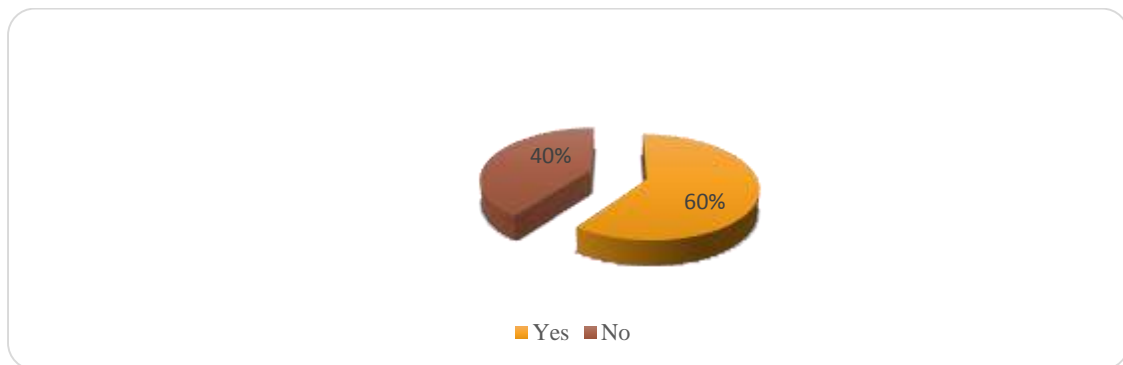


Figure 31: Students' Perspectives about Multiple Intelligences Terms.

According to the results in Figure 31, we can claim that more than half (60%) of second-year students are familiar with the term "Multiple Intelligence" However, the remaining (40%) said that they do not recognize such terms. Meaning, some learners may be familiar with the term "multiple intelligences" because they have been exposed to this theory in their education or have read about it in books or online, while others may not be familiar with it due to differences in educational experiences and exposure to this theory.

Q03: How do you rate your linguistic intelligence level?

a-Low

b-Average

c-Good

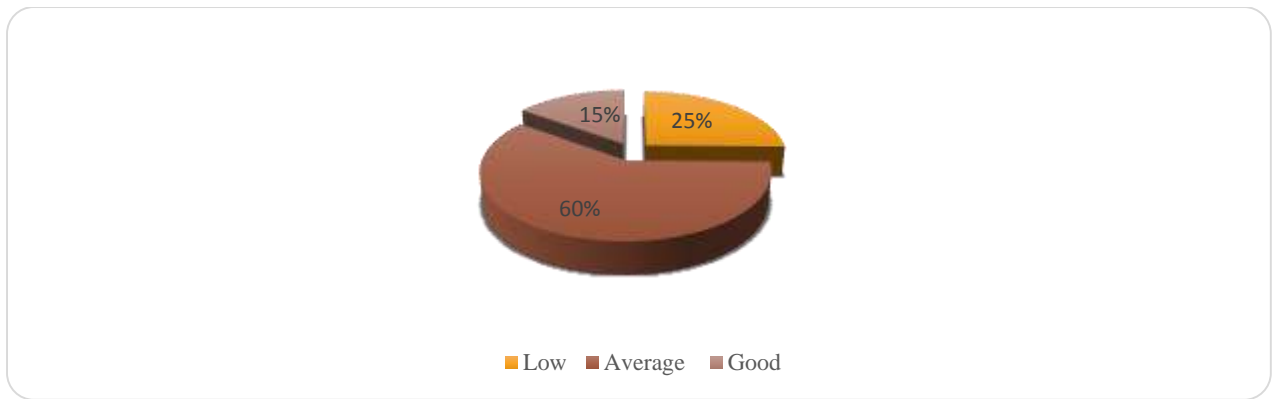


Figure 32: Students' Level of Linguistic Intelligence

This question is asked to second-year license students. The results in Figure 32, show that the majority of the students 52% have an average level concerning their linguistic intelligence. Whereas, 26% of the students choose to say that they are linguistically intelligent students. The rest of the population (22%) has a low level.

Q04: How do you develop your linguistic intelligence?

a-Writing articles.

b-Read books and novels.

c-Learn new words to gain vocabulary.

