Appendix

Questionnaire

This questionnaire is prepared as part of the research in cooperation with the researcher (Your Grammar Teacher).

Instructions: Indicate your opinion about the following statements. Do this by putting a check mark on the answer sheet. For example, if you strongly agree with the statement put a check mark in the Strongly Agree column. If you strongly disagree with the statement put a check mark in the Strongly Disagree column. Do the same for the Agree, Undecided, and Disagree

(Strongly Agree □   Agree □   Undecided □   Disagree □   Strongly Disagree □).

In Multiple Intelligence-Based Focus on Form (MI-FonF) Instruction,

1. I find it interesting to learn grammatical rules in a variety of ways.
2. I am given more opportunities to think of different ways I can learn grammar.
3. I feel more of a sense of achievement and success.
4. I learn the grammatical rules and their application to new contexts.
5. I develop a good relationship with my teacher.
6. I understand how intelligent I am.
7. I am not given opportunities to know the particular use of the target structures.
8. I develop a deep understanding of the meaning and use of the grammatical rules.
9. I am not active in the classroom.
10. I have positive feelings when my efforts are specifically are acknowledged and valued.
11. I do not have opportunities to know the particular use of the target structures.
12. I find it useful when I am given the right to choose among the tasks and activities according to my strengths.
13. I find it interesting to do variety of activities.
14. I pay attention to accuracy and while I am doing the activities.
15. I have opportunities to follow the activities that are in accordance with my own learning preferences (strength & interest).
16. I work on all aspects of the grammatical structures: form, meaning, and use.
17. I find it boring to follow different activities in the classroom.
18. I feel the class time is devoted to learners' activities rather than to teachers' explanations. It is interactive; that is, the tasks/activities help learners to communicate with other learners and the teacher.
19. I learned how to make use of my strengths in language learning.
20. I learned not to worry about the things I couldn't do and become aware of the things I could do.

Thank you for your cooperation!

with the learners' interests and strengths, the learners acquired positive attitudes towards the grammar classroom. This was in contrast with such labels as "difficult" and "boring," which are commonly used by language learners to describe grammar classes.

MI-FonF creates the best opportunity for the learners to be engaged in communicative tasks. The findings of this study is suggestive in terms of both the potential for communicative language use, which the integration of MI into FonF approach can bring to grammar instruction in the traditional language learning setting and in the creating of a positive attitude towards MI-based instruction.

MI offers teachers assistance in helping students become empowered learners by extending the design of the tasks to include a broad array of diversified intelligences. Consequently, this can assist learners in functioning more effectively because by following the various activities based on their strengths and interests, they become motivated with increased self-worth and confidence.

The results of this study could be of interest to theoreticians and practitioners, especially material developers and teachers. The language learning tasks should be diversified based on the learners' strengths and interests so that they do the tasks enthusiastically and develop positive attitudes. In order to teach grammar to language learners, there is no need to present the grammatical rules and then practice target structures in single isolated sentences. As the experience of language teachers demonstrates, this method is neither effective nor encouraging language learners to be enthusiastic about grammar. There should be some alternative methodologies, one of which is MI-based FonF.

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The chi-square observed value was 377.37, which at 4 degrees of freedom is greater than the critical chi-square value, 9.49 (see Table 2) concluding that the answers given to the items of the questionnaire are not random and they represent meaningful differences among the distribution of the choices.

Table 2
Chi-square analysis on the frequencies of the answers given to the questionnaire items

Observed Value	df	Critical Value
377.37	4	9.49

Therefore, the null-hypothesis (the participants in the MI-FonF group do not develop positive attitudes towards the MI-FonF instruction) was rejected. It can be claimed that the participants in MI-FonF group did develop positive attitudes towards the efficiency of the MI-FonF instruction. The analysis of the participants'

> **MI offers teachers assistance in helping students become empowered learners by extending the design of the tasks to include a broad array of diversified intelligences**

total responses that ranged from "strongly disagree" to "strongly agree" revealed their positive attitudes regarding the basic features of the MI-FonF instruction. With a high proportion of agreement – about 70 percent of the participants in the MI-FonF group indicated that through exposure to MI-FonF instruction, they enjoyed learning grammar through a variety of activities.

According to Viens (1999), MI-based instruction enables the learners to apply their knowledge and skills flexibly in a variety of situations and create a higher level of engagement, which will increase the chances for substantive learning as well as increasing student self-esteem. Similarly, Coustan and Rocka (1999) asserted that by wearing MI-lenses, they could view students' choices and preferences that made learning enjoyable and efficient. A high proportion of "agree" and "strongly agree" responses confirmed the findings of the previous studies (Coustan & Rocka, 1999; Kallenbach, 1999; Viens, 1999). According to them, MI-based instruction enhances learners' language, skills, as well as their motivation to learn because it offers language learning in a variety of ways to learn, in accordance with their interests and strengths and consequently brings about a positive attitude towards language learning.

Conclusion and Pedagogical Implications

To summarize, the results of this study indicated that due to the congruity of the chosen tasks in MI-FonF instruction

ask the subjects' opinions regarding the efficiency of applying MI theory in the classroom to create a friendly atmosphere in which the subjects were aware of their strengths and weaknesses in learning. The questionnaire used plain language so that respondents could answer quickly and more accurately. Furthermore, to avoid a halo effect, some of the items were negatively stated.

Procedure

At the end of the treatment (MI-based Instruction), the questionnaire was answered by the participants. It was based on an informal discussion with the subjects about the negative and positive points of the tasks at the end of the instructional treatment. Chi-square analysis was used to check agreement among the responses. The activities utilized in the instructional treatment for the MI-FonF group were incorporated into the FonF instruction. These Attempts

were made to create form, meaning, and use relationships in language-rich task types, inspired by the MI theory. The treatment had three phases in which input-oriented task (reading a text in which the target structure was highlighted), output-oriented task (dictogloss), and MI-based task (following variety of activities that matched students' interest and strength, such as game/ project/ listing/ classifying/ matching/ comparing, etc.) were used. The target structures were simple present, present progressive, future, and passive.

Results and Discussion

To test the null hypothesis, the participants in the MI-FonF group does not develop positive attitudes towards the MI-FonF instruction, first, the frequency of the responses was calculated and then a chi-square was run on the frequencies of the answers. As displayed in Table 1, concerning the efficiency of the MI-FonF instruction, almost 70 percent of the participants selected "strongly agree" and "agree", while only 18.4 percent selected "strongly disagree" and "disagree."

> **MI theory does not suggest a particular methodology of language teaching, but it can help teachers develop a framework to consider insights provided by MI theory**

Table 1
Frequency of the answers to the questionnaire

Choices	F	%
Strongly Disagree	56	7.6
Disagree	79	10.8
Undecided	85	11.6
Agree	172	23.4
Strongly Agree	342	46.4

to successful implementation of FonF. Gardner's (1983) theory of Multiple Intelligences (MI) has a facilitative role in this regard. According to MI theory, there are different types of intelligences that individuals possess to different degrees, which affect the differences among individuals. According to this theory there are eight intelligences in every human being: Linguistic, logical/ mathematical, spatial, musical, bodily/ kinesthetic, interpersonal, intrapersonal, and naturalistic. According to this view, every human being has all the intelligences; the differences are due to the fact that individuals are more or less developed in certain intelligences.

Smith (2002, Para. 26) stated that "[MI theory] has helped a significant number of educators to question their work and to encourage them to look beyond the narrow confines of the dominant discourses of skills, curriculum, and testing" (Para. 26). MI theory does not suggest a particular methodology of language teaching, but it can help teachers develop a framework to consider insights provided by MI theory. As Guignon (1998) mentioned, Gardner's theory of multiple intelligences makes people think that "IQ" is about being "smart." The theory is changing the way some teachers teach. The psychological and educational theoretical perspective arises from the assumption that learners are active contributors in the learning process, but need support and facilitation to find their capacity and power. Po-Ying (1999)

believes that MI theory helps EFL teachers to follow different techniques and strategies to accomodate human differences.

Accordingly, to encourage language learning through a variety of tasks in which the individual's interests and strengths are considered, this study aimed to examine the learners' attitudes towards MI-Based FonF instruction and the following research question was developed:

Do the participants in the MI-FonF group develop positive attitudes towards the MI-FonF instruction?

Method
Participants
Forty-three Iranian University students, comprising one first year English major grammar class at Islamic Azad University - Tabriz Branch, participated in this study. The participants were both male and female in 19-21 age range.

Instruments
A questionnaire was prepared and piloted to elicit the participants' attitudes regarding the efficiency of the instructional treatment (Appendix). It had 20 items to examine the participants' attitudinal reactions to learning grammar. These items were intended to tap the salient features of the MI-FonF instruction. Some of them were designed to elicit the subjects' ideas regarding the efficiency of FonF in enabling the subjects to attend to form, meaning, and use interactively. Others were designed to

Introduction

The importance of developing communicative competence enhances the grammatical accuracy as an indispensable part of any program of second or foreign language instruction. As Celce-Murcia and Larsen-Freeman (1999, p. 1) indicated, "over the years, language teachers have alternated between favoring teaching approaches that focus primarily on language and those that focus on language forms or analysis." They further asserted that the alternation was due to different views on whether one learns to communicate in a second language by communicating in that language or whether one learns to communicate in a second language by gaining information about the language. The grammatical system of the language is one of the components of the communicative competence. Meaning and language use cannot be separated.

Focus on Form (FonF) has provided a shift of attention towards grammar instruction in Second Language Acquisition (SLA) research. Long (1991) conceptualized FonF as a type of instruction which mainly focuses on meaning or communication with the learners' attention being briefly drawn to linguistic elements only as they arise incidentally. According to Long, "this is in sharp contrast with traditional grammar instruction or Focus on Forms (Fs) instruction, which places a focus on forms themselves in isolation" (Long, as cited in Muranoi, 2000, p. 618). Fs instruction, which teaches grammar explicitly through single isolated sentences, focuses on grammatical structures. This methodology does not enable learners to develop communicative competence.

Ultimately, the aim of FonF studies is to determine how learners' attention can be drawn to form in a meaningful context of language use. This led researchers to propose that "learners need to do more than to simply engage in communicative language use; they also need to attend to form" (Swain, 1995, as cited in Ellis, Basturkmen, Loewen, 2002, para. 7).

However, exactly how to facilitate learning of language forms in order to achieve communicative purposes in the classroom has always been discussed in the SLA research literature. As Doughty and Williams (1998) asserted, "the ideal delivery of focus on form is yet to be determined" (p. 11). The main concern of FonF is to involve language learners in meaningful tasks actively. Learners' engagement in active participation in meaningful tasks is therefore central

در مجموع، براساس این نظریه:

۱. هر فرد هر هشت هوش را داراست.

۲. هوش می‌تواند رشد کند.

۳. هوشها ارتباط پیچیده‌ای دارند.

۴. راههای متفاوتی برای باهوش بودن وجود دارد.

مطالعهٔ حاضر به بررسی نظرات زبان‌آموزان ایرانی می‌پردازد که در معرض تدریس دستور زبان (زمانهای حال، استمراری و آینده و فعل مجهول) به شیوهٔ رویکرد تمرکز بر فرم قرار گرفتند. فرایند تدریس ساختارهای موردنظر شامل فعالیتهای درونداد و برونداد، و تمرکز بر فرم آمیخته با هوش چندگانه بود. در یک مطالعهٔ شـبه‌تجربی که شـامل ۴۳ نفر دانشجویان ایرانی بود، پرسشنامه‌ای برای ارزیابی نظرات زبان‌آموزان در مورد ویژگیهای مؤثر و موردپسـند شـیوهٔ مذکور مورد استفاده قرار گرفت. نتایج تحقیق نشان داد که تدریس دسـتور زبان براسـاس شـیوهٔ «تمرکز بر فرم آمیخته با هوش چندگانه»، به زبان‌آموزان کمک می‌کند تا به راههای متفاوت یادگیری دسـتور زبان که توأم با حس موفقیت و یادگیری اسـت، فکر کنند، به فهم عمیق‌تری از معنا و کاربرد ساختارهای دستور زبانی دست یابند و احسـاس مثبتی نسـبت به درک نکات بارز هوش چندگانهٔ خود پیدا کنند. با توجه به این‌که از یادگیری و تدریس دستور زبان غالباً با واژه‌هایی مثل «مشکل»، «خشک» و غیره یاد می‌شود، آگاهی از شیوه‌ای که هم به‌طور مؤثر در یادگیری نقش دارد، و هم مورد علاقهٔ زبان‌آموزان است، می‌تواند مورد توجه نه تنها معلمان، بلکه دست‌اندرکاران تهیه و تدوین کتابهای درسی واقع شود.
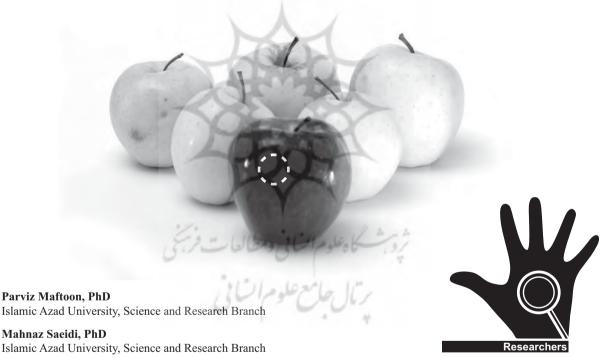
کلیدواژه‌ها: هوش چندگانه، تمرکز بر فرم، دستور زبان، ویژگیهای مؤثر ومورد پسند آموزش

Abstract

This study examined the attitudinal reaction of Iranian EFL learners towards learning grammar (simple present, present progressive, future, and passive) based on a Focus on Form approach enriched with insights provided by the Multiple Intelligences theory. In Multiple Intelligence-based Focus on Form (MI-FonF) individual learners' different interests and strengths are important in language learning. In a quasi-experimental study, involving 43 Iranian university students, exposed to MI-FonF methodology, a questionnaire was used to evaluate the participants' opinions regarding their appreciation of the factors that affected their learning. The teaching procedure of each target structure consisted of three phases: input-oriented task, output-oriented task, and MI-based task. The results of the study indicated that MI-FonF methodology helped learners achieve the possibility of thinking in different ways, learning grammar with an increased sense of achievement and success, deep understanding of the meaning and use of the grammatical structures, and positive feelings toward appreciation of the specific high intelligences.

Key Words: Multiple Intelligences, Focus on Form, Attitude, Grammar

EFL Learners' Attitudinal Reaction towards Affective and Effective Features of Multiple Intelligence-Based Focus on Form Approach

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چکیده

براساس نظریۀ هوش‌های چندگانه، هشت نوع هوش وجود دارد که عبارت‌اند از: زبانی، ریاضی و منطق، فضایی، موسیقی، حرکات بدنی، روابط بین شـخصی، درون شـخصی و طبیعت‌گرایی. در این نظریه هر فرد دارای هر هشـت هوش است. تنها فرق بین افراد، رشد این هوشها با درجات متفاوت است. بنابراین، درجات متفاوت هوش چندگانه به راه‌های گوناگون یادگیری می‌انجامد. نظریۀ هوش چندگانه به معلمان کمک می‌کند که تفاوت‌های زبان‌آموزان را بهتر ببیند و چارچوبی برای در نظر گرفتن آنها در امر آموزش مهیا کنند. در واقع، نظریۀ هوش چندگانه پیشنهادهایی برای آموزش بهتر ارائه می‌دهد و برخلاف روشهای تدریس دیگر، جای‌گزینی روشی با روش دیگر را مطرح نمی‌کند. بنابراین فقط یک راه وجود ندارد که از نظریۀ هوش چندگانه استفاده کنیم. اعمال این نظریه در کلاس به این معنی است که معلم رویکردهای متعددی برای تدریس یک مفهوم، موضوع و یا درس اتخاذ کند و درصدد یادگیری معنی‌دار در کلاس برآید.