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# The Reality of the implementation of Multiple Intelligences Theory by the Teachers of English and its Relation to their Awareness of Authentic Assessment

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# The Reality of the implementation of Multiple Intelligences Theory by the Teachers of English and its Relation to their Awareness of Authentic Assessment

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# Dedication

**From my deep heart, this work is dedicated**

To the candle of my life, the one whose spirit always inspired me towards success, my beloved mother.

To my model in life, the one who always encourage, support and take care of me, my dear father.

To my lover, for his continuous encouragement, endless love and guidance, my husband Awad.

To my beloved persons in my life, whom help me to end this work, my brothers, Mohammad and Atef. And my sisters, Sireen and Sajeda.

To my second family, my husband's family.

To my beloved and delightful sons, Aleen, Elyana, and Ali.

To my teachers who paved the way for me and made everything possible, I thank them very much.

May Allah bless and protect them all.

Sondos Naif Saad Al-Wahsh

**Declaration**

I certify that this thesis submitted for the master degree is the result of my own work in design and research, expect were otherwise acknowledged, and that this study or any part of the same has not been submitted for a higher degree to any other university or institution.

Signed: 

Name: Sondos Naif Saad Al-Wahsh

Date: 2-8-2022

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## Abstract

This study aimed at identifying the reality of the implementation of Multiple Intelligences Theory by the teachers of English and its relation to their awareness of Authentic Assessment. The descriptive correlation method was used. The study population consisted of (225) male and female teachers of English for the high basic stage in Bethlehem District for the academic year 2021/2022. While the stratified random sample was chosen and composed of (72) male and female teachers of English for tenth graders in Bethlehem District, divided into (40) male and (32) female of teachers. To achieve the objectives of the study, the researcher built two instruments (questionnaires), one of them is for measure the reality of the implementation of the Multiple Intelligences Theory, and the other one is for measure the reality of teachers of English awareness of Authentic Assessment. The validity and reliability of the questionnaires were verified before implementing the study. The results of the study revealed that the reality of the implementation of the Multiple Intelligences Theory was high with an arithmetic means (3.94). The field of Social (intrapersonal) intelligence was the highest mean, and then Linguistic intelligence field, and then the Interpersonal intelligence field, and then the Logical-mathematical intelligence field, followed by the field of the Visual-spatial intelligence. Also, there was no statistically significant difference at the level of ($\alpha \leq 0.05$) in the reality of the implementation of the Multiple Intelligences Theory due to gender, place of residence, teachers' qualifications, or years of experience variables. Also, the results showed that the reality of the awareness of Authentic Assessment was high, with an arithmetic means (4.02). The field of Assessment by observing obtained the highest mean, and then the Performance-based assessment field, and then the Pencil and paper strategy field, and then the Assessment by communication field, finally the field of the Self-reflection assessment. Also, there was no statistically significant difference at the level of ($\alpha \leq 0.05$) in the reality of the awareness of Authentic Assessment due to gender, place of residence, teachers' qualifications, or years of experience variables. Moreover, the results showed a positive correlation between the reality of the implementation of the Multiple Intelligences Theory and its relation to their awareness of Authentic Assessment Strategies. In light of the results of the study, the study recommended to train teachers of English continuously on the authentic assessment and modern development for multiple intelligences theory, to follow up on implementing of authentic assessment by school administrations and educational supervisors, and to make studies that search in the relationship between the remaining three intelligences and the authentic assessment strategies for another subjects and age stages.

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# Chapter One

## Background of the study

### 1.1 Introduction

Paise be to Allah, who has blessed us with Islam, and guide us to the paths of good, has blessed us a mind blessing which is the greatest blessing on human and make it many varying capabilities between people, then said ‘and if your lord had willed, he could have made mankind one community, but they will not cease to differ’ (وَلَوْ شَاءَ رَبُّكَ لَجَعَلَ النَّاسَ أُمَّةً وَاحِدَةً ۖ وَلَا يَزَالُونَ مُخْتَلِفِينَ) (هود:118). These differences led them to change which intensified in 21th century and impacted on different aspects of life, including education. Education forms one of countries interests. So, the next generation emerges of it, and makes the nations elevation and advancement, because of this the essential foundation to any progress and development, Hence, the countries devote all possibilities to achieve their goals of this.

During the last 10- 15 years, learning has become a key topic, for professionals and learners of psychology, pedagogy and education, also in political and economic contexts, because the level of education and skills of nations, companies and individuals is considered a crucial parameter of competition in the present globalized marker and knowledge society (Illeris, 2009).

By the educational theories had evolved, the attempts to create a thinking man who will be able to exercise with thinking fields, so they focus on the teaching and learning strategies in the learner brain and behavior to develop his possibilities and mental abilities by improving the curriculum and teaching methods, based on that the learner who has a different mental abilities and methods of thinking, and does not believe in his intelligence with the old single view of intelligence, which considers thinking as unified mental entity. So, some scientists objected that assumption, based at

the human has mental strings with the multiple intelligences to use them in the time of needed, as they called it, so that from the Harvard University research results in 80s of 20th century, Gardener in his book "Frames of Mind" in 1983 confirmed that human intelligence includes a competencies more comprehensive than those that have been popularized in traditional models for intelligence, which led to emergence of 'The multiple intelligences theory' which was from the most important educational theories interest in the learner mental abilities and intelligence patterns. which made a revolution in the educational field. Initially Gardeners model includes seven kinds of intelligence which are: linguistic, Logical-mathematical, social intelligence (intrapersonal), interpersonal, visual- spatial, bodily- kinesthetic, and musical intelligence. In 1995 Gardener added the eighth kind of intelligence, the naturalist (مخيمر/Mkhaymar, 2015).

The eight intelligences could be summarized as: (Kandeel, 2016)

Linguistic intelligence involves spoken and written language. It is the ability to learn languages, to use native language, and to be used effectively to express oneself. Logical-mathematical intelligence involves the capacity to analyze problems logically, carry out mathematical functions, it includes the ability to use number, reason, and to detect patterns, reason deductively and think logically. Social intelligence (intrapersonal) is concerned with the capacity to understand the intentions, motivations and desires of other people, it allows people to work effectively with others and distinguish them, Interpersonal intelligence (self-intelligence) involves having an effective working model of ourselves, and to be able to use such information to regulate our lives. The ability to know yourself, strengths and weakness of your emotions and motivations. Visual- spatial intelligence is the potential to recognize and to use the patterns of wide space and more confined areas and it is associated with one's visual capacity sensitivity to colors, fonts, shapes and the relationships between them. Bodily- kinesthetic intelligence involves the potential of using one's whole body skillfully or parts of the body to express their thoughts and feelings and to solve problems by using mental abilities to coordinate bodily movements. Musical intelligence involves the performance, composition, and appreciation of musical pattens as well as capacity to recognize and compose musical pitches, tones, and rhythms. Naturalist intelligence deals with classification abilities or the flora and fauna of one's environment, it includes sensitivity to natural phenomena, and the ability to recognize and identify species and subspecies.

Multiple intelligences theory is considered one of the modern trends which makes a revolution since it had appeared in education and teaching practice area, that it had been changed the teachers thought about their learners and it had been explained the suitable methods to deal with their mental abilities, and it formed an opened the challenge for the traditional definition of intelligence, which deals with intelligence as a whole unit which was born with everyone in proportion and a certain amount of it. Whereas multiple intelligences theory believes about the differences between people in their intelligence kinds which they have and in how to use them, that leads to a new application concept and a difference to the prevalent education and in teaching practices that admits mental differences and contrasting methods in human mind behavior (خطايبة والبدور/Khatayba &Al-Bodour, 2006). so, Nolen (2003) believes that the Multiple Intelligences theory for Gardener helps teachers to access for the individual learning methods and needs, it's the strategy which can adapts to diversification in learners teaching methods. In the same way, الخفاف /Al-Khafaf(2011:307) added:

> "Multiple intelligences theory suggests to the teachers to expand their methods, instruments, and strategies. and it called teachers to go beyond a text and blackboard to awaking the minds of their students, and make a lot of instruments and tools that help teacher by activities that stir the multiple intelligences"

Because of the development in all sides of life, educators confirm that this development effects on the educational process. So, they agreed that the modern view of education, proves that the educational process is a comprehensive system, their difference components link with themselves in an integrated unit, and the evaluation is one of the basic elements of the educational process. So, الحريري/Al-Hareeri (2012) explained that the educational evaluation is considered the basic of the educational and teaching system, so it forms the hard floor of the educational system and pushes this system to the continuous progression, because it is not just limited to exams and to review the students works, but it is related to all the particles of the educational process which includes curriculum, teaching methods, preparing a human cadre, school management, building, tools, instruments and exams.

The evaluation in its modern definition, transcend the traditional understanding about the assessment process for learners learning, which aims to show the differences or individual skills that are measured by random grades, which cannot show what the learners have in higher thinking

skills and their ability to formulate the judgments, decision making, and problem solving, which consider skills that able learner to deal with rapid changes, in the time of information technology and its developments.

So, the educational evaluation by its new method includes an Assessment Strategies Alternative based on scientific and methodological foundations and stand on the truth and reality of what learners had learned, in form that ensure the quality of the educational process and its outputs to the learner's access for learning purposes (Grisham- Brown, et al., 2006).

Hence, التركي والشمراني/Al-Turki &Al-Shamrani(2017) commentated that many of educators in the behavioral school for long time considered the assessment of learning as a final assessment to measure the results of learning and teaching, and to check the achievement of educational goals, which was suitable for the prevailing educational methods which focus in memorization, but now with the knowledge openness and scientific competition, the value of evaluation increased to improve the educational output, resulting to appear the educational theories in cognitive and constructivist school which demanding with the activation of the role of the learner, and concentrate to improve his high ability in different area, not only on the cognitive area. The National Council on Education Standards and Teaching in America in 2002 mentioned that the focus on basic skills and competencies in teaching assessment causes the students to lack higher mental skills, which encourages the superficial learning. Because of that, the educators sought to change the culture of assessment. So, the new methods of assessment became focus on skills and competencies which need to use the higher mental skills, to eliminate the superficial learning and to move from 'assessment of learning' into 'the assessment for learning' or as it called; Authentic Assessment.

علام/Allam(2009) said that the authentic assessment considers as a fundamental shift in traditional practices of assessment, but the disagreement between the measurement and evaluation experts was related to the conceptual frameworks, methodological issues, and psychological and educational foundations of the authentic assessment stands on.

This assessment which is called alternative assessment or authentic assessment, mixed the assessment in the learning and the teaching process by showing the learners achievement in real situations which have value and meaningful for learners. So, it appears as learning activities for them not as secret tests (الزهراني/Al-Zahrani,2009).

Kumar & Aggrawal (2016) thought that the implementation of the authentic assessment is a revolutionary attempt to change traditional assessment to achieve a comprehensive care and a development for all aspects of child's personality, and the implementation of this is teachers' responsibility and their awareness and attitudes towards it.

However, in order for teachers to apply authentic assessment methods, initially, they need to adopt and to believe in authentic assessment methods. At this point, teachers' beliefs towards authentic assessment become an important issue because beliefs refer to the adoption and the acceptance of opinions.

So, teachers should be aware of the strategies of the implementation of authentic assessment which are summarized in the following as mentioned in (2004، الفريق الوطني للتقويم/National Evaluation Team)

Performance- based assessment: student explains his learning while implementing his skills in real life situations or in practical shows, the following activities full under it: presentation, demonstration, performance, speech, exhibition, simulation, roleplaying, debate. Pencil and paper strategy: an orderly method to determine the achievement level for students' data and skills in the subject he learnt previously by reply for some text about that subject. Observation: (a qualitative assessment) in this process the teacher observes his student by his different senses to watch them in active activities to achieve some information that control their learning. Communication: include collecting the data from communication events about the progress of students, and to know the nature of his thinking, and his method to solve problem, it includes some events as: interview, question-answer, and conference. Reflection assessment: transferring the previous experience to new learning by lifting for the metacognitive thinking by improving the inferences.

Back to the educational literature, we can understand the importance of teachers' awareness of authentic assessment strategies, the finding of (Kinay, 2018) was that the prospective teachers' beliefs toward authentic assessment in relation to various variables have been observed to be high. (التركي والشمراني/ Al-Turki & Al-Shamrani, 2017) found deficiency in knowledge and rating scale as terms due to teachers' uncommon use in science, however, they responded well on details such as difference between alternative and traditional, role of teacher and student and kinds of its methods ( الثبيتي/ Al-Thobayti, 2020) found that the degree of implementation by teachers of alternative assessment methods was at an average level, and that their expertise was also found to

be alternative assessment methods and practice were poor, and there are many hurdles facing teachers in the implementation. (الغدوني/Al-Ghadoni, 2017) found out that secondary stage Islamic education teachers' level of awareness of alternative assessment techniques was high and it had a positive effect on the education. And others, all of the studies agreed that teacher's awareness of alternative /authentic assessment is positively effects on the learner's achievement.

Hence, this study aims to shed the light on the reality of the implementation of Multiple Intelligences Theory by the Teachers of English and its Relation to their awareness of Authentic Assessment.

**1.2 Statement of the problem:**

The Corona Pandemic imposed a new reality on all areas of life, including the field of education. So, it was necessary to reconsider at the educational practices that are compatible with new approach to teaching and learning. Teaching and assessment strategies are among the most important teaching practices that must be considered to keep pace with the developments of the 21st century (المركز العربي للبحوث التربوية لدول الخليج/ The Arab Center for Educational Research for the Gulf States, 2020).

Despite the progress that has been made in the field of education and training development, however, there are still great investment opportunities that support national efforts in the field of raising the level of education and improving its outputs and rationalizing spending on it to achieve future visions (المركز العربي للبحوث التربوية لدول الخليج/ The Arab Center for Educational Research for the Gulf States, 2021).

The reflection on the reality of teaching language in the different stages of education, is noticed the delay in keeping pace with modern teaching and assessment strategies, methods and activities. The old methods based on indoctrination, memorization, and measurement of achievement that mummified literature, changed the aim of the truth and killed its soul and feeling, are still dominant over the reality (أنعم و العبيدي/Anam &Al-Ebaydi,2021).

Although that the modern trends in education emphasize the role of the learner as the center of the educational process, it is still negative, limited to listening and receiving in the light of educational curricula and programs implemented in traditional ways and methods, which makes the teacher a receptacle for information and skills, and asks the learner to remember and retrieve information

without paying attention to developing mental abilities, especially thinking. Henc, it has become necessary to provide opportunities for learners to use modern methods that keep pace with the rapid development witnessed by human mind, making the learner an important element in this process. That what many studies conducted it as (المناعسة/Al-Manaasa,2020) which recommended for top management and supervisors to continue to employ teachers of language for active learning strategies.(ليو واخرون /Leo et al.,2015) recommended to integrate the 21st century competencies education into school curricula and developing supportive educational resources, to make a shift in teaching methods and focusing more on learners and based on problem solving, and to take a variety of assessment measures to lead and advance education for 21st century competencies.

In light of the above, and the recommendations of the studies that had been studied in the two variables (the implementation of multiple intelligences theory and the awareness of Authentic Assessment strategies) then compare it with the methods of teaching and evaluating that used to teach learners in the tenth grade, it was understood that the gap is huge because any scholar does not search in the relationship between these two variables, many studies had studied in particles of them, or with related variables.

From the foregoing researcher sense the study statement that to find out, **what is the reality of the implementation of the Multiple Intelligences Theory by the Teachers of English and its Relation to their awareness of Authentic Assessment**.

### 1.3 Questions of the study:

**This study aims to answer these questions:**

**First question**: What is the reality of the teachers of English implementation of the multiple intelligences theory?

**Second question**: Is there statistically significant in the reality of implementing of the multiple intelligences theory by the teachers of English according to the teacher's gender, place of residence, the teachers qualification, and the years of experience?

**Third question**: What is the reality of the teachers of English awareness of Authentic Assessment?

**Forth question**: Is there statistically significant in the reality of the teachers of English awareness of Authentic Assessment according to the teacher's gender, place of residence, teachers' qualification, and the years of experience?

**Fifth question:** what is the relationship between the reality of implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment by the teachers of English?

### 1.4 Hypotheses of the study:

**The researcher converted the second, forth, and fifth to the following null hypotheses:**

**First null hypothesis:** There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to gender.

**Second null hypothesis**: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to place of residence.

**Third null hypothesis:** There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to teachers' qualification.

**Forth null hypothesis**: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to the years of experience.

**Fifth null hypothesis**: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to gender.

**Sixth null hypothesis**: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to place of residence.

**Seventh null hypothesis**: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to teachers' qualification.

**Eighth null hypothesis:** There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to years of experience.

**Ninth null hypothesis**: There is no statistically relationship at ($\alpha \leq 0.05$) between the reality of implementing the multiple intelligences theory and the awareness of authentic assessment among the teachers of English.

### 1.5 Purposes of the study:

The purposes of this study are to:

- Identify the reality of the implementing of Multiple Intelligences Theory by the teachers of English.
- Identify the reality of the awareness of authentic assessment by the teachers of English.
- Identify the reality of the implementing of Multiple Intelligences Theory by the teachers of English, and its relation to their awareness of authentic assessment.
- Recognize the relation of each of the independent variables (teachers' gender, place of the residence, the teachers qualification, and the years of experience) in determining the reality of implementing the dependent variables of this study.

### 1.6 Significance of the study:

The importance of this study seems the fact that it links between two variables which are the implementation of multiple intelligences theory and the awareness of authentic assessment strategies. Moreover, this study may serve curriculum designers in designing curriculums that aim at improving the implementation of multiple intelligences theory and the awareness of authentic assessment strategies by the teachers of English. It is also expected to help teachers of English to employ various teaching and evaluating methods. In addition, this study may draw the attention to the supervisor in directing teachers to employ strategies that enhance multiple intelligences and the awareness of authentic assessment. This research may be a reference for other similar studies, and to keep up with the rapid cognitive changes. finally, the importance of the study stems from the fact that it deals with topics that have not been studied sufficiently within the limit of the

researcher's knowledge, even thought, the teaching and evaluation methods had changed with the beginning of Corona pandemic (Covid-19) through online teaching and learning, therefore, it is necessary to examine the extent of teachers awareness of authentic assessment methods and their knowledge and implementation of multiple intelligence theory, moreover, the two subjects are from the pillars of modern teaching methods. So, we are in dire need of this, because we are still under the shadow of this pandemic, moreover, the world maybe exposed to other crises that require this knowledge and this awareness.

### 1.7 De-Limitations of the study:

The study is limited to the following de-limitations:

- **Human limitations**: the sample of study consists of the teachers of English language for $10^{th}$ graders in public schools in Bethlehem district
- **Place limitations**: the study takes place in governmental secondary stage schools in Bethlehem district
- **Time limitations**: the study carried out in the first semester of the academic year 2021/2022
- **Topic limitations**: this study is limited to five kinds of intelligences (linguistic intelligence, logical-mathematical intelligence, interpersonal intelligence, visual-spatial intelligence, and intrapersonal intelligence), and the five authentic assessment strategies (Performance-based assessment, pencil and paper strategy, assessment by observing, assessment by communication, self-reflection assessment).

### 1.8 Definition of the terms:

**Multiple intelligences theory:** (Gardener,1993) defined the intelligence as: a latent psychobiology ability or potential to processing a data, which may energize in cultural environment to solve problem, or finding products have a value in culture.

**The operational definition:** multiple intelligences: as the English language teacher's ability to use the five intelligences in teaching students at $10^{th}$ grade, which measured by the instrument built by the researcher.

**High basic stage students**: students who study at the classes from fifth to tenth grade in a Palestinian education system, and their age between 12-16 years old and stand on study seats in schools that follow for Bethlehem education directorate.

**The operational definition of awareness**: the knowledge or the understanding what is the authentic assessment strategies, and the modern methods in educational evaluation.

**Authentic Assessment**: Burrack (2019) defined it as the method in evaluate the students in realistic missions whereas they indulge in it, and it stand on evaluate the abilities and skills which have meaning and value, then it includes all the activities student done in the realistic world to help student learn individual or cooperative to show the good preparation in practical skill.

It called also, original assessment, performance-based assessment, structural assessment, qualitative assessment, real assessment.

**The operational definition of Authentic Assessment Strategies:** the methods and ways that teachers of English can use it to evaluate their students in tenth graders which may confined to; performance-based assessment, pencil and paper, observation, communication, and reflection, which measured by the instrument built by the researcher.

## Chapter two

## Literature review and related studies

### 2.1 literature review

In this chapter, the literature and previous studies related to the reality of the implementation of the Multiple Intelligences Theory among Tenth Graders in Public Schools by the Teachers of English and its Relation to their awareness of Authentic Assessment Strategies are introduced. Mainly, this chapter comprises of two parts. The first one highlights the literature review about intelligence, multiple intelligences theory, the awareness of authentic assessment strategies. In the previous studies part, summaries the results of the related studies as will be shown.

### 2.1.1 Multiple Intelligences Theory

#### 2.1.1.1 intelligence

Intelligence is a hypothetical concept, because of this there is a lot of controversy about its definition, so tracker of individual differences notice that the intelligence has the biggest share on this, whereas the difference in intelligence represented the individual differences between people, until his belief was proven wrong. So, the educational men, psychologists, genetics and sociology headed to searching for what is intelligence. But they did not agree about a specific definition.

According to (الشيخ /Al-Shaykh,1990) that related to the disagree between scholars in understanding the nature of intelligence, and that related to it is not a tangible thing, and it is not directly measured. Although it is the base in the best of human accomplishments and in the reasons for progress and innovation.

From the beginning of the twentieth century until now the concept of intelligence developed, it was known as the ability of acquisition of the knowledge or the ability of learning, and it defined

as an ability of the compatibility with new situations, with the individual himself, or with the surrounding environment. So, many theories came to explain the nature of intelligence as:

(أبو حماد /Abu Hammad,2011).

- **Theory two factors -1904 for Spearman**

Spearman was the first one he used the statistical analysis of intelligence in his book 'Human Abilities' in 1927, he talked about the two factors theory which summarize all the cognitive mental activity in main two factors, the first was a general factor (G factor), which indicated the common quantum between all the cognitive mental activity, the second was the special factor which does not exceed the range of the phenomenon the test measure it. Hence, it differs in the quality and quantity from phenomenon to other one.

- **Sectarian abilities theory for Thurston**

He expanded the concept of intelligence and he proposed that intelligence consisted of many mental abilities, moreover, he carried out (57) experiments on one group of subjects and he found out that, instead of Spearman's (G) factor there are seven primary abilities (Pal et al, 2004).

According to (Halstead, 1947), Thurston had secluded by his method (distinguishable cognitive function) which he described as primary intellectual abilities which are:

Deductive factors, Inductive factor, Memory factor, Spatial factor, Word fluency factor, Number factor, and Linguistic factor.

- **Thorndike theory**

He thought that the intelligence composes of a great number of combined abilities which correspond to inter connections within the brain. The more of the number of these interconnections, the more will be the intelligence level of the person (Halstead, 1947).

As came in Pal et al, (2004) Thorndike had divided the intellectual activity into three kinds:

- Social intelligence
- Concrete intelligence
- Abstract intelligence

- **Multiple intelligences theory**

Gardner challenged the traditional method to measure the intelligence (IQ) by presented the idea of multiple intelligences theory in the first time in his book “Frames of Mind: Multiple intelligence" (1983) when he explained that the educational literature defined intelligence in a very narrowly method, then he confirmed that every child has seven intelligences at least, and he was able to develop it to a level up, but children started from an early age as Gardner (1983) named it, the inclinations to specific intelligences, and they built a learning methods which fits with specific intelligences more than others. This theory presented a new trend to the nature of intelligence by expanded its thought about differences between people in the intelligence kinds for them and the methodology of use it. According to (Gardner, 1999) there are eight kinds of intelligences and one possible candidate intelligence. These are as came in (Sakir, 2013):

logical-mathematical intelligence, verbal- linguistic intelligence, rhythmic- musical intelligence, visual- spatial intelligence, bodily- kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence, and existential intelligence as a candidate intelligence.

### 2.1.1.2 a brief about Multiple Intelligences Theory

In the beginning of 80$^{s}$ at the last century, Howard Gardner radically reconsidered on the intelligence, and he came up in his book (Frames of Mind, 1983) for a new theory that difference entirely about the traditional theories, because it opened the area to many researchers to search in a human intelligence concept more widely and comprehensive. This new theory stands on modern scientific discoveries in the knowledge sciences and neurosciences, he named it multiple intelligences theory, the American educational research association named it ‘Human Nature Theory’ (النعيمي/ Al-Noaimi, 2005). So, we find the multiple intelligences theory is suitable to be an entrance to draw the human abilities map, because it exceeded the tight thought for a wider frame which combine the biological and environmental aspects, and so the environment in multiple intelligence theory become more effective and influential in the development of intelligence, and it can explode the mental and emotional energies. Therefore, Gardner described this theory as a cognitive pattern seeks to determine the mind work, and how the individuals use their intelligence (Cooper, 1999).

Gardner (1999) claims two important facts about MI. One of them is every individual has all types of these intelligences; a second one is each individual has unique combination of these intelligences. i.e., every individual even identical twins have different profiles of intelligences as each individual has different appearance or personality (Sakir, 2013).

The intelligences Gardner identified correspond to different content areas. He conducted a study where he combed the literature from brain study, genetics, anthropology, and psychology in an effort to ascertain the optimal taxonomy of human capacities (Gardner, 2003). While his predecessors based their arguments on one field, analysis of data collected using psychometric instruments, he reviewed evidence from a large and hitherto unrelated group of sources: studies of prodigies, gifted individuals, brain-damaged patients, idiots savants, normal children, normal adults, experts in different lines of work, and individuals from diverse cultures.

**Kinds of multiple intelligences:**

Multiple intelligences may be defined as:

**The verbal/ linguistic intelligence:**

Linguistic intelligence is the intelligence specialized in word processing, and ability to use word effectively both orally or written. Intellectual people in this field can give a speech and teach a good teaching by the spoken word (Sujiyono, 2010). And it includes the four language skills: listening, speaking, reading, and writing. It also contains many elements as phonetics, language, semantics, and pragmatic (Armstrong, 2002).

As Gardner (2012) said, VL intelligence involves sensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals.

People who have the linguistical intelligence often use language to make puns, analogies, tongue twisters, and jokes.

High level of VL intelligence is demonstrated by writers, poets, public speakers, lawyers, and interpreters. Silver et al., (2006) add that the auditory skills of people who have this intelligence tend to be advanced in its development and achieve the best teaching when it be possible to talk, listen, read, or write.

People with the linguistic intelligence are characterized by the following: (السلطي/Al-Salti, 2004)

they have the ability to express and to communicate with others both orally and written by clear language, they often think about teaching words, and a new vocabulary, they are practicing reading, poetry, story writing and playing about the words, they often join to the discussion, debates and speeches, they express about themselves in detail, they do what is asked of them, and they have an ability on reading comprehension.

therefore, it is believed that the VL intelligence means the individual ability to use the word and language fluently, so he can contact with others.

**Logical/ Mathematical intelligence**

According to Gardner (2012) it involves the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically. Those gifted in mathematical/ logical intelligence tend to think rather sequentially and linearly, reason using deduction, and easily discern patterns in data. Their problem-solving capacities over rapid, typically non-verbal, un predictable, and may seem to be invisible to the problem solver (Mckay, 2008).

This intelligence contains the sensor for models, logical pattern, relationship, and issues, for example: if thing… the thing is…, for a reason and result, and the operation kinds that use in logical intelligence service as classify, conclusion, generalization, and hypotheses (جابر /Jaber,2003)

Expertise in LM intelligence is typically exhibited by mathematicians, statisticians, accountants, philosophers, physicists, chemists, biochemists, engineers, and computer programmers.

People with the LM intelligence are characterized by the following: (عامر و محمد/Amer & Mohammed,2013).

use the logic and language effectiveness in solving problem, think incrementally and conceptually, and they have ability to explore the relationship, pattern which other people cannot explore, practice the experimentation and solving puzzles to solve it, asking about natural things and think in it, enjoy to deals with numbers, equations and mathematical operations, their think is practical and logical, and they use inductive and deductive methods in thinking.

Hence, it is thought that LM intelligence means the individuals ability to deal with numbers, relationship, problem, and his ability about the good understanding for reason and result and to deal with different problem, and the complex mathematical operations.

**Musical intelligence**

M intelligence involves the ability to identify sound patterns, create, communication, and understand meanings made out of sound, it is characterized by auditory imagery and therefore entails skill in the performance, compositions, and appreciation of musical patterns

(Gardner, 1999).

Musicians, composers, band directors, disc jockeys and music critics tend to possess this mode of intelligence.

People who have the M intelligence describe as: (حسين/ Hussain, 2005)

Know when the musical sounds being discord or harassment, remember the songs melody, have a good singing voice, play an instrument or songs in a group, have a rhythmic way of speaking, hums subconsciously, sensitive for environmental noise.

So, it is concluded that the M intelligence is the individual ability to understand, analyze, and produce the musical tones.

**Bodily/ kinesthetic intelligence**

Gardner (1999) concisely defined BK intelligence as person's ability of using one's whole body or parts of the body (like hand or mouth) to solve problems or fashion products.

BK intelligence is ideally demonstrated by dancers, actors, athletes, figure skaters, crafts persons, surgeons, bench-top scientists, and many other technically oriented professional.

This intelligence challenges the common belief that the bodily and mental activity are not related (يونس, 2004).

People who have the M intelligence describe as: (نوفل/Nawfal, 2013)

Excel in one sport or more, move, writhing, and cannot stay in the same place for longtime, masterfully imitates other people's gestures and movements, like to take things a part and put back together, enjoy to run, jump, and wrestling or the similar activities, show skill in crafts, have a dramatic method in expression about their selves.

Therefore, it is concluded that the M intelligence means the ability to use a hole body or part of body to achieve a work, hobby or anything else.

**Spatial/ Visual intelligence**

SV intelligence involves the capacity of effectively recognizing and manipulating, patterns of wide space (these used for instance, by navigators and pilots) as well as the pattens of more confined areas (such as those of importance to sculptors, surgeons, chess players, graphic artists, or architects (Gardner,2012). Armstrong (2006) added that it is the ability to accurately perceive the visual spatial world, and it includes the sensitivity to colors, lines, shape, space, and the relationship between them.

Spatially intelligence people often see things that other people miss and their spatial abilities to arts such as sculpture, invention, painting, photography, interior design, and architecture.

This kind of intelligence is not limited to the visual fields, because Gardner noticed that the SV intelligence is available for blind children. So, the spatial inference for blind children instead of the linguistic inference for sighted children (يونس/ Younis, 2004).

People who have this intelligence are described as: (بوطه/Bo Taha,2012)

Describe a clear visual image, read maps, charts and graphics easier than reading a text, day dream more than others, enjoy in art activity, draw a shape advance more his age, like to watch an animations and slides, enjoy to solve puzzle, riddles and mazes.

Hence, it is thought that the SV intelligence is the individual ability on judging something by sight or what compensates for it, either picture and symbol or verbal, silent expression.

**Interpersonal intelligence (IR)**

IR intelligence -one of Gardner's two personal intelligence- denotes “a person’s capacity to understand the intentions, motivations, and desires of other people, consequently, to work effectively with others” (Gardner, 1999). In the interpersonal system we recognize elements such as facial expressions, gestures, other body language, and verbal cues.

This type of intelligence branch into makes groups, negotiating solutions, make personal relation, social analyze, explore the others’ emotions with critical insight. The meeting of these components creates a refinement of relationships, cuteness and social success, in the last the social intelligence (شحادة/ Shhada, 2003).

Sharp IR intelligence is generally required of educators, businesspeople, counselors, clinicians, religious leaders, political leaders and actors.

People who have IR intelligence characterized as following: (أبو النور و عبد الفتاح/ Abu Al-Noor & Abedelfatah,2014)

Enjoy to social interaction with people, seem leader, give advice, seem intellectual in the street and region, join with clubs and committees or organizations, enjoy in informal teaching, like to play with children, have a good friend, have a good sense of empathy for others.

Therefore, it is thought that the IR intelligence is to deal with others, and understand their moods and intentions, either by gestures and talking with them or by sharing them their feelings.

**Intrapersonal intelligence (IA)**

IA intelligence -Gardner's second personal intelligence- involves the capacity to understand oneself, to have an effective working model of oneself- including one's own desires, fears, and capacities and to use such information effectively in regulating one's own life (Gardner, 1999).

Strong IA intelligence allows the person to success fully monitor his own emotions, construct self-concept, and understand how he fits in relation to other people.

السلطي/ Al-Salti (2004) said that, it related to the personal characteristics and traits, and require the ability to communicate with oneself.جابر/ Jaber (2003) added it means the self-knowledge and to act consent usually according to this know knowledge, and this intelligence is included to has accurate thought about his strengths, and the ability to understand the self.

Strong IA intelligence is typically demonstrated by spiritual leaders, psychologists, psychotherapists, political leaders and teachers.

People who have IA intelligence characterized as following: (ارمسترونج/ Armestrong,2015)

Show sense of independence or strong will, have an actually sense by their strengths and weakness, achieve a good work when they work by themselves, have an inclination, interest, and their hoppy do not talk about themselves, have a good sense to self-direction, like to work alone, able to learn although their failure or success in life, have high esteem.

So, it is believed that the IA intelligence is to understand his self and know to his personal abilities and sense with his emotion, value, desire, and to know the strengths and weakness for himself.

**Naturalistic intelligence**

Naturalistic intelligence characterized by the ability to recognize and classify different species of flora and fauna in nature, it involves the persons capacity to situate himself in the natural environment (Mckay, 2008).

Strong naturalistic intelligence is typically demonstrated by biologists, ornithologists, and agricultures.

People who have naturalistic intelligence characterized as following: (السلطي/ Al-Salti, 2004)

Deal with everything in the natural environment and study, classify it for its origins, practice to walking sport, fishing, searching for antiquities, notice the basic features instinctively and can to classify it, they care about how they look and dress as they care to other people's impressions of their characters, all time they ask and search.

Therefore, it is noticed that the NI is the ability to solve problems or produce products that are of importance in a given cultural context or community, also it is the ability to appreciate, categorize, classify, and connect the things of everyday life with nature.

**2.1.1.3 the principles of MI theory**

These principles as came in Gardner's works in( حسين و اسماعيل / Hussain& Ismaiel, 2015):

- The intelligence is not only one kind but they are many and different kinds
- Every person is a featured and unique, and has a mix of dynamic intelligence kinds
- The kinds of intelligences different according to the growth and development if it was on the internal level for person or on the environmental between people.
- All of the intelligence kinds are dynamic and vitality
- We can determine and distinguish the intelligence kinds, descript and identify it
- Every person deserves enhance to determine and improve his intelligence
- To use a specific intelligence contributes in improving another intelligence
- The amount of personal culture and its plurality is important for every kind of intelligences
- All kind of intelligences provides alternative sources make a person more humanity

- We can apply the evolutionary development theory on the MI theory
- The kinds of multiple intelligences may change while the information about the theory itself changes

**2.1.1.4 the significant of MI theory**

This theory considers from many theories which has the main role in the educational side, because it focusses in many matters while other theories ignored it; so, the educational applications of MI theory emphasized its effectiveness in the following sides: (عفانة والخزندار/Afana & Al-Khazendar, 2007)

- To improve the achievement levels between students and raise their interesting levels about the scientific content
- The possibility to use the MI as an entrance for teaching with multiple methods

So, this theory urges the educators to: as came in عفانة والخزندار/ Afana 7 Al-Khazendar(2007).

1- Understand the students' abilities and interests

2- Use a fair instrument in measure focus on the abilities

3- To budget between societies and students needs

4- A flexibility of the freedom in teaching

Hence, it is concluded that this theory helps every human to choose the job which suits with his abilities, and expect to success in. Therefore, if he uses the fitness intelligence kind correctly, it may be help him to solve problem, this theory talks about 'crystallized experience' which means the portability to interaction between human and any field in life fields, and it constructs on training base with ability, exercise, and to fitness for human nature.

**2.1.1.5 MI theory and instruction**

Although MI theory is not proposed for educational purposes, it can be said that traditional view of intelligence is not enough to prepare curriculum, make educational policies and creating environments for every student. MI proposes a different view of intelligence that suggests applications suitable for every student which has a unique composition of intelligences

(Moran, et al., 2006).

MI Theory provided its ability to strengthen learning and teaching by increase the interest in learner's methods and their learning preferences, interest in their differences and individual differences, strong points and intelligences they have, because it makes learning purposeful, meaningful, and relevant to the learner, also, it gives the mind a reason for interest, attention, and remembers. Hence, Gardner admitted that all the miscellaneous intelligences can develop in learners, in order to have better learning opportunities, and enabling them to deal with many difficulties they faced (Haj-Hashemi et al., 2018).

MI can be used for several purposes in education like exploring learning styles, individualizing teaching and learning, designing integrated curricula, broadening assessment, and developing lessons plans (Goodnough, 2001). That what Eggen & Kauchak (2004) confirmed that starting from the positive idea which states that every student has multiple intelligences. So, teacher should invent environments and triggers which encourage to improve the learners' multiple intelligences, its known that the decrease of encouraging environment effect on the effectiveness of the learners and their brains.

To learn language by applying the multiple intelligences theory, it is thought that teaching the language is based on multiple intelligences theory aims to improve the knowledge and skills by facilitating the development of plurality of the teacher experiences. And we can expect how the teacher can apply the verbal intelligence for example, in language plays, the alphabet and vocabulary or in discussion. Logical/ mathematics intelligence by the crossword and puzzle, musical intelligence in sing methods for words or letters, and by recording methods. Spatial/ visual intelligence in the films and serial photos. Natural intelligence by going outdoors to explain idea. Interpersonal and intrapersonal intelligences appear in discussion methods.

How we can facilitate the application of the multiple intelligence’s theory in teaching?

As Armstrong (2006) answered:

To diversification of learning resources (books, videos, pictures, maps, multimedia, puzzle), flexibility in choosing the educational tools, rely on advanced curriculum, find an alternative evaluation tools to include all the activities, find a diverse project to compatible with the intelligence’s kinds, promotion of a professionalization for teacher and learner.

### 2.1.1.6 The educational benefits to use MI theory in schools

نوفل /Nawfal (2010) conducted that its benefits include:

The possibility to identify the mental abilities widely, drawing, music, composing and photo all of these are vital activities help to appear new educational models and patterns, as like as mathematics and languages, and present a new pattern for teaching stands on satisfying the learner need and the talented sponsoring, the class becomes a real world, and to become learners more efficiency and activity in learning, also it increase the role of parents and society in educational process by the activities which make learner deals with mosses in local society by educational process, in addition, it improve the learner's ability to improve their skills, cognitive abilities, and their personal motive for specialize and to respect themselves, finally when we learn for understanding and comprehension, learners will have many skills, positive experiences, and portability to make models and new patterns to solve problems.

### 2.1.1.7 Teaching strategies for MI theory

From its emergence, the theory of multiple intelligences a revolutionized in the field of educational practices, whereas it changed the teachers view of their learners, and pointed out the multiplicity of intelligences and their differences among learners according to their individual differences. Which ask teachers to use a variety of educational approaches and allowed them to use many different teaching methods and strategies, which enables the teacher to communicate with all learners and satisfy their needs, and turned the classroom into a real world, which is in line with contemporary educational trends and the requirements of the teaching process in 21st century.

There are many strategies that teachers use to introduce this theory and takes into account the differences in intelligences between learners as (وهبة/Wahba,2016),(بلعسلة و سكاي،2019 /Balasla &Skay)،(القريني /Al-Qraini,2019) ،(حسين /Hussain, 2015).

Linguistic intelligence is commensurate with (lecture- discussion, either in large or small groups- brainstorming- storytelling- writing techniques, as research and reports- role play- games based on words and language- debates- individual or group reading), and he can use (problem solving- the Socratic question- lab experiments- collaborative work- educational games that rely on logical and programmed education- learning by discovery- puzzles- scientific research) with logical intelligence, for visual intelligence teacher able to use (the educational aids, especially pictures,

drawings and maps- artistic activities as photography and acting characters- mental visualization- similes- collective work- writing fiction stories- using mind maps and symbols drawn- free discovery- debates which need a creative imagination), musical intelligence introduce by (group singing- free or directed discovery to create new musical melodies- cooperative learning), also, he can introduce bodily intelligence by (practical practice- drama- dancing- relaxation models- class theater- body maps- group projects- trips- discovery- role playing-expression by hands- cooperative learning- lab experiments- learning by work- bodily and sports activities and scouting camps), intrapersonal intelligence may introduce by (individual learning- special friend- self-esteem- goal setting sessions- programmed education- learning by projects- free discovery), but interpersonal intelligence can develop by (cooperative learning- peer sharing- working in groups- discussion- group project- game board- group games- role playing), in addition, naturalist intelligence may introduce by (learning by discovery- field visits- conduct research).

According to Setiawati (2018) who pointed out that instruments for measuring intelligence in classroom should be "intelligence fair". Consequently, we should get away from traditional tests that reflect only logical/mathematical and linguistic abilities and look instead at more specific intelligences in operation.

The following examples of tests are some important components in implementing authentic assessment that the writer tried to explore. Among others:

- Observation: by observing learners learning processes. For example, teacher can observe how learners operate a machine, solve problems, or interact with their group members.
- Portfolio: this is the way to collect learner's products and acknowledge them accomplishments. The teacher can put learners writing draft, final report, photos, or self-assessment essays.
- Performance: it requires learners to demonstrate their skills or multiple talents for the class or other audience.
- Teacher-made tests or responses: the teacher can prompt questions and let learners display their understanding in response of their work.

### 2.1.2 Authentic Assessment

#### 2.1.2.1 The Educational Assessment

The progress of civilizations is measured by the strength of educational system, which its outputs being to a high degree of quality. Students' evaluation is one of the most importance stages of the educational process and it is the most closely related to the educational development, that many educational systems seek it with its different philosophy. So, the quality of education and develop its products by evaluation it's a powerful tool flow through interlocking relationships which contains the total quality elements, because the main objective of evaluation is to assurance the quality of educational process and its products (الحكمي / Al-Hakami,1428).

The evaluation is very important in all educational practices, either the traditional or the sophisticated one. So that, many teachers exaggerate in the evaluation importance, to the extent that the education seems to serve the evaluation goals, which are reflected on the teaching process. So, many teachers concentrate their teaching activities on the subject that measured in the general tests.

We used to, at the traditional evaluation methods that the evaluation came at the end of school year or at the end of teaching. Also, we used to that evaluation was separated from teaching. So, the teachers role seems limited on teaching, while the evaluation was specialization for higher administrative authority, where that is wrong because the teacher who teach learners all the school year understand their strength and weaknesses. But now, with the modern development which included all the educational processes side. The evaluation became thanks to the efforts of psychologists and educators as Scriven, Popham, Baker and others. It became a stand-alone technology has multiple methods to achieve multiple functions (جابر/Jaber, 2003).

The evaluation has been based on traditional tests in all its forms as a means to highlight individual differences and encourage competition among students to obtain superior positions among their peers without showing the individuals actual abilities and capabilities. The main aim of the learners was to move from one stage to the next. Excellence was away to attract and gain the attention of teachers and parents, and perhaps reached a reason to boast among colleagues of no real benefit in practical life (Caudle, 2016).

**Evaluation process Importance:**

Evaluation process starts with the beginning of any educational process or program, and continuing while educational process for its end. As it known the evaluation process is the tool that we judge on learning. And it is important for deciding to judge the learning process.

Evaluation is very important for teacher because it provides him with data about his performance and success level, and it gives him information for helping in constructing a plan to improve himself and to improve his effectiveness in his practices and activities. So, it focuses on teachers' knowledge and competencies in formulating goals and defining methods, actions, and activities. Hence, the evaluation process provides the teacher with information related to:

(سويدان و الزهيري/Swaidan & Al-Zuhari,2018)

Teachers' competency in determine, choose, and formulate his learning goals, how the teacher uses the suitable methods for teaching, how the teacher takes into account a learner's abilities and their mental level in his teaching, how the teacher takes into account the private needs for students, how the teacher motivates the learners to learn and to improve their positive attitudes, how the teacher uses the appropriate learning methods and techniques, how the teacher uses the auxiliary study materials and the supportive learning resources, how the teacher uses the suitable evaluation methods, how the teacher chooses the suitable instruments and evaluation methods for his goals , teachers' ability on interpretation of the available data and information, teachers' ability to construct a constructive program treats strengths and weaknesses for learners, and how the teacher benefits from the feedback of evaluation.

The review of the research and its literature presents some of the effective evaluation features as came in زيتون /Zeitoun(2007):

First: the effective evaluation is harmonious with teaching and it is a basic part of the teaching. Therefore, teacher should know what he wants students to learn, and how they can present their learning, by using methods and tools to evaluate the skills, strategies, habits of mind, attitudes, and processes effectively not to evaluate just the declarative knowledge.

Second: effective evaluation focuses on the authentic tasks, learning process meaningful and context. So, the assessment tasks should be realistic and meaningful.

Third: effective evaluation is multi-dimensional and uses multiple methods, tools, and strategies.

Fourth: effective evaluation is based on criteria which students, know and understand. So, the assessment criteria should be obvious for the learner before any test or task to focus on their work.

Fifth: effective evaluation is a collaborative process involving learners' participation because the ultimate purpose of the evaluation is to learners assess themselves, and give the chance and responsibility to evaluate themselves gradually aims to improve learners' autonomy as lifelong learner.

Sixth: effective evaluation focuses on what the learner has learned and can do.

Seventh: effective evaluation is ongoing and continuous process, before, while, and after instruction to present feedback and observe the learning progress for students. Therefore, it provides teacher by ongoing opportunities to review instructions, content, processes, and learning resource.

As Gulikers et al. (2006) said to be learning and assessment are "two sides of the same coin". Assessment is defined as any form of measurement and appraisal of what learners know and can do. These forms can include but are not limited to tests, reports, observation and questioning. There are two main subgroups used when describing assessment: traditional and alternative, the term traditional assessment refers to paper and pencil-based test used to determine what a learner know and can recall. The term alternative/ authentic assessment refers to almost any type of assessment other than standardized test (McAfee &Leong, 2007).

One of the main characteristics of assessments that it focuses on the development of higher-level skills and relevant competencies for work place is "authenticity" (Gielen et al., 2003).

Newman &Archbald in1992 were the first who used "Authentic Assessment" concept, and were busy to develop it and how to apply it in classroom. The milestones of authentic assessment were determined in the beginning of 90s, and they confirmed that the developing of learning and teaching. Also, the necessity of shifting towards quality cognitive goals, to improve the mental ability of learners, their actual achievements in the context of their daily lives, too. Instead of constricting on routines which devoid of actual value and meaning for students (Rule, 2006).

#### 2.1.2.2 The Authentic Assessment

Many of educator defined the concept of Authentic Assessment in different wordings, but all of them are rolling around the same context, as خير/Khayr(2015) pointed out that the differences in

these definitions are in the verbal only, but they agree in its objectives, strategies, and tools. And the importance to addressing higher levels of mind and include problem solving, analysis, and synthesis. some of them as:

- It refers to the literature on educational measurement and evaluation, we notice that Authentic Assessment has many synonymous concepts as: Authentic Assessment, Performance Assessment, Constructive Assessment, Contextual Assessment, Qualitative Assessment, Thematic Assessment, proficiency Assessment, Balanced Assessment, Curriculum-embedded Assessment, Direct Assessment, Naturalistic Assessment, and other (علام/Allam, 2009).

- Is the assessment which reflects the learner's performance, and measure it in realistic situations, whereas it makes learners indulge in meaningful missions as them. So, it seems as a learning activity not as tests (الفريق الوطني للتقويم / National Evaluation Team,2004)

- Is a trend in the educational evaluation stand on putting learners in realistic situations that mimic reality to monitor his responses that enable him to retain information (عودة/ Odah, 2015).

- The evaluation that requires learner to accomplish tasks with educational activities, which it requires previous knowledge and new learning, moreover, the skills related to the realistic problem solving (Mueller, 2012).

- A form of evaluation require learner to perform real tasks show a meaningful implementation for knowledge and basic facts (Mueller, 2005).

- Those tests which are used to see if learners can apply the knowledge they have learned in a real-world setting (Brawley, 2009).

- Any assessment that is part of children ongoing life and learning in the classroom, and other typical school and center settings (Frey & Schmitt, 2007).

#### 2.1.2.3 The differences between Traditional and Authentic Assessment

We can epitomize these differences as following: (عفانة و نشوان/ Afana & Nashwan, 2017)

While the traditional assessment based on Behavioral school which confirms that all lessons have a double goal in a behavioral way able to observing and measurement, and committed to apply the evaluation once time or many times in the school year for learning by specific method through

achievement tests. Also, it interested in Reflexive thinking patterns which implements the low skills of thinking focuses on remembering, understanding, and retrieval information in a time of need. Moreover, it aimed to know an information about learners' achievement and do not offer an immediately feedback. Therefore, it does not affect positively in educational process, and don't present a valuable information about student learning. So, learners do not involve in evaluate themselves.

In the opposite side, Authentic Assessment based on Cognitive school which focusses on what happening in learners' brain as mental operation effect on his behavior, and it is measured by outcomes of learning which present as performances or achievements reached by the learner as a result of his learning in realistic classroom situations, and it depends to apply the evaluation many times in real tasks that learner doing by varying strategies and methods, achievement tests form part of it that adds to performance and achievement metrics. Also, it interests Reflective thinking thought which implements high skills of thinking focuses on apply synthesis and evaluation which help learner to critic, synthesis, and reflect when he treats formation and skills, and it interests in general and high thinking process as, issuing judgments, and make designs to solve problem, too. Moreover, it aims to know an information about learners' character from all side, and it provides an immediately feedback. Therefore, it effects positively in educational process, and present a valuable information about student learning. Hence, the learner has a positive role because he evaluates himself to judge on his achievement compared with a required performance level.

**Why authentic assessment?**

According to Mueller (2005), we need to apply authentic assessment for three main reasons. These reasons are:

1- authentic assessment is direct measure

2- authentic assessment captures the constructive nature of learning

3- authentic assessment provides multiple paths to demonstration of learning.

Also, it is important to view A.A as integral part of our teaching and learning rather than viewing it as something to do after curriculum (Azim & Kan, 2012). In addition, authentic assessment provides an alternative to traditional assessment practices. According to Azim & Kan (2012) assessment is seen as a process, which facilitates learners learning rather than something to be used

just to evaluate the teaching and learning processes. It changes the role of stakeholders, especially the role of teachers and the learners. The teachers become facilitators and encouragers for their learners.

Authentic assessment cares about the mental process, and the desired skills that learners have, to help them to learn. Also, it cares about the investigative and discovery skills in learners, by working in activities that need to solve problems and to make designs which commensurate with their level of maturity. So, the learners' achievements are the authentic assessment matter not their save information and retrieve it (أبو خليفة و اخرون/ Abu Khalifa, et al.,2011).

مهيدات و المحاسنة/Mhaydat & Al-Mahasna (2009) added that the authentic assessment helps teachers to know the problems which faced learners while doing the tasks that entrusted to them and present support to solve it. So, educational literature indicates that authentic assessment is measuring and determining how learner present a real performance task in doings need specific activities as researching, trying, and doing practical experiments require applying theoretical knowledge in a practical way.

Authentic Assessment refers to an assessment process based on reflection in the teaching, learning, achievement, motivation, and attitudes of both teachers and learners during the teaching and learning process. Correspondingly, authentic assessment includes four criteria:

(Darling-Hammond & Snyder, 2000)

1- it is about teachers' competence, performance, and disposition in the learning process

2- it requires integration of various aspects of competence and performance

3- it depends on the various sources and evidence gathered in a period or context

4- it operates with standard structural, and professional rubrics.

**2.1.2.4 The features of authentic assessment:**

Authentic assessment distinguished from the traditional assessment as: (سرايا/Saraia, 1426)

1- relying on educational standards desirable expectations for the subjects.

The authentic assessment objectives to achieve a distinguished standard level or an educational out puts that require to showing the multiple skills for learner.

2- concentrating on the realistic performance tasks which require to create a response.

The traditional assessment stands on alternative related to simple information from the school books, but authentic assessment requires a response that resemble to the mental process that the learner uses in solve realistic problems as make an effort to come up with complex judgments, analyze the problem, and search about alternative solutions.

3- based on different samples of performance among time.

Traditional assessment stands on the major grades in familiar school tests at the end of certain period of study, but authentic assessment is applying among the time, because it checks the learners work patterns to determine the learners' progress which represented in learners work file as portfolio.

4- stands on direct assessment of desired behavior and performance.

Authentic assessment tries to evaluate the learner's performance directly from the context that used. So, the testing vocabulary and mission should be in representative sample of skills and the understanding required.

5- authentic assessment stands on standardized evaluation system.

Authentic assessment concentrates on finding indicators that give clear form about learner performance without comparing him with his peers.

الزيادات والقطاوي/Al-Zyadat & Al-Qatwi (2010) added:

6- realism.

By presented educational positions resemble to learners' reality

7- judgment and renewal.

When learner applies acquaintances and skills

8- practical.

9- the content is related to reality.

10- integration of skills.

11- training and get feedback.

البطش/Al-Batsh (2005) added that authentic assessment has many features as; it is comprehensive all aspects of knowledge, skills, attitudes, and it marked by continuous, democratic, economic, and cooperation by training students on self-assessment, flexible with a variety of tools used, and it is scientific and fair.

**2.1.2.5 The objectives of authentic assessment:**

Authentic Assessment has many objectives:

Authentic assessment is aimed to check a high thinking skill, law skills, also. Improve the learner's ability to response not to choose from multiple which was determined just, to evaluate the group projects directly which require that the authentic assessment stems from the classroom, authentic assessment stands on clear standard, which make the students vision more clearly, authentic assessment allows the possibility of multiple human judgments, and seeks to encourage students to evaluate their work by themselves (زيتون و زيتون/ Zeitoun & Zeitoun,2003).

To improve the real-life skills, because it makes student immerse themselves in real and meaningful tasks, to improve the high mental skills, because the authentic assessment activities improve the ability of reflective thinking to solve critic and analyze problem, to focus on process and outcomes in learning, because it makes teacher more concentrating on teaching, and make students more self-reliant, because it provides motivation and focus on learning and observe it. So, students learning is the production in quality system, to improve multiple skills within an integrated project, because authentic assessment provides projects for student to learn how to practice multiple skills, to strengthen learners' skill on self-assessment. So, learners share in self-assessment and to know their needs and strengthen. Because of that the class assessment is important and suitable for students which integrates with teaching and engage them in evaluate their works, and to collect data which present the degree of what learner achieve learning outcomes. So, the data collection tools in authentic assessment to increase the reliability of the data which stands on the judgments and decisions (Darling-Hammond et al., 1995).

It could be added:

to develop the learner's insight by asking himself questions, to evaluate the skills of creative thinking, providing clear and reliability standards and quid lines to evaluate learners' performance, and to increase the learner's ability to accept the opinions and criticisms of others.

### 2.1.2.6 The characteristics of authentic assessment:

Authentic assessment is focusing on analytic skills, data overlap, also it encourages creativity and reflect the realistic skills in life and the cooperation work, it improves writing and orally communication skills, over all it corresponds directly with learning activities and its outcomes. So, it confirms that it overlaps with long-life teaching, also it believes that to join both written and performance evaluation. It stands on measure for target skill directly, moreover, it encourages the bifurcation in thinking to generalize the possible answers. It aims to improve the meaningful skills for student. Also, it directs the curriculum, and focuses on arriving to mastering the real-life skills.

The implementation of authentic assessment requires time to manage and to observe on according to the assumed education standards and to be an objective criterion. Also, it requires to training teachers, and present it for students gradually to become familiar for them because it needs for skills to implement it (الفريق الوطني للتقويم/ National Evaluation Team, 2004).

According to Norris et al., (1998), the following are twelve characteristics of alternative /authentic assessment:

Requires students to perform, create, produce, or do something, uses real-world contexts or stimulations, nonintrusive in that they extend the day-to-day classroom activities, allows students to be assessed on what they normally do in class every day, uses tasks that represent meaningful instructional activities, focuses on processes as well as products, taps into higher level thinking and problem-solving skills, provides information about both the strengths and weaknesses of students, multi-culturally sensitive when properly administered, ensures that people, not machines, do the scoring, using human judgments, encourages open disclosure of standards and rating criteria, and calls upon teachers to perform new instructional and assessment roles.

### 2.1.2.7 Common methods of Authentic Assessment:

As many educators agree, the most popular examples of Authentic Assessment methods are the following (Mounia & Abderrahmane, 2021):

1- Self-Assessment:

Self-assessment is a key element to achieving the development of skills and abilities needed by students to face the challenges of real life and the massively globalized world. They regarded that

without self-evaluation and reflection from the part of learner, students cannot take responsibility to see language learning as process.

Likewise, according to Tierney et al. (1991), such as method to authentic assessment is useful for evaluating the processes learners use to complete a particular task in which they feel involvement in evaluating themselves. By doing so, students tend to feel positive towards learning. In the same way. Black & William (1998) contend that the self-assessment is a sine-qua non for effective learning.

2- Peer Assessment:

Peer assessment is another method to authentic assessment, but to a great account similar to self-assessment as within the two responsibility of evaluation is placed on learner (Black et al., 2001). Axiomatically, learning is by nature, a social activity and the students in the classroom form the small society that is managed by teacher; effective peer and group participation in class then, facilitates learning.

3- Performance Assessment:

It refers to the process in which students demonstrate their ability or knowledge through activities that are often direct and active (Marzano et al., 1993). Because of that, educators think that there should be a variety of performance assessment tasks granting students the opportunity to choose ones that suit them better. In describing such performance activities, Shepard (1989) highlights that they are well united to assuring application of content-specific knowledge, integration of knowledge across subject areas and lifelong learning.

**2.1.2.8 Authentic Assessment Strategies:**

Authentic assessment strategies are from the most important source of information for student and teacher, because they present methods and tools to help them in achieving a deep understanding for subject. الحروب/Al-Horoub(2018) and العبسي/Al-Absi(2010) said that authentic assessment is require a variety in the strategies to measure the real performance for student to judge on his level according to the measurement results.

عمر/Omar(2014) defined authentic assessment strategies as: the methods that the teacher used in the classroom to evaluate the learning outcomes which related to the lesson subject.

النجار/Al-Najar (2018) defined them as the ways and methods which keeping pace with recent assessment trends and integrated with teaching strategies.

Al-Ruhail (2014) defined them as methods to evaluate the performance of student in real attitude reflect a meaningful implementation for knowledge and skills.

Therefore, Authentic Assessment strategies could be defined as: methods that aim to achieve a varying outcome to improve the educational performance level for student.

**Authentic Assessment strategies are divided into** (الحروب/Al-Hroub,2018) and (النجار/Al-Najar,2018)**:**

Performance-Based Assessment

Pencil and paper strategy

Assessment by Observation

Assessment by Communication

Self-Reflection Assessment

**Performance-Based Assessment:**

This strategy focuses on the students' ability to improve knowledge and skills that he learnt in real situations, unlike traditional assessment which focuses on tests and measured a low mental operation. عفانة و نشوان/Afana & Nashwan(2017) defined it as: the strategy which show learners ability to show the results of their learning by implementing the skills that he acquires in real or almost real situations according to the educational objective. البشير و برهم/Al-Basheer & Borhum (2012) comment that is the strategy which allows learners to play a positive role in evaluating cognitive, performance and emotional skills that they have by evaluating it directly.

It is concluded that this strategy requires to explain what the learner learnt and to show the skills he mastering by implements it in real context. So, the teacher and the learner can work collaboratively to modify the methodologies and tasks according to the feedback.

The importance of this strategy came from its realistic simulation of educational situation, and it skip the stress and anxiety of traditional exams. السعدوني/Al- Saadoni (2019) confirmed its importance by providing learners with convictions of importance of the learning process, and its reflection on their life and different activities.

The integrated and direct evaluation that this strategy present, allows the learner to play positive role in evaluating his cognitive, performance and emotional skills, and shares the teacher to write the performance evaluation procedures and tasks according to feedback they taken. This strategy includes a number of activities as presentation, demonstration, simulation, debate الشريف/Al-Shareef (2019).

**Presentation:**

A planned and organized show that the learner makes for a specific topic in a specific time to show his skill as presenting: photo, picture, films, voices, and electronic chips.

**Demonstration:**

An oral or practical show learners make to explain a concept or an idea, to show his ability in reshow the concept in clear method and language.

**Performance:**

Some procedures to show knowledge, skills, and attitudes by the learners' performance for specific task practically as making maps, model production, or device use.

**Speech:**

The learner talks about specific object shortly, often being a telling story or retelling, gives an idea, show his ability to expression or conclusion and link ideas.

**Exhibition:**

Learners show for their intellectual and practical production in agreed upon time and place, to show their ability in apply their skills in specific axis to achieve a specific product.

**Simulation/ Role-playing:**

Learners make conversation or discussion with movements or gestures to show their cognitive and managerial skills and their abilities to follow the roles, communication, to make a suggestion and to make a decision in task or solve problem.

**Debate:**

Meeting between two learners or groups to discuss an issue, whereas every group adopts a certain point of view in addition to the presence of an airtight.

**Pencil and paper strategy:**

This strategy is represented in exams with all kinds, it is important to measure learners' abilities and skills in specific fields (knowledge and understand field, and high mental fields), and constitute an important part of schools' evaluation program. عودة/Odah (2005) confirmed that it aims to measure the learner possession of mental and performance skills that included in the products of any subject by using tools that made accurately. So, the strategy may require a relearning followed with another exam that learners show their learning for a skill they have not mastered previously, and teachers should discuss learners in the quality of the questions and their relative weight, because the basic principle that is not surprises in exams.

This strategy is one of the most widely used assessment strategies by teachers, because of two reasons: firstly, the teacher used to and mastering its use. Secondly, its suitable to evaluate many abilities and skills as mathematical matters, writing skills and brain storming (السعدوني/ Al-Saadoni, 2019).

**Assessment by observation strategy:**

An operation that the teacher directs his senses towards the students with the intent of observing him in an active position, in order to obtain information useful for judgement and for evaluating their skills values, behavior, ethics, and way of thinking (الشريقي/ Al- Shorayqi, 2018).

It is from the kinds of qualitative assessment. So, the observer writes down learners' behavior to know about their attitudes and their interaction with each other (Lanting, 2000).

Observation has many benefits as: (بدوي/ Badawi, 2011)

It presented a chance to check the time of learners achieve, explore the problems when it appears, work to remove it as much as possible providing teachers with information which other strategies unable to provide it and it is not a waste of time or scary as the achievement exams.

The observation is dividing into two kinds: (المحميد/ Al-Mhameed, 2017)

- Simple/ automatically observation: by watching and listening. So, the observant observes and follows learners' behavior automatically.
- Structured observation: it needs a setting and a careful advance planning and to determine the conditions of observation as a time, place, and the special conditions for learners.

**Assessment by Communication strategy:**

This strategy stands on collecting data by sending and receiving ideas in method to allow teachers to know progress that learners made, and to know his methodology in thinking and to solve problems (Lanting, 2000).

المقابلة/Al-Maqabla (2011) added this strategy aims to know the progress that learners made by asking and answering, conversation, and meeting.

This strategy is very important for both the teacher and the learner because the teacher realization of this method (ask and answer, conversation, and meeting) which enable them teach planning and in determining the educational outcomes for students as their level and abilities. Also, it helps learners to get back information and to encourage and to help in diagnosing their needs, which enhances their ability to self-reflection and this reflects on their performance and their abilities to improve it as a result (الحميدي و الظفيري/ Al-Hameedy & Al-Dofari, 2016).

**Self-Reflection Assessment strategy:**

It stands on transforming the previous learning to a new one, by evaluating what a learner learnt by his reflecting on the previous experience. And determine points of strength and weakness, then determine what will he learn later. So, this strategy considers essential ingredient for self-learning because it presents a real chance for learners to improve his metacognitive thinking skills, and solve problem which enable the learner to diagnose the strengths of his performance, and to determine his needs and to evaluate his attitudes (البشير و برهم/ Al-Basheer & Borhum, 2012).

The learner takes a closer look, to know the meaning of opinions, beliefs, knowledge, and to understand the performance. This strategy gives learners a chance to improve their skills, critical thinking, and problem-solving skills (زيتون/ Zeitoun, 2007).

The methodologies of this strategy are: (الفريق الوطني للتقويم/National Evaluation Team, 2004).

Portfolio

Self-assessment

Peer-assessment

### 2.1.2.9 The instruments of Authentic Assessment:

As خير/Khayr(2015), ابراهيم/Ibraheem (2017), المشيخي/ Al-Mashyakhy (2018), العتوم/ Al-Atoom (2018) pointed out there are multi and variety instruments for authentic assessment, which employ according to assessment objectives and the nature of the outcome and its suitability for the target group, which are:

**Check list**

**Rating scale**

**Rubric**

**Learning log**

**Anecdotal record**

Previous studies pointed out that the teacher using of these instruments is weak to medium degree, and the famous assessment instrument for authentic assessment between teacher are rating scale, rubric, and check list. So, these studies interpreted the underuse for other instruments because they require much time and effort, and the teacher still depends on the tests in evaluating the process because of his weakness in his knowledge and skills in constructing and using the authentic assessment instruments.

**Check list:**

It often includes specific behaviors to observe it on list form, we can make a check list for any side of aspects of physical, social, knowledge, or emotive growth and development. Hence, الفريق الوطني للتقويم/ National Evaluation Team (2004) defined it as: a list of actions and behaviors that the teacher checks while executing a task or a skill which has two obtains: yes- no/ acceptable- unacceptable/ true- false.

**Rating Scale:**

A group of statements that describe an objective. The observer records his impression of the availability of this feature in the observing person. Its scale is in triple, quadrant, pentagon, or more levels according to the feature natural, as: always, often, sometimes, rarely/ excellent, very good, good, acceptable, weak. It is characterized by its saving time and effort, and it can use with many competencies (مهيدات والمحاسنة / Mhaydat & Al-Mahasna,2009).

The same reference added that the rating scale is divided into two forms:

Rating scale and rubric, in the first form the scale divided into numerical estimates (1,2,3), (1,2,3,4) or (excellent, very good, good), (always, sometimes, rarely) according to the performance.

The second form (Rubric) the expression of staging categories done by expressions to describe the performance requirements or characteristics in every category of performance categories, whereas every appreciation on category expresses about specific performance specifications, while these specifications improve whenever we move from appreciation category for higher than one, or vice versa if the performance requirements negatively as: not doing homework.

**Learning log:**

A written expression that the learner express learning processes, and its content of an organized record overtime include opinions or actions. Therefore, learner expresses his opinion in a diverse experience that he reads or sees it in his private life, while learner rethinking of an educational experience and writes his opinion and responsible, which allows learner to expanse of expression (الفريق الوطني للتقويم/ National Evaluation Team, 2004). this may be done within school year or semester, and may include actions or experiences out of the classroom, which resemble for personal note book but the difference that the former is not limited to monitoring notes, but it needs to monitoring and reflecting (مطر / Matar, 2020).

**Anecdotal Record:**

A short describing from teacher that record what the learner does, and the state in which it was observed (الفريق الوطني للتقويم/ National Evaluation Team, 2004). The anecdotal record constitutes cumulative information give a clear picture about knowledge, behavior, and social improving for student in any time adding for importance to monitor the information and educational situation related to the continent of anecdotal record maybe as short keywords (الحروب/ Al-Hroub, 2018).

أبو شعيرة و اخرون/Abu Shaera (2010) conducted some obstacles of implementing the strategy of the authentic assessment system which may be related to:

Teachers, school administration, educational supervisors, fiscal issues, and professional development programs.العمري والبطران/ AL-Omari & Al-Btran (2022) added, it may be related to the curriculum, and the learner.

### 2.1.2.10 Palestinian experience with Authentic Assessment:

The ministry of education confirmed its reliance on authentic assessment instead of traditional tests from first grade until fourth grade in all Palestinian schools starting from 2017-2018 school year, within the framework of the educational evaluation of basic and high education which include re-drafting the evaluation process according to the philosophy of the new Palestinian curriculum. The ministry explains that this procedure came within the directions to improve the methods of examinations, assessment and evaluation to apply a modern evaluation method. So, this evaluation stands on students learning and follow up their activities, written and oral working, and how they master the skills and adequacy. So, teachers can follow up learners learning by activities, worksheets, and dealing by portfolio which became part of general secondary certificate examination 'achievement' and it works with their staff to train teacher band provide materials and evidence to help them in that field (وزارة التربية و التعليم الفلسطينية / Palestinian Ministry of Education,2017).

The awareness and the use of the authentic assessment strategies and instruments, may enable teachers in any specialization to present new tasks and ideas that challenge learners' abilities and support their learning, that allows them to look for educational process as an important and as crucial process related to the skills and knowledge which they need for their future. Moreover, these methodological experiences for teachers, (student's needs, their cognitive development) that will be useful in modify teaching strategies that they use later in method that commensurate with the students' levels, needs, and skills they have.

The increase in teachers' awareness with authentic assessment strategies and purposes, enable them to recognize their students with the new standards that are used in teaching evaluation, which contributes to removing confusion for learners, and control them for the right direction of teaching (برهم / Borhum, 2018).

## 2.2 Previous studies:

### 2.2.1 Studies that related to Multiple intelligences theory:

**الخوالدة/ Al-Khawalda(2022)** conducted a study aimed to identify the extent to which the university district teachers in Jordan practice multiple intelligences in the classroom and its

relationship to some variables. a scale of (36) items was developed distributed on (8) intelligences from the theory of multiple intelligences. The sample consisted of (200) male and female teachers from government schools in the university Brigade Directorate. The study revealed that the degree to which teachers came with a high degree, as follows: logical intelligence, social intelligence, