



The Effect of an Electronic Program Based on Multiple Intelligences Theory on Developing EFL Prep School Students' Social-Emotional Skills

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Abstract

This study aimed at investigating the effect of an electronic program based on Multiple Intelligences Theory on developing 60 EFL prep school students' social-emotional skills at Kafr Sakr Formal Language School, Sharkia Governorate in 2022-2023. The participants were equally divided into an experimental and a control group. The researcher adopted quasi-experimental design. To achieve the aim of the study, the researcher designed students' social-emotional skills list, in addition to a pre-posttest based on validating the previous instrument and a rubric for correcting it. The suggested Electronic Program Based on Multiple Intelligences Theory was designed and taught to the experimental group in the first term, while the control group received regular instruction. The results indicated that the experimental group outperformed the control group in the post- Social-Emotional Skills Test administration. It is recommended that the Suggested Program must be adapted to suit the needs of the other educational stages in Egypt.

Keywords: Electronic Program, Multiple Intelligences Theory, EFL prep school students, social-emotional skills, Egypt

Introduction:

President Abdel Fattah El Sisi declared 2019 to be the year of education after the government unveiled a significant agenda of educational reform in 2018. As a result, a number of initiatives were introduced in 2019, most of which attempted to increase the use of technology in educational settings and thereby produce a significant cultural shift in how society views education. In 2020, a lot of these changes were anticipated to take place. The worldwide Covid-19 pandemic has had negative economic effects, but it has also allowed

Egypt's educational system to integrate technology into the educational process more quickly.

In response to the COVID-19 issue, Egypt developed a number of initiatives to assist youth leadership, economic stability, education, and child safety. Plan International Egypt's COVID-19 reaction sought to address the psychological, social, and economic consequences in addition to halting the virus' transmission. In this regard, children's safety and mental well-being came first (Plan International 2023).

In 104 countries, UNICEF conducted a poll of 1,700 children, parents, teachers, to investigate how the epidemic had impacted their lives, particularly their mental health and psychosocial wellbeing. Children expressed their fear of being separated from their family and friends, catching the illness, and perhaps dying. Parents admitted that they were unclear of how to respond to their children's worries or how to explain extreme forms of containment, like social isolation.

The survey also served as a reminder that educators worldwide are accountable for children's health and well-being, including their mental and emotional wellbeing, and that they must support parents as they raise their kids. According to Henrietta H. Fore and Zeinab Hijazi (2020), educators must take immediate action to gather and mobilise public and private capital at this historic time to improve the mental health and psychosocial well-being of the world's most vulnerable children and young people.

Schools today are becoming more multicultural and multilingual with students from a variety of social and economic backgrounds. Different motives for learning, good behaviour, and academic success are offered to kids by educators. The ability of students to succeed in school, work, and life is increased by social and emotional learning (SEL), which provides a foundation for healthy and productive learning.

High social-emotional IQ holders have academic, professional, and social advantages as well as a superior ability to handle daily challenges. With regard to successful problem-solving, self-discipline, impulse control, emotion regulation, and other skills, social and

emotional learning creates a framework for positive, long-term effects on individuals and families.

The academic achievement of students is positively impacted by effectively implemented SEL systems. Studies have shown that socio-emotional skills including problem-solving, self-management, impulse control, and empathy support academic achievement, lessen harmful social behaviours like bullying, and provide a healthy learning environment in schools.

<https://www.cfchildren.org/what-is-social-emotional-learning/schools/>

Children that have strong social-emotional skills can also successfully navigate daily life. They help students focus, make wise decisions, and progress beyond the classroom to become contributing members of society.

Keys to Successful SEL (Social Emotional Learning).

Everyone benefits from social and emotional learning, but those in crisis situations require it more than anyone else. The term "trauma-sensitive practise" is frequently used to describe social-emotional learning. Trauma is a reaction to a profoundly upsetting or disturbing occurrence that overwhelms a person's capacity for coping, frequently results in feelings of helplessness, and reduces a person's sense of self and capacity for a wide range of emotions and experiences. Long-term trauma impacts frequently include erratic emotions, flashbacks, and damaged relationships, which can result in toxic stress (Elder Brent, 2023).

According to research, SEL not only raises achievement by an average of 11 percentile points, but it also improves learner attitudes towards school, boosts pragmatic behaviours (including compassion, sharing, and empathy), and decreases stress and depression levels

(Durlak et al., 2011). Successful social and emotional learning activities include coordinated classroom, school, family, and community activities to help students develop the following five fundamental skills:

1-self-awareness

Self-awareness refers to knowing one's own ideas, passions, and convictions. This relates to maintaining positive attitudes, an accurate assessment of one's strengths and weaknesses, and a solid feeling of self-efficacy and confidence. It takes a high level of self-awareness to understand how emotions, feelings, and behaviours are interconnected.

2-Self-management

Self-management skills and mindsets support the capacity to shape one's own emotions and behaviours. This necessitates the capability to defer satisfaction, manage stress, suppress cravings, and persevere through difficulties in order to attain personal and academic goals.

3-Social Awareness

Understanding, empathy, and displaying compassion are skills needed for social sensitivity while dealing with people from diverse backgrounds or cultures. Additionally, it necessitates an understanding of societal standards regarding behaviour as well as an appreciation for and support of community, family, and educational resources.

4- Relationships Skills

Relationship skills help students establish and maintain enduring, meaningful relationships and act in accordance with societal norms. These skills include being able to speak and hear clearly, to listen effectively, to cooperate, to resist unwarranted social

pressure, to resolve conflicts amicably, and to ask for help when it is needed.

5. Making responsible decisions

Learning to make wise decisions regarding one's own behaviour and interactions with others in a variety of contexts is referred to as responsible decision-making. It requires the ability to weigh moral norms, safety concerns, specific behavioural thresholds for risky acts, one's own and others' health and well-being, and to make an accurate assessment of the effects of various actions.

Students develop their social and emotional abilities mostly in school. The term SAFE (Durlak et al., 2010, 2011) stands for four components that should be included in an effective SEL programme:

- 1-Sequenced: linked and structured activity sets to aid in skill development
2. Active : active learning techniques help students acquire new skills
- 3-Focused: concentrating on developing social and personal skills.
- 4-Explicit: concentrating on certain social and emotional competencies

These social and emotional skills are some of the short-term student outcomes supported by SEL programmes (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012).

Additional benefits include:

- More optimistic perspectives on oneself, people, and activities, such as increased self-efficacy, trust, tenacity, empathy, school connection and dedication, and a sense of intent
- More beneficial social and collaboration activities with peers and adults
- Improved ratings and exam attendance
- Decreased behavioural worries and risk-taking behaviours
- Diminished emotional distress.

The World Health Organization (WHO) declared Corona Virus Disease (COVID-19) to be a pandemic on March 11, 2020 (WHO 2020b), due to the disease's rapid development and dissemination. Egypt is one of the impacted countries in the Eastern Mediterranean region.

The result is a global environment of social isolation-related depression and anxiety, fears of being contaminated, supply chain breaks, financial hardship, disrupted travel plans, and potential uncertainty (Hiremath et al. 2020; Ho et al. 2020; Zhang et al. 2020). As a result, several countries, including Egypt, have imposed a lockdown state to stop the spread of infection among people.

Numerous epidemiological studies from China found that the population had a high prevalence of psychological illnesses during the COVID-19 pandemic. For instance, a large online survey of 56,679 people from 34 provinces in China conducted during the COVID-19 pandemic revealed that various psychological problems were present, including sadness (27.9%), worry (31.6%), tension (24.4%), and insomnia (29.2%) (Shi et al. 2020).

The COVID-19 pandemic was also linked to a high prevalence of depression (48.3%) and anxiety (22.6%), according to a survey of 4872 Chinese people from 31 provinces (Guo et al. 2020).

Arafa, et al. (2020) conducted a study to ascertain the prevalence of sadness, anxiety, tension, and insufficient sleeping among the population in Egypt during the Corona Virus Disease (COVID-19) pandemic. Online snowball sampling was employed to gather information from four Egyptian governorates between April 16 and April 30, 2020. The Depression Anxiety Stress Scale-21 was used to measure

participants' psychological conditions (depression, anxiety, and stress) and sleep habits. Of the 1629 participants, 48.1% were 30 years of age or older, 42.4% were male, and 42.5% completed the semi-structured questionnaire.

Participants reported high rates of anxiety (53.5%: mild to moderate 30.6% and severe to very severe 22.9%), stress (48.8%: mild to moderate 33.8% and severe to very severe 15.0%), mild to moderate depression (67.1%: severe to very severe 22.5%), and insufficient sleep (6 h/a day) 23.1%. A significant prevalence of mild to severe depression, anxiety, and stress was linked to female life, employment in industries other than the health industry, spending less than two hours per day viewing or reading the COVID-19 news, and a lack of emotional support from family and the community. In conclusion, it is justified to incorporate psychological support and guidance because COVID-19 has had significant psychological consequences on the population in Egypt.

In a related study, Huang and Zhao (2020) found that among 7236 Chinese persons, depression was 20.1%, anxiety was found in 35.1%, and sleep problems were present in 18.2%. 25% of the 7143 college students in a different study conducted in China showed signs of anxiousness (Cao et al. 2020). In low- and middle-income countries, where infection control measures, surveillance systems, laboratory capacity, and public health resources are constrained, responding to the COVID-19 pandemic is difficult (Asbu et al. 2017).

Social and Emotional Learning Strategies for Responding to COVID-19

This epidemic has had a particularly negative impact on public schools. Distance learning hindered learning progress, particularly for low-income

students, and raised stress for teachers and job ambiguity. During pandemic-related remote education, instructors saw how compounding injustices and the impact of trauma on learners' well-being, and they felt helpless and overwhelmed. Schools must employ trauma-informed social and emotional learning (SEL) practises to promote connection and well-being as communities struggle with increased stressors (Levine S. Rebecca, J. Lim, and Amy Vatne, 2023).

At the start of the school year in the midst of the coronavirus epidemic, there are three research-based ideas that can serve as the foundation of a school's or district's SEL plan to address the wellbeing of students, educators, families, and the community:

principle #1 .Learning is a cognitive, social, and emotional mechanism

principle #2: SEL instruction raises students' academic achievement and wellbeing.

Principle #3: School students who combine SEL with real-world experience make better academic progress, are more equipped to persevere through difficult material, and do so with greater success.

<https://www.hmhco.com/blog/10-social-and-emotional-learning-strategies-for-responding-to-covid-19>

According to psychological studies, social meaning, interpersonal engagement, and emotional health are crucial for learner learning. During the COVID-19 epidemic, psychology will also support parents who could have trouble fostering social-emotional learning when they switch to interactive or home schooling.

It may be particularly challenging for parents to promote physical distance between people. Children's emotional health can be impacted by having limited access to peers and classmates, which can in turn hinder their academic success, learning, and development.

During this unusual period, the psychological principles listed below will support children's social-emotional development:

-Learning takes place in a variety of social environments.

-Interpersonal interactions and communication are crucial for both the educational process and students' social-emotional development.

-Emotional health affects achievement, learning, and growth.

<https://www.apa.org/topics/covid-19/education-social-emotional>

Families all around the world are under a lot of strain as a result of the coronavirus and other recent occurrences. How can teachers and parents support kids who may be experiencing anxiety, sadness, trauma, terror, food insecurity, or homelessness as a result of the current crisis? And how will schools deal with the pandemic-related trauma? In order to help young people minimise, handle, and cope with the worries, doubts, and anxieties that this health crisis could cause while continuing to develop the social and emotional skills they will need to address and cope with future challenges in life, parents, educators, youth development practitioners, childcare providers, and others are looking for solutions.

However, many instructors are carefully and sensibly focusing on online education to "get the academics right." With the classrooms, learner relationships, and support services affected by the school closures, social-emotional learning may not be a top concern. The worst thing educators can do for teachers, students, and families during the epidemic is to deprioritize SEL, despite the fact that this is undoubtedly a difficult fact to accept.

Through the results of aforementioned studies, the experience of the researcher as an EFL teacher at the language schools and the pilot study which included the following:

- 1- Introducing Social-emotional Skills Activity to 60 students from Kafr Sakr Official language prep school, Sharkia Governorate. The results indicated the low level of those students in the social-emotional skills (See Table, 1)

Table (1):The results of social –emotional activity

Social-emotional Skills		
On practicing social-emotional skills, students:		The level of the students
1.	Identify and expressing their feelings	14%
2.	expand emotional vocabulary	25%
3.	manage emotions.	33%
4.	manage thoughts and behaviors.	15%
5.	feel successful	22%
6.	listen to peers' opinions and express disagreements in constructive ways.	12%
7.	share their cultural backgrounds and experiences.	35%
8.	respect others	20%
9.	manage emotional reactions and behaviors	20%
10.	have positive and respectful relationships with others	14%
11.	practice skills related to respecting others.	13%
12.	practice communication skills	14%

Statement of the problem:

Based on the previous discussion, the problem of the present article can be stated in the EFL students' negative social and emotional skills as a result of schools closure in 2019-2020 due to COVID19, So, this study was an attempt to find an answer to the following main question "What is the effect of an electronic program based on Multiple Intelligences Theory on developing EFL prep school students' social-emotional skills?"

The following sub-questions were derived from the above mentioned one:

- A) How can an electronic program based on Multiple Intelligences Theory to develop EFL prep school students' social-emotional skills be designed?

- B) What is the effect of this program on developing EFL prep school students' social and emotional skills?

Procedures of the study:

Responding to the study questions, the following procedures were conducted:

- 1-Reviewing the literature related to the different variables of the study.
- 2-Selecting the experimental and control groups from Kafr Sakr Formal Language Prep School, Sharkia Governorate, where the researcher works.
- 3-Designing the instrument of the study.
- 4-Submitting the instrument to the jury members to validate it.
- 5-Pre administering the instrument of the study to both groups.
- 6-Designing the suggested program.

- 7-Teaching the suggested program.
- 8-Administering the post tests to both groups.
- 9-Comparing both administrations results.
- 10-Treating the results statistically.
- 11-Discussing and interpreting the results and introducing conclusion, recommendations and further studies.

Instruments and materials of the study:

- A) An EFL Prep School Students' Social - Emotional Skills List.
- B) An EFL Prep Stage Students' Social - Emotional Skills Test.
- C) A Rubric for correcting EFL previously mentioned test
- D) Designing an electronic program based on Multiple Intelligences Theory to develop EFL prep school students' social-emotional skills .

1.3. Method of the study:

- 1-The researcher adopted the experimental method of quasi-experimental design of the two groups (an experimental and a control group).
- 2- Descriptive Method to describe and analyse review of literature and related studies of the existing study.