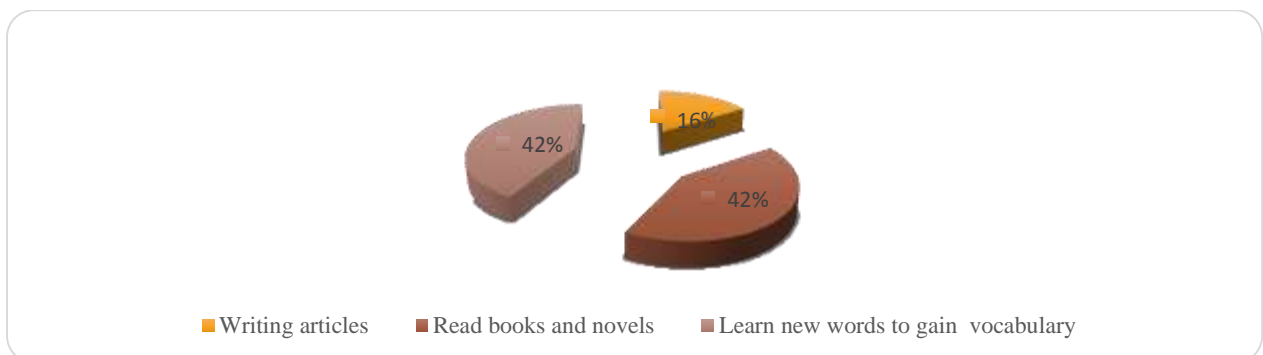


Figure 33: How to Develop Linguistic Intelligence.

This question is set to determine learners' way of developing linguistic intelligence. The figure 33 clearly shows that twenty-one respondents (42%) reported that they read books and novels. Only Eight students (16%) opted to write articles. As for the option of learning new words, it was opted for by twenty-one students (42%).

Q05: Do you think that your linguistic intelligence can be improved with practice and training?

a-Yes.

b-No

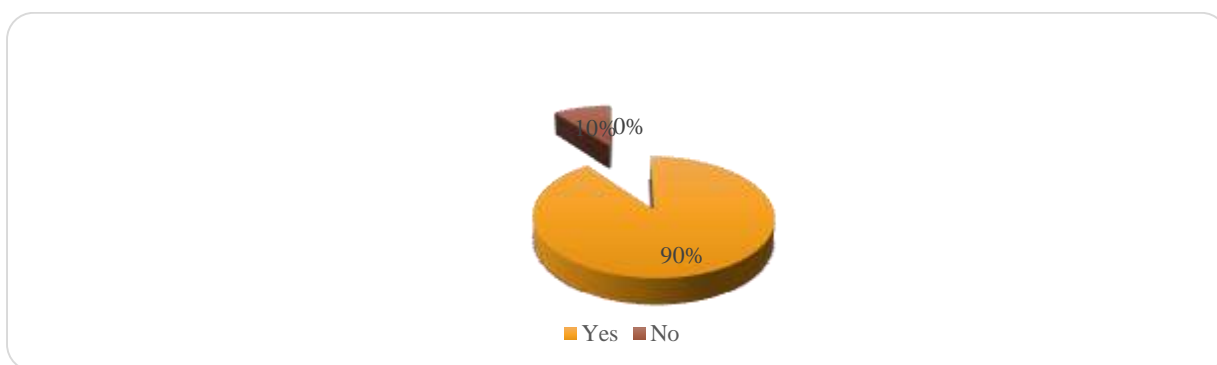


Figure 34: Does Linguistic Intelligence can be Improved by Practice.

A quick glance at the Figure 34 which reveals that most of the informants (90%) claimed that practice can help improve linguistic intelligence. Of the remaining subjects, a minority of (10%), agreed that linguistic intelligence cannot be improved by practice.

Section Four: Students' Perceptions Towards the Role of Linguistic Intelligence in Their Writing Performance.

Q01: Does linguistic intelligence influence students' ability to write effectively?

a-Yes

b-No

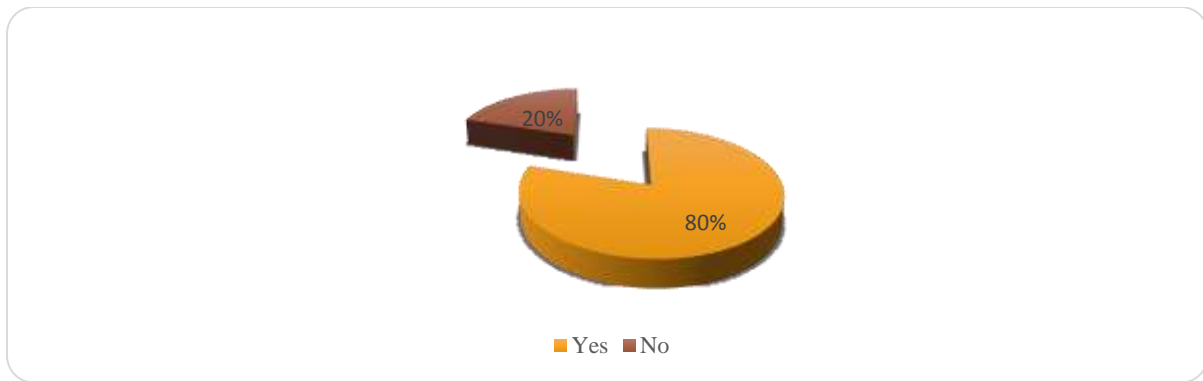


Figure 35: Does Linguistic Intelligence Influence Students' Ability to Write Effectively.

The results in Figure 35 suggest that the overwhelming majority of the students (80%) claimed that verbal-linguistic intelligence influences learners' ability to write effectively. Nevertheless, (20%) of the respondents have different views regarding this matter. We can conclude that linguistic intelligence can certainly improve one's writing ability. By developing their linguistic intelligence, writers can improve their writing ability.

-If yes, say how?

Following are some highlights of the students' opinions:

- Students with linguistic intelligence have a large vocabulary, which can help them to express their ideas effectively in writing.
- Students with linguistic intelligence have a good understanding of the rules of grammar and syntax.
- Students with linguistic intelligence often have a natural ability to create writing that is interesting and engaging.
- Students with linguistic intelligence have an eye for detail and are often good at spotting errors in writing.
- Students with linguistic intelligence often enjoy the process of writing and are able to generate ideas quickly.

Q02: How important is linguistic intelligence in improving your writing skill?

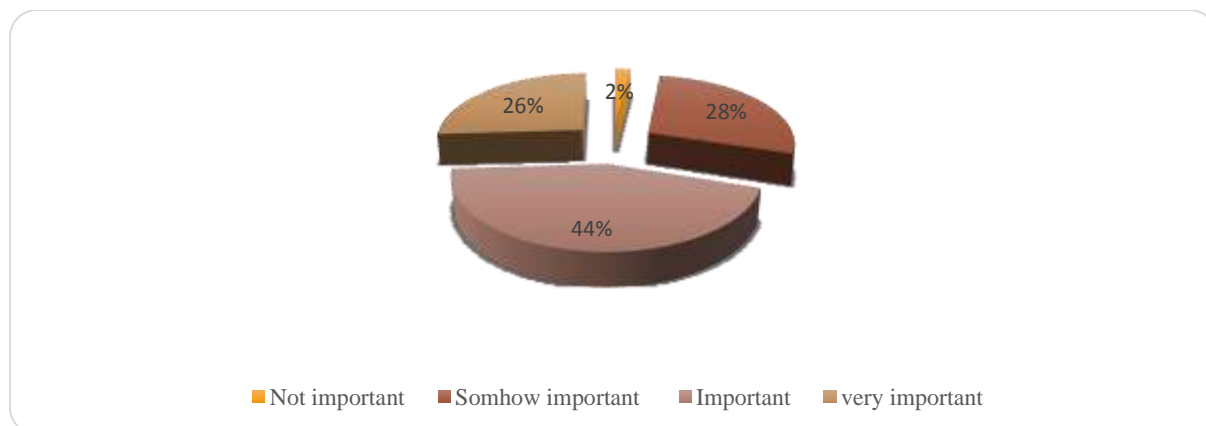


Figure 36: Importance of Linguistic Intelligence in Improving Students' Writing Skills.

When asked about whether LI is important, the greater part of the subjects (44%) answered approvingly. 28% opted for somehow is important. Otherwise, thirteen informants (26%) state that LI is very important in improving their writing skills. Two percent of the respondents, representing one student, believe that LI is not important.

- Linguistic intelligence helps to:

This sub-question is designed for the students who opted for "important" "very important". Therefore, the total number of respondents concerned with it is 49 rather than 50. Upon analysis, fifteen students (30%) say that LI enables learners to successfully express themselves, create relationships and comprehend texts. Eleven students (23%) see that LI is important because it helps them to read, write and understand complex texts. Twenty percent of the whole sample opted for LI to enable them to advance in their careers and achieve academic success.

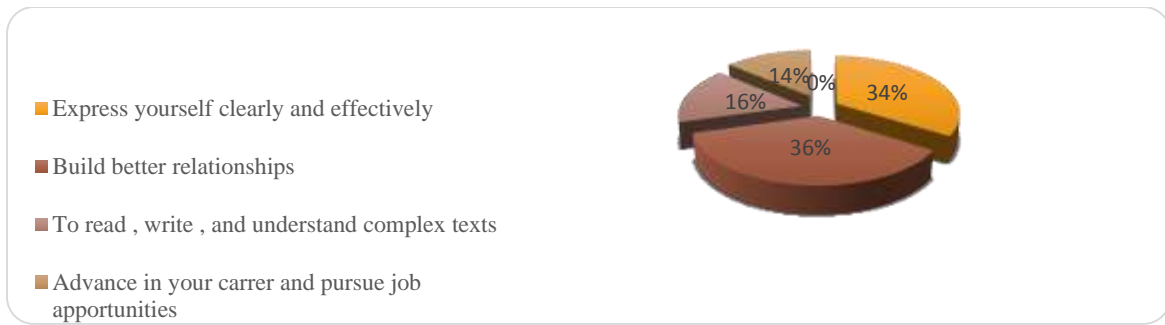


Figure 37: The Importance of Linguistic Intelligence.

Q3: Do you think individuals with high linguistic intelligence are better writers than those with lower LI?

a-Yes

b-No

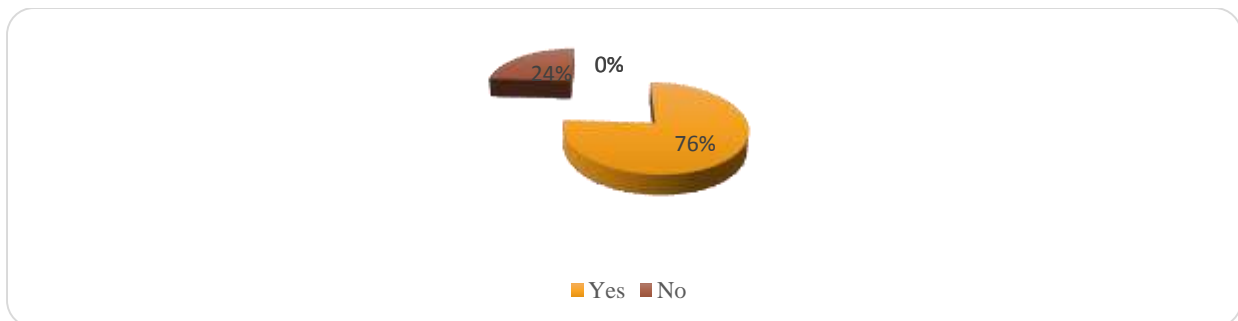


Figure 38: Do you think Individuals with High Linguistic Intelligence are better Writers than those with Lower Linguistic Intelligence.

When asked about whether individuals with high LI are better writers than those with lower LI, the greater part of the subjects (76) answered approvingly. Thus, among the total of fifty students, twelve students (24%) have different views regarding this matter. We can assume that the notion that individuals with high linguistic intelligence are better writers than those with lower linguistic intelligence is a commonly accepted idea and the majority claimed that. However, some do not agree with this idea.

Q02: What strategies do you use to improve your linguistic intelligence?

a-Use technology tools.

b-Building vocabulary.

c-Reading widely and regularly.

d-Engaging in conversations with others.

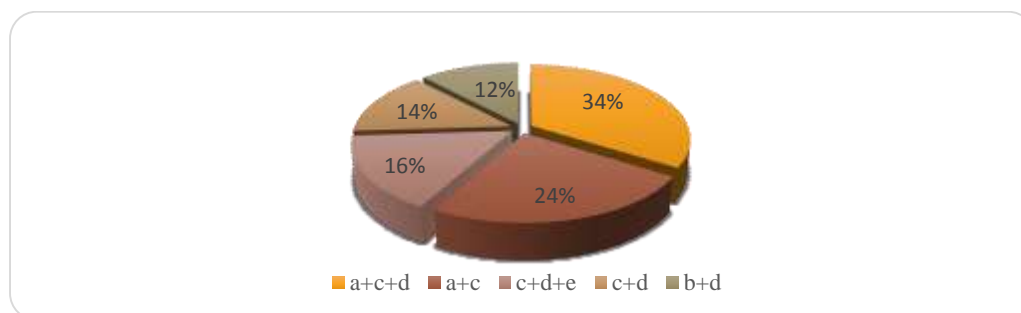


Figure 39: Students' Perceptions about the Strategies used to Improved Linguistic Intelligence.

This meant highlighting the strategies used to improve linguistic intelligence. Upon analysis, seventeen students (34%) opted to write regularly, build vocabulary, and read widely. To push further, twelve informants (24%) go for “write regularly and build vocabulary “, and Eight students (16%) assumed that reading and participating in conversations with building vocabulary. Out of fifty, seven respondents (14%) considered that reading and building vocabulary are the used strategies to improve LI. Six students (12%) suggest that use technology tools besides reading widely to improve LI. Overall, the key to improving learners' linguistic intelligence is to engage in activities that challenge and develop their language skills. Regular practice, exposure to a variety of materials, and seeking feedback from others can all help students improve their linguistic intelligence.

Q05: What resources or support do you think would be most helpful for students who want to improve their linguistic intelligence and writing skills?

- a. Peer feedback.
- b. Writing workshops or course.
- c. Online resources: grammar and vocabulary quizzes, writing tips.
- d. Writing prompts and exercises.
- e. Reading.

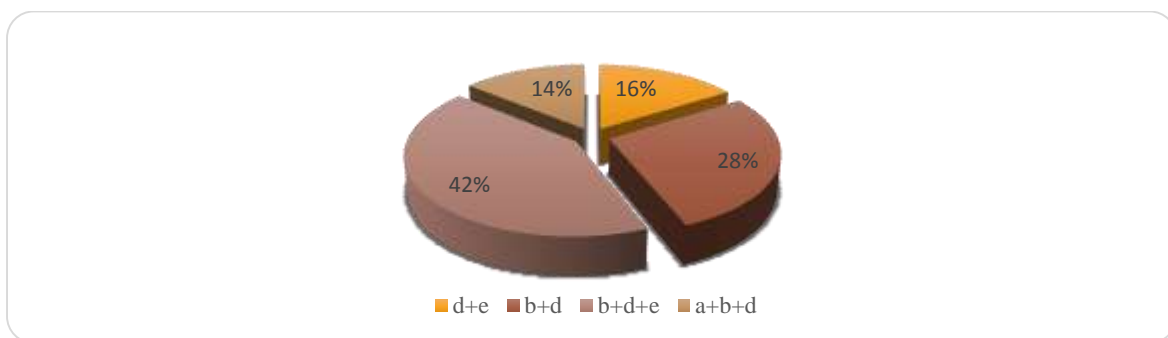


Figure 40: The Resources that Would be most Helpful to Improve Students' Linguistic Intelligence and Writing Skills.

The data displayed in figure 40 revealed that students have different views regarding the resources used to improve students' LI and writing skills. Out of fifty, twenty-one respondents (42%) suggested: Peer feedback, online resources, and writing workshops would be helpful to students in order to improve their LI and writing. 14 students (28%) suggested that online resources: grammar and vocabulary quizzes, writing tips, and reading are the most used resources to enhance the ability to write and improve LI among the students. Further, eight subjects (16%) declared that they attend writing workshops and they read to enhance their writing with LI. Fourteen of the respondents, representing seven students, believed that peer feedback, online resources, and writing workshops or courses. It's obvious to say that the most

helpful resources and support for students will depend on their individual needs and preferences. Thus, it is important for students to seek out resources and support that align with their goals and interests to improve their linguistic intelligence and writing skills.

2.2.4. Discussion of the Main Findings of the Students' Questionnaire

Based on the information acquired from the students' questionnaire, several facts about the student's perceptions of the value of linguistic intelligence in the development of writing ability have been discovered. The questionnaire's findings indicate that, out of the four talents, the majority of the students believe that writing is the most crucial skill that should be improved. Regarding student engagement, the results show that the respondents participate in the writing class, demonstrating their interest and desire to boost their writing. However, the majority of the participants face challenges in writing including effective problems such as feeling bored, writing anxiety, and lack of self-confidence; and linguistic problems such as limited vocabulary, and fear of negative feedback; in addition to time management. To address these issues and improve their writing skills, students claimed that they utilize a variety of tactics, including more practice, asking teachers for assistance, or both.

The statistics show that the majority of the students who were surveyed are aware of their linguistic intelligence and how it may be improved by reading, writing, and learning new words to expand their vocabulary. They emphasized the importance of practice and training for enhancing language intelligence. This demonstrates that most of the respondents agree on the effectiveness of linguistic intelligence in developing writing ability. They believe that linguistic intelligence increases their motivation to practice, makes them able to express themselves clearly and effectively, helps build better relationships and achieve their goals, increases their advance in their career and pursue job opportunities, improves their ability to read, write and understand complex texts, and helps them to achieve academic success in general.

Additionally, students stated that they employ a range of techniques that could help them develop their linguistic intelligence, including reading and writing regularly, using technology tools, building vocabulary, and engaging in conversations with others. Eventually, most of the participants suggested different resources and support they thought would be most helpful for individuals who want to improve their linguistic intelligence and writing skills.

All the results gained from the students' questionnaire illustrate that second-year university learners have positive attitudes toward the importance of linguistic intelligence in enhancing their writing skills. Therefore, it is reasonable to suggest that students with strong linguistic intelligence may have an advantage in developing their writing skills. However, it is also important to note that writing skills can be developed through practice and guidance, regardless of one's natural intelligence or ability.

Implications, Limitations and Recommendations

Implications

Considering the major findings elicited from both questionnaires administered to students and teachers, the current research is said to bring about significant implications for theory and practice.

- Teachers and students should collaborate to create an active environment.
- Teachers should encourage students continuously so that their self-confidence is increased. Moreover, making errors during performance should be treated as an indispensable and normal condition by teachers. Students, on their part, should trust that making errors is an important step in writing production. Put simply, it is through mistakes that we learn.

- Educationist awareness about the role of linguistic intelligence in writing should be raised through training both EFL teachers of Written Expression and students of the second year should be aware of linguistic intelligence and its improvement.
- To help teachers tailor their teaching and evaluation in the classroom, activities, exercises, and tests in writing courses should be developed along the lines of verbal-linguistic intelligence.
- The application of the levels of linguistic intelligence and writing strategies in the instruction of writing mastery since they relate to each other.

Limitations of the Study

In the course of carrying out this study, several obstacles are confronted. Firstly, in order to carefully manage the study, it was limited only to second-year students of English at Mila University. Additionally, students are contacted via email considering the fact that some of them do not have regular access to the internet. In addition, students are not attending their classes due to Ramadan. One major limitation of the current study is the lack of teachers of Written Expression in the department.

Recommendations for Pedagogy and Research

The account for a set of suggestions that touch upon pedagogy and more research is of essential value and is based on what is revealed via running the analysis of the data gathered through the research tools used in this study. This is done in order for teachers and students to become more familiar with the role that linguistic intelligence plays in the development of writing ability and to give it more attention in their various pedagogical strategies. In a similar vein, suggestions for additional research are made for future studies that would have a similar interest as the current study.

Recommendations for Teachers

- ☐ Teachers should cope with all their students' interests in order to motivate them to practice writing. This includes promoting learning and supplementing activities, coordinating and collaborating with support staff, using a variety of teaching approaches, and adapting instruction to include all students.
- ☐ Teachers are the best who can know their students, so they should identify their type of intelligence and then choose the activities and lessons that go with their learning style.
- ☐ Teachers should increase their creativity and make a shift from a teacher-centered approach to a learner-centered approach to avoid the boredom of being silent for the whole lesson.
- ☐ Teachers should develop the students' intelligence. Raising students' awareness of their linguistic intelligence is teaching them the highest values of metacognition and metalinguistics.
- ☐ Teachers should work on creating opportunities for their students to develop their skills.

Recommendations for Students

- ☐ Students must be aware of their intelligence type. As a result, students will be able to identify their areas of strength and weakness.
- ☐ Students should maximize their profile by employing the essential tactics of various types of intelligence in order to facilitate learning writing and provide a successful result.
- ☐ Students should devote more time to practice writing. Because writing is a productive ability; learning to write and express oneself leads to an understanding of each learner's present level.

- ☐ Students must discover strategies to inspire themselves during the learning process in order to overcome all of the barriers that they confront when learning to write.
- ☐ Students should be aware of the value of linguistic intelligence and make an effort to learn more about how it may be developed and improved

Recommendations for Further Research

The goal of the current study is to examine the role that linguistic intelligence plays in the development of writing ability. The study is a descriptive and exploratory investigation into the value of linguistic intelligence in the instruction of writing competence to second-year English language students at Mila University's Department of Foreign Languages. As a result, it is seen as a crucial step that may open the door for future research projects to be conducted with the aim of completely investigating the issue mentioned earlier. In other words, research on the role of linguistic ability in the growth of students' writing skills can be based on other case studies that may provide a greater number of participants to represent a wider population. If an experimental design is used, a study of this kind may be more instructive, provided that time is allowed for future studies. This enables the researcher to accurately assess and examine the development of the learners' linguistic intelligence level.

Conclusion

This chapter focuses on the practical aspect of the current study and discusses the value of linguistic intelligence in helping students improve their writing abilities. The information was acquired by giving questionnaires to English second-year students and teachers of the Written Expression module. The findings of the questionnaires confirm that both teachers and learners have positive attitudes toward the importance of linguistic intelligence in reducing students' writing problems and developing writing performance. It encourages students to develop a broader and more nuanced vocabulary, enlarges their creativity and imagination,

helps them develop a sense of styles and tones, and allows them to understand the rules of grammar and syntax. That is to say, it increases their writing proficiency. Relying on the perspectives shown by both students and teachers, it can be noted that developing linguistic intelligence is one crucial way to promote students' writing ability.

General Conclusion

In fact, writing is a major part of human communication at its most fundamental level. Thus, writing is important in today's society. This task has always been of the greatest significance and is seen as a challenging process to complete. Consequently, the writer's role is becoming more crucial and demands effort.

The present study intended to investigate the relationship between writing skills mastery and linguistic intelligence among second-year EFL students at Mila University, Algeria. For the purpose of achieving this research, the data necessary for obtaining the necessary enough information to conduct the current investigation are collected using quantitative measurement tools. At first, a questionnaire is administered to 50 EFL students at the Department of Foreign Languages, University of Mila. Furthermore, another questionnaire is delivered to 10 teachers of Written Expression to add insightful ideas and suggestions from different perspectives.

Throughout the current investigation, it is highlighted that the role of linguistic intelligence in improving students' writing skills is the primary emphasis around which this descriptive study is conducted. An attempt was made to determine if linguistic intelligence is emphasized in Written Expression classes, as well as whether linguistic intelligence growth contributes to boosting learners' writing productivity.

As a conclusion, the results of the study showed that both teachers and learners believe that there is a significant relationship between EFL learners' verbal-linguistic intelligence and writing proficiency; based on the correlation analysis, it can be said that linguistic intelligence plays a significant role in enhancing students' writing ability. Moreover, the study confirms that: first, the participants of this study have slightly average linguistic intelligence. Second, second-year learners of Mila University do not aware of the exact stages of the writing process.

Thus, this investigation opens a new array of research, and perhaps future research on linguistic intelligence and writing proficiency.

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Appendices

Appendix 1 : Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of the research work. It aims to investigate teachers' perspectives on the effect of linguistic intelligence on boosting students' writing proficiency.

You are kindly requested to fill in the following questionnaire. Please, tick (✓) the appropriate box (or boxes) and make full statements whenever necessary.

Section One: Background Information

1. What degree do you hold?

Master

Magister

Doctorate

1. How many years have you been teaching English at university?

.....

Section Two: Writing Proficiency

1. What are the objectives of teaching the written Expression module for 2nd-year students?

.....

2. Do you follow the syllabus designed by the ministry in teaching Written Expression?

Yes

No

3. Do you find challenges in the classroom when teaching the Written Expression module?

Yes

No

- If yes, are they?

The inappropriateness of curriculum and syllabus with the student's needs.

The time constraint of teaching.

Students lack motivation.

Lack of the suitable teaching strategies.

- For others, please specify

.....

4. How do you rate your learners' writing ability?

Low

Average

Good

Excellent

5. What techniques do you use in teaching writing?

Modelling: by providing students with examples of well-written pieces

Brainstorming

Outlining

Grammar and mechanics instruction

Drafting and revising

Peer feedback

6. What are the strategies that you use to enhance your students' level?

Provide clear instructions and guidelines for the writing process.

Regularly assign brief writing exercises in the class.

Provide students with timely feedback on their writing.

Ensure that students must compose a draft before publishing their writing

Encourage students to revise their work.

Show learners a model of good writing.

Encourage students to review and provide feedback on each other's writing.

7. What are the difficulties that most students face while writing?

Lack of clarity or focus.

Poor organization

Limited vocabulary

Grammar and punctuation errors

Procrastination

Lack of self-confidence

Time management

8. Is it possible to overcome those difficulties?

Yes

No

- If yes, say how?

.....

9. Do you believe that each student has his/her learning preferences? Explain?

.....

Section Three: Linguistic Intelligence

1. Are you familiar with the term "Multiple Intelligences"?

Yes

No

2. What kind of multiple intelligences do you think has a relation with writing?

Visual intelligence.

Musical intelligence.

Verbal-Linguistic intelligence.

Intrapersonal intelligence.

3. What are the signs that a student possesses strong linguistic intelligence?

Excellent verbal and written communication skills.

Enjoy reading, writing, and learning new words and phrases.

Excellent debating skills.

Creative writing ability.

Talented in expressing thoughts and ideas verbally and written.

They have a strong vocabulary.

4. How do you promote the development of this type of intelligence in your students?

Provide writing opportunities.

Use multimedia resources.

Provide targeted feedback.

Offer differentiated instructions to meet their individual needs.

5. What are the major factors that influence the growth of linguistic intelligence?

Cognitive disabilities

Genetic factors and injuries

Cultural and historical background

Gender

Section Four: Teachers' Perceptions Towards the Role of Linguistic Intelligence in Students' Writing Performance.

1. Do you think that linguistic intelligence has an impact on students' writing skills?

Yes

No

2. How important is linguistic intelligence in improving writing skills?

Very important

Important

Somewhat important

Not important

- Linguistic intelligence helps learners to:

Develop a broader and more nuanced vocabulary

Understand the rules of grammar and syntax

Enlarge their creativity and imagination

Develop a sense of styles and tones

3. What are the methods used to improve linguistic intelligence?

Arranging workshops on writing.

Encourage students to read extensively.

Use technology tools such as grammar checkers.

Practice speaking to learn new vocabulary.

4. Have you noticed any challenges or barriers in supporting students with weaker linguistic intelligence?

Yes

No

- If yes, how do you address these challenges?

.....

5. What strategies are recommended to enhance writing skills for students with lower linguistic intelligence?

.....

Section Five: Further Suggestions

Please, add any further suggestions or comments.

.....

Appendix 2: Students' Questionnaire

This questionnaire is part of a research work. It aims to shed light on students' perceptions of the effect of linguistic intelligence on students' writing proficiency.

You are kindly requested to fill in the following questionnaire. Please, tick (✓) the appropriate box (or boxes) and make full statements whenever necessary.

Section One: General Information

1. How do you rate your level of proficiency in English?

Excellent Good Average Weak

2. In your opinion which language skills are the most difficult to improve?

Reading Speaking

Writing Listening

Section Two: Writing Proficiency

1. How do you rate your writing ability?

Weak Average

Good Excellent

2. How often do you write in English?

Rare Often

Always Never

3. Does your Written Expression teacher inspire you to write?

Yes No

- If yes, how?

.....

4. Do you find writing in English difficult?

Yes

No

- If yes, say why?

.....

5. Writing is a process, do you follow its main phases(stages)? such as: pre-writing, drafting...etc.

Yes

No

6. Which one is the most difficult for you?

Pre-writing

Editing

Revising

Drafting

Publishing

7. What are the most difficulties you face while writing?

Feeling bored.

Fear of negative feedback.

Lack of self-confidence.

Limited vocabulary

Writing anxiety.

Time management

8. What do you suggest to overcome some of the writing difficulties?

More practice

Ask for the teacher's help

Both of them

Section Three: Linguistic Intelligence

1. Are you familiar with the term "Multiple Intelligences"?

Yes

No

2. Which kind of multiple intelligences do you have?

Bodily/Kinaesthetic intelligence.

Musical intelligence.

Interpersonal intelligence.

Verbal/Linguistic intelligence.

Mathematical intelligence.

3. How do you rate your linguistic intelligence level?

Low

Average

Good

“Linguistic intelligence (word smart) is the capacity to use language effectively whether in spoken or written”.(Armstrong,2009)

4. How do you develop your linguistic intelligence?

Writing articles.

Read books and novels.

Learn new words to gain vocabulary.

- For others, please specify

.....

5. Do you think that your linguistic intelligence can be improved with practice and training?

Yes.

No

Section Four: Students’ Perceptions towards the Role of Linguistic Intelligence in their Writing Performance.

1. Do you think that linguistic intelligence influences your ability to write effectively?

Yes

No

If yes, say how?

.....

2. How important is linguistic intelligence in improving your writing skill?

Not important

Somehow important

Important

Very important

- Linguistic intelligence helps you to:

Express yourself clearly and effectively.

Build better relationships and achieve your goals.

To read, write, and understand complex texts.

Advance in your career and pursue job opportunities.

Achieve academic success.

3. Do you think individuals with high linguistic intelligence are better writers than those with lower linguistic intelligence?

Yes

No

4. What strategies do you use to improve your linguistic intelligence?

Write regularly.

Use technology tools.

Building vocabulary.

Reading widely and regularly.

Engaging in conversations with others.

5. What resources or support do you think would be most helpful for students who want to improve their linguistic intelligence and writing skills?

Peer feedback

Writing workshops or course

Online resources: grammar and vocabulary quizzes, writing tips

Writing prompts and exercises

Reading

- Other suggestions:

.....

ملخص

لا تزال الكتابة واحدة من أصعب المهارات في فاللغة الإنجليزية كلغة أجنبية. تتطلب الكثير من الجهود والممارسات للخروج بمنتج كتابي صالح. من ناحية أخرى، يجب على المتعلمين تطوير ذكائهم اللغوي اللفظي لإتقان قدرتهم على الكتابة. هدفت هذه الدراسة إلى تحديد آثار الذكاء اللغوي اللفظي على التحصيل الأكاديمي لإتقان الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. رداً على أسئلة البحث تم اختيار طريقة وصفية. للحصول على البيانات اللازمة، يتم إجراء استبيان لخمسین طالباً من طلاب اللغة الإنجليزية في قسم اللغات الأجنبية بجامعة ميله، ويتم إجراء استبيان آخر لعشرة مدرسين للتعبير الكتابي. تكشف نتائج البحث الأولية أن الذكاء اللغوي يتم التأكيد عليه الذكاء اللغوي بالفعل في تطوير مهارات الكتابة وأن يساعد في تعزيز قدرة المتعلمين على الكتابة. في نهاية المطاف، يقدم العمل البحثي العديد من التوصيات لعلم التربية والبحث المستقبلي بهدف جذب المزيد من الانتباه إلى الذكاء اللغوي للمتعلمين وكتاباتهم.

الكلمات المفتاحية: الكتابة، المهارات، متعلمي اللغة الإنجليزية كلغة أجنبية، الذكاء اللغوي اللفظي، إتقان الكتابة.

Résumé

L'écriture reste l'une des compétences les plus difficiles à acquérir dans les cours d'anglais langue étrangère. Elle nécessite de nombreux efforts et pratiques pour aboutir à un produit écrit de qualité. D'autre part, les apprenants doivent développer leur intelligence verbale et linguistique pour maîtriser leur capacité d'écriture. Cette étude visait à identifier les effets de l'intelligence verbale-linguistique (IL) sur les résultats scolaires des apprenants d'anglais langue étrangère en matière d'écriture. En réponse aux questions de recherche, une méthode descriptive a été choisie. Pour obtenir les données nécessaires, un questionnaire est administré à cinquante étudiants d'anglais au département des langues étrangères de l'université de Mila, et un autre questionnaire est administré à dix professeurs d'expression écrite. Les résultats de la recherche primaire révèlent que l'intelligence linguistique est effectivement mise en avant dans le développement des compétences d'écriture et que l'IL contribue à promouvoir la capacité des apprenants à écrire. Enfin, le travail de recherche propose une multitude de recommandations pour la pédagogie et la recherche future dans le but d'attirer davantage l'attention sur l'intelligence linguistique des apprenants et leur écriture.

Mots-clés : Écriture, compétences, apprenants EFL, intelligence verbale-linguistique, maîtrise de l'écriture.