The Effect of Multiple Intelligences Strategies on EFL Ninth Graders' Achievement in Reading Comprehension

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ABSTRACT

This study aimed at investigating the effect of multiple intelligences strategies comprising logical-mathematical intelligence, verbal-linguistic intelligence, intrapersonal intelligence and interpersonal intelligence on ninth grade students' reading comprehension achievement in an EFL setting.

The population of the study consisted of all ninth grade students in public schools in Irbid/Jordan in the second semester of the academic year (2005-2006). The sample of the study consisted of four ninth grade sections, which were selected purposefully (two male sections and two female sections).

To answer the questions of the study, the researchers used the following procedures and instruments:

- *A reading comprehension test was constructed. It was judged by a jury of three professors, two English supervisors and three experienced teachers; and it was modified according to their comments.*
- *The instrument was applied on the sample of the study at the beginning of the second semester of the academic year (2005-2006).*

To analyze the collected data, means, standard deviations and two-way ANOVA analysis were used with multiple intelligences strategies and gender as variables. The findings of the study were as follows:

- *There was a significant difference in the students' reading comprehension ($\alpha \gtrless 0.02$) due to the teaching strategies in favor of the experimental group.*
- *There was no significant difference in the students' reading comprehension ($\alpha \leq 0.05$) due to the students' gender.*