1.4. Aim of the study:

This study aimed at investigating the effect of an electronic program based on Multiple Intelligences Theory on developing EFL prep school students' social-emotional skills.

1.5. Significance of the study:

- 1-The suggested program would hopefully benefit the EFL prep stage students to foster relationship building and school connectedness, enhance students' mental health, encourage social-emotional development, foster real-world communication . Practicing social and emotional learning (SEL) is the mechanism by which the information, behaviours, and skills required to control emotions, set and

achieve positive aims, show empathy for others, establish positive connections, and make responsible decisions are learned and effectively implemented by those learners. It is significant for their growth to learn these key life skills through SEL as it directly correlates with how socially, academically and professionally qualified the learner will be as an adult.

- 2-The suggested program would hopefully benefit EFL in- service teachers at the prep stage as they are the engine that drives social and emotional learning (SEL) programs and practices in educational institutions, and their own social-emotional competence and wellbeing strongly affect their learners. Classrooms with warm teacher-student connections support deep learning and positive social and emotional development among learners. Research indicates that teaching is one of the most stressful occupations; in addition, stress is infectious in the classroom; simply put, stressed-out teachers tend to have stressed-out learners. In the past few years, several interventions have specifically sought to enhance instructors' social-emotional competence, stress management in school, enhance real-world communication, and productive skills.
- 3-This study may be a starting point for curriculum designers to hold training sessions for EFL in-service teachers at the prep stage on how to adopt this suggested program to develop social and emotional EFL prep stage students' real-world communication .
- 4- This study may help other researchers to conduct more studies about the variables of this study.

1.6.Delimitations of the Study:

The current study was delimited to :

- 60 EFL students from Kafr Sker Formal Language Prep School, Sharkia Governorate. The students were equally divided into an experimental and control group (30 students for each).
- The suggested program was applied in the second term of the academic year (2022-2023)
- A Suggested Program Based on Multiple Intelligences Theory to develop EFL prep school social-emotional skills.

1.7.Definition of Terms:

A)Social, and Emotional Learning

-Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” SEL can be seamlessly integrated into a school’s culture and norms or explicitly taught outside of academic learning time.

<https://resilienteducator.com/classroom-resources/social-emotional-learning-defined/>

-Social-emotional learning is the process of developing and using social and emotional skills. It’s the skillset we use to cope with feelings, set goals, make decisions, and get along with—and feel empathy for—others.

<https://www.understood.org/en/learning-thinking-differences/treatments-approaches/educational-strategies/social-emotional-learning-what-you-need-to-know>

-Social-Emotional Learning (SEL is the vital framework through which people of all ages acquire skills in working towards their own unique goals, comprehending and managing their emotions, nurturing positive relationships, making informed choices, and feeling and exhibiting empathy. Learning SEL provides students and young people with the abilities required to succeed in life, both within their school and beyond.

<https://www.positiveaction.net/what-is-sel>

-Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions <https://casel.org/what-is-sel/>

-Operationally Social-Emotional Learning can be defined as an integral part for EFL students at Kafr Sker Formal Language Prep School, Sharkia Governorate, which enables them to learn and apply information, skills and attitudes to build healthy identities, manage emotions and achieve personal and collective goals, feel and demonstrate empathy for others, develop and sustain supportive relationships, and make responsible and caring decisions.

B)Multiple Intelligences Theory

Multiple intelligences refer to a theory describing the different ways students learn and acquire information. These multiple intelligences range from the use of words, numbers, pictures and music, to the importance of social interactions,

introspection, physical movement and being in tune with nature. Accordingly, an understanding of which type(s) of intelligence a student may possess can help teachers adjust learning styles, and suggest certain career paths for learners.

<https://tophat.com/glossary/m/multiple-intelligences/>

This theory suggests that traditional psychometric views of intelligence are too limited. Gardner first outlined his theory in his 1983 book *Frames of Mind: The Theory of Multiple Intelligences*, where he suggested that all people have different kinds of "intelligences."

<https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>

The theory of multiple intelligences Theory states that all individuals have several, relatively autonomous intelligences that they deploy in varying combinations to solve problems or create products that are valued in one or more cultures. Together, the intelligences underlie the range of adult roles found across cultures. MI thus diverges from theories entailing general intelligence, or which hold that a single mental capacity is central to all human problem-solving and that this capacity can be ascertained through psychometric assessment.

<https://www.cambridge.org/core/books/cambridge-handbook-of-intelligence/theory-of-multiple-intelligences/5FACB1F4AD83D38879AEB2F443B83513>

Operationally, Multiple intelligences is a theory that describes the various ways that EFL students at Kafr Sker Formal Language Prep School, Sharkia Governorate learn and acquire information. These numerous intelligences vary from the importance of social relationships, introspection, physical movement, and being in tune with nature to the use of words, mathematics, pictures,

and music. According to the notion, knowing which type(s) of intelligence a student possesses might assist teachers alter learning approaches and offer professional possibilities for students.

The theoretical background of the suggested program

Teachers' Guide:

Students' Book:

The theoretical framework of the suggested program:

Today's educational concepts place a premium on customised instruction and learner autonomy. Learners must accept responsibility for their own education and be aware of their own strengths and weaknesses. I.Q. tests have historically been used to evaluate intelligence; however they only evaluate one sort of intelligence. The concept of multiple intelligences is mainly significant in today's schooling since it claims that everyone has eight intelligences that interact in a unique way.

Howard Gardner, a psychology professor at Harvard University, introduced the Multiple Intelligences theory in 1983. He believes that kids learn in a variety of ways, and that one child may excel in mathematics but fail in languages. Rather of depending on a single kind of curriculum, the notion proposes that educational institutions should focus on customized instruction.

Language teachers must be aware that their students have different talents, learning styles, and potential. We can effectively teach students in a variety of methods using the Multiple Intelligence Theory. A simple exam that identifies which intelligences learners excel might provide them with a fresh perspective. The idea has the potential to alter how instructors and students think about learning (SVAVA ANNA, 2008).

1-The Multiple Intelligence Theory

and the Student

It is vital for learners' self-esteem that they recognize their abilities and understand how to use them. As a result, teachers must be able to deal with a variety of intelligences and employ a number of educational techniques. The activities should be fun and interesting for the students, and it is a good idea to blend various intelligences to motivate them to improve their weaker intelligences. By grasping the many methods in which learners acquire knowledge, teachers may employ a variety of strategies to teach students with various kinds of intelligence (Campbell 2008: 187).

According to the Multiple Intelligences theory, instructors should be trained to convey their lessons using a range of methods, such as music, cooperative learning, role play, multimedia, field trips, internal reflection, and others. As they are unable to perform in a regular educational setting, many students are classified as "learning impaired" or "ADD" (attention deficit disorder).

Courses should be designed in such a way that they engage all or almost all of the intelligences. Focusing on the students' needs promotes learning for the entire class.

Instructors that use the Multiple Intelligence Theory benefit from more engaged and successful students (Nolan 2003:119). Gardner argues that with the appropriate encouragement, augmentation, and supervision, almost anybody can develop all nine intelligences (Armstrong 2000:9).

The Multiple Intelligence Theory and Language Teaching

There is great evidence that schools inspired by Multiple Intelligence Theory (Gardner 2006:83). This theory may assist youngsters in discovering their

abilities and learning in a number of means in a safe atmosphere. It enables tutors to extend their teaching methods by incorporating a range of assignments and activities.

The idea may be applied in a variety of ways and is effective throughout the school system. It allows students to use and develop all of their intelligences, not just the ones in which they excel. Each type of these intelligences is present in every student, and it is the teacher's responsibility to protect them (SVAVA ANNA, 2008). It is intriguing to observe that the concept is recognized in a range of language teaching approaches. For example, The Silent Way emphasizes the development of learners' inner mind (Intrapersonal Intelligence). Suggestopedia emphasises the use of music (Musical Intelligence) to increase learning comprehension, whereas Total Physical Response encourages language acquisition via physical exercise (Bodily-Kinesthetic Intelligence). Both the Communicative Approach and cooperative learning highlight the importance of interpersonal interactions (Interpersonal Intelligence) (Lin 2005).

Planning lessons with MI Theoty

The Variation Approach

When an EFL teacher initially starts teaching utilizing multiple intelligences techniques, the students will need to participate in a wide range of activities to learn about their preferences. Lessons are rotated among the intelligences by the instructor. The exercises are completed by all learners.

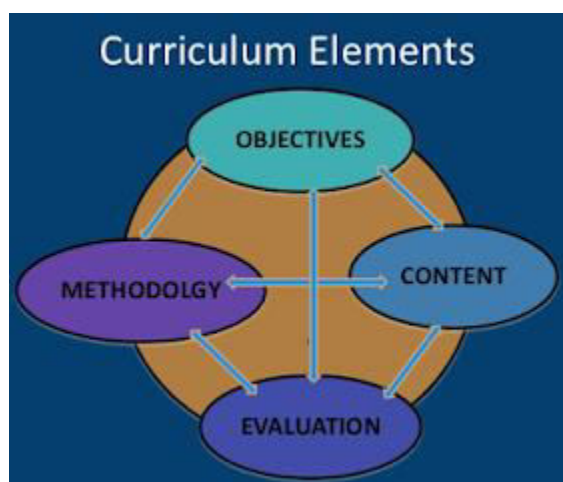
The Choice Approach

If the students' chosen intelligences differ considerably or they are unclear of their preferences, the instructor gives them an option in each intelligence. Students participate in one or more activities.

The Bridge Method

If there is a high demand for a specific intelligence, the activity is focused on that intelligence. All learners participate in the activity together, and the teacher provides bridge strategies to assist pupils in successfully dealing with intellect and material.

This programme was designed for first-year language school students at Kafr Sakr ,Sharkia Governorate. This programme required preparing a teacher's guide and a student's book. Each book included the following educational elements:



Adopted from," <https://www.pinterest.com/pin/74041999496501031>

The present study showed how Multiple Intelligence Theory can be applied in the English language classes at the prep stage in language schools, which meets diverse learners' needs. The researcher designed a student's book and a teacher's guide which contained 28 lessons. The lessons were taught in the first semester 2022-2023. The researcher designed a theme-based series of English language lesson plans centered on Multiple Intelligence Theory to enhance production skills, social-emotional and reflective listening skills .

• Designing the suggested program (the materials of the study)

The Multiple Intelligence Theory was developed to cope with learners' various

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learning styles and to evaluate them according to their preferences as an alternative to curricula that were primarily linguistic in nature and traditional methods of evaluation. Visual learners prefer pictures, videos and films when they learn, auditory students are given aural texts and exercises and kinesthetic learners are permitted to move through activities like role plays

Reviewing the literature on the multiple intelligence theory reveals that it is a revolution in EFL/ESL teaching and learning in general and for curriculum designers, educators, and teachers in particular. It gives instructional methods and resources a fresh start. When a teacher is aware of MIs and the activities they represent, he or she will love teaching because he or she will undoubtedly observe an engaging class free from boredom and demotivation.

The suggested program consists of a student's book, and the teacher's guide. The student's book includes 28 lessons (the first four units of the English Language Textbook taught to the students at the first prep school year).

The curriculum includes the general objectives, methods of teaching, teaching aids and means of assessment. The suggested program was submitted to a number of EFL experts who showed their interest and satisfaction with it.

Steps of designing the suggested program

1-Students' Book:

A) Stating the general objectives:

By the end of teaching this course,students would be able to:

1. Comprehend Gardner' Multiple Intelligences theory
2. Give first year prep students the experience and confidence they need to enhance the four language skills .

- (Listening-Speaking-Reading and writing) both inside and outside of the classroom, as well as in their current and future lives.
3. Introduce topics gradually and thoroughly, so that students have the opportunity to learn and use the language before moving on.
 4. Prepare first year prep students for the modern world as future employees and citizens capable of dealing with today's challenges.
 5. Integrate life skills, values and issues into the course topics all the way through.
 6. Maintain a strong Egyptian focus, emphasizing Egypt's place in Africa and the wider world
 7. Develop productive skills.
 8. Foster Reflective Listening.
 9. Develop Social-emotional Skills.
 10. Enhance 21st century skills (such as communication, problem-solving and critical thinking skills).
 11. Develop learning skills through the use of student centered approach.
 12. Introduce a better instructional environment.
 13. Discover new thoughts through readings and multimedia
 14. Interrelate online with their instructor and peers
 15. Reflect on course ideas
 16. Use a range of problem solving skills.
 17. Use verbal and nonverbal language skills.
 18. Use communication skills in different situations.
 19. Build empathy for each other and be capable of understanding conflicting view points.
 20. Build cultural competency skills.
 21. demonstrate awareness of healthy habits of dealing with conflict
 22. Establish and retain positive associations by valuing others, practicing social skills and making responsible choices
 23. Demonstrate awareness of other people's emotions and perceptions
 24. Show consideration for others by sharing to the well-being of their school and society
 25. Demonstrate an awareness of cultural matters and a respect for human dignity and differences
 26. Apply decision-making skills to deal sensibly with daily academic and social responsibilities
 27. Use feedback fruitfully and comprehend the emotional impact of their feedback on others
 28. Comprehend their personal responsibility and role in enhancing a positive classroom culture by contributing in developmentally suitable classroom management
 29. Learn to self-monitor their feelings and foster approaches to change their emotional state

2-The content:

The student's book includes the first four units of students 'English Language Textbook (New Hello!, English for Preparatory Schools ,Year One ,Student' Book and Workbook, The First Term).A teacher's guide was designed in order to show EFL teacher how to teach the lessons in an ideal way, in addition to the workbook which includes exercises and assignments related to the assigned lessons.

3-Teaching Strategies:

- 1-Flipped Class
- 2-Discussion
- 3-Brainstorming
- 4-Gamification
- 5-Pair work.
- 6-Peer work.
- 7-Peer correction
- 8-Pair correction
- 9- Individual activities

- 10-story telling
- 11-vocabulary activities
- 12-word roots and parts/development of language
- 13-speeches /presentations
- 14-journal/diary keeping
- 15-verbal debate
- 16-interviews
- 17-acting
- 18-mnemonics
- 19-tape recordings
- 20-typing
- 21-word-processing
- 22-panel discussion
- 23-fieldtrips to bookstores/libraries/newspaper companies (if possible)
- 24-teaching others
- 25-making dictionary/glossary
- 26-revising endings to works of others
- 27-research studies/reports.

Steps for planning e-program using Multiple Intelligences Theory:

The introduction to Gardner's Multiple Intelligence theory is heavily influenced by the way languages are taught and learned in the classroom. Teachers are responsible for identifying students' intelligence and developing lesson plans to meet each student in the classroom based on those findings.

Kim (2004) discovered that computer software can be utilized to improve the many intelligences used in language learning. The researcher used Computer Aided Language Learning (CALL) software to identify CALL tasks that corresponded to Gardener's many intelligences. These findings are detailed here and are extremely beneficial for developing language instruction programmes using technology (Kim, 2009).

Intelligence	CALL activities
Linguistic	Typing, using interactive software or websites to practise language skills, using word processors, and employing spelling and grammar checkers
Logical-Mathematical	Utilizing software or websites that contain brain teasers, puzzles, and games
Visual-Spatial	Playing card games, using graphics programmes, and studying with images on CD or DVD
Bodily-Kinesthetic	Playing computer games, utilizing simulation software, or exploring virtual reality worlds on the internet
Musical	Listening to and interacting with songs via software or the Internet, as well as creating digital music live or via interactive Websites
Interpersonal	Participating in computer-assisted collaborative learning via email, text, or voice chat
Intrapersonal	Using intelligent teaching systems, speech recognition software, and newsgroups

Adapted from “How Garden's Multiple Intelligence Impact on Lesson Plans of Language Teachers <https://www.mahawelincoe.edu.lk>”

Garden's multiple intelligence theory, according to the literature, is a valuable notion while teaching languages in the classroom. Specifically, the MI theory

assists teachers in understanding their own intelligences and how to use those intelligences in lesson preparations. When creating a lesson plan for language teaching, it is critical to consider the following steps.

- The EFL teacher should rank his students' intelligences in order of strength.
- The EFL instructor should rank the intelligences of the learners from highest to lowest.
- The EFL teacher should classify classroom activities according to intelligence type.
- The MI profile of the foreign language textbook used in the classroom should be identified by the EFL teacher.
- The MI profile of each lesson in the textbook should be identified by the EFL teacher.
- The EFL instructor should plan MI-based learning activities, exercises, and visual aids.

When developing lesson plans to teach foreign languages, Boonma et al. (2014) emphasizes the necessity of having a thorough understanding of MI theory. Furthermore, Boonma et al. (2014) indicate that while teaching English as a foreign language, teachers should construct learning activities to represent the different intelligences. The table below summarizes the activities that can be planned using Gardner's intelligences.

Intelligence	Activities
Linguistic	Making a topic-related conversation, filling a gap by reading a narrative, and answering questions after hearing a story
Logical-Mathematical	Solve problems to find a hidden pattern. Create a time line based on the events in a tale, sorting them chronologically.
Bodily-Kinesthetic	Making a mini-drama, Drawing and colouring objects that reflect ideas, as well as creating models related to the subject
Visual Spatial	Encourage students to create visual images by pairing them with suitable words and discussing them.
Musical Intelligence	To introduce a topic, play a music. Analyze the lyrics by converting them into text.
Interpersonal	Discuss a topic with your companion and respond based on your findings.
Intrapersonal	Keeping a reflective log and sharing personal experience
Naturalistic	Animal or plant categorization, nature-related projects, and experiments with natural world objects

Adapted from "How Garden's Multiple Intelligence Impact on Lesson Plans of Language Teachers, <https://www.mahawelincoe.edu.lk>".

4-Teaching Aids:

- Computer
- Smart phone
- Flipped class
- YouTube Videos
- E-songs
- E-games
- Stories.
- Interactive whiteboard
- Crossword Puzzles

Ongoing assessment:

Constant student learning evaluation provides continuous feedback on the effectiveness of education and reveals areas where a change in instructional style may be proposed. Formal classroom observations to organized examinations are examples of these assessments (such as quizzes or essay writing).

Teachers can utilize the Workbook practice assessments to assess their students' performance in a test environment or by subject matter experts. Particular problems can be addressed by having a dialogue with the student or

assigning individual assignments to help them build confidence. Discuss the students' achievements and weaknesses in a positive light, and show them how to reflect on their mistakes to learn from them.

-Students are evaluated at the beginning and at the end of each unit in the context of their understanding performances. The EFL teacher can use his understanding goals to generate performance criteria for his students. Over the course of the unit, he must provide opportunities for self-assessment, peer assessment, and other assessment perspectives.

Social-emotional Skills List

The social-emotional skills list was derived and adapted from the following online resources:

<https://ggie.berkeley.edu/student-well-being/sel-for-students-self-awareness-and-self-management/>

<https://casel.org/sel-framework/>

<https://carleton.ca/online/online-learning-resources/self-management-skills/>

<https://www.kiddiematters.com/social-emotional-development-checklists-for-kids-and-teens/>

<https://www.kiddiematters.com/social-emotional-development-checklists-for-kids-and-teens/>

The list was submitted to a panel of EFL jury members in its initial form, some items were omitted and others were modified until the final list was stated (28 items). The pre-post social-emotional skills tests were designed based on the final list that was assigned by the jury members

The equivalence of social-emotional skills:

To test the equivalence of experimental group and the control group in the pre application of social-emotional skills, independent samples t-test was estimated. The next table (4) indicates the following results:

Table (4): Independent samples t-test for the study groups of the pre application of social-emotional skills. (n=60)

Group	NO.	Mean	SD	df	T-value	Sig.
Pre Experimental	30	2.233	1.073	58	0.394	0.695
Pre Control	30	2.333	0.884			Not Sig.

The above table (4) indicates that there is not a statistically significant difference at (0.05) level between the attained mean scores of the experimental and that of the control one in the pre application of social-emotional skills. The mean scores of the experimental group is (**M=2.233**) and that of the control group is

(**M=2.333**). The estimated **t- value** is (0.394). It is not significant at (0.05) level.

A. The Results:

The results of reflective listening skills, pre-post linguistic productive skills test and social-emotional skills to both the experimental and the control groups were statistically discussed in the light of the study hypotheses mentioned before

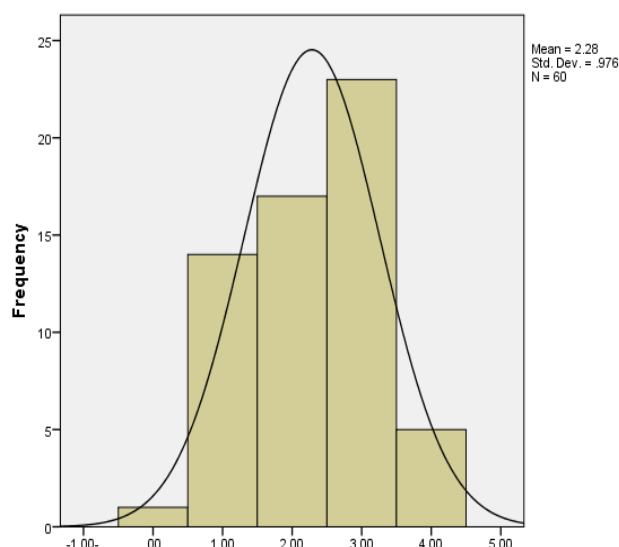


Figure (4) Testing normalization indicators of the pre application of social-emotional skills among Prep School Students (n=60)

From the previous table NO. (6) and figures (3.4.5), the Skewness value for the total score of pre application of reflective listening skills, linguistic productive skills test and social-emotional skills were between (-1) and (+1), as well as each skewness value for the total score of pre application of reflective listening skills, linguistic productive skills test and social-emotional skills were less than the double value of standard error of skewness. The kurtosis value for pre application of reflective listening skills, linguistic productive skills test and social-emotional skills were between (-3) and

(+3), as well as each kurtosis value for the total score of pre application of reflective listening skills, linguistic productive skills test and social-emotional skills were less than the double value of standard error of kurtosis. For this reason, the parametric statistic is the suitable statistical method of testing hypotheses.

It was hypothesized that "There would be a statistically significant difference between the mean scores of the experimental group and the control group in the post application of social-emotional skills in favor of the experimental group".

Table (6):Independent samples T-test for the study groups of the post application of social-emotional skills. (n=60)

Group	NO.	Mean	SD	df	T-value	Sig.
Post Experimental	30	8.333	1.373	58	19.257	0.000**
Post Control	30	2.667	0.844			

**** significant at (0.01) level.**

The above table (6) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the experimental and that of the control one in favor of the

experimental group in the post application of social-emotional skills.

The mean scores of the experimental group is (**M=8.333**) and that of the control group is (**M=2.667**), this means

that the score of the experimental group's post application of social-emotional skills is better than that of the control group. The estimated **t- value is** (19.257).It is significant at (0.01) level in favor of the experimental group. It was hypothesized

that "There would be a statistically significant difference between the mean scores of pre and post application of social-emotional skills for experimental group in favor of the post application".

Table (7): Paired samples T-test for the pre and post application of social-emotional skills for experimental group . (n=30)

Experimental group	NO.	Mean	SD	df	T-value	Sig.
Pre application	30	2.233	1.073	29	19.785	0.000**
Post application	30	8.333	1.373			

**** significant at (0.01) level.**

The above table NO. (7) indicates that there is a statistically significant difference at (0.01) level between the attained mean scores of the pre and that of the post one of the experimental group in favor of the post application of social-emotional skills.

The mean scores of pre application of the experimental group is (**M=2.233**) and that of the post application is (**M=8.333**), this means that the score of the post application of social-emotional skills is better than that of the pre application. The estimated **t- value is** (19.785).It is significant at (0.01) level in favor of post application of the experimental group.

Based on the aforementioned statistical analyses, the following results were reported:

1. A statistically significant difference was found between the mean scores gained by the experimental and control group students in the post administration of the EFL Social-emotional Skills Tests in favour of the experimental group.
2. A statistically significant difference was found between the mean scores gained by the experimental group students in the pre and post administration of the EFL Social-emotional Skills Tests favouring the post-test.

3. The suggested Electronic Program Based on Multiple Intelligences Theory was effective in developing EFL prep school students' social-emotional skills.

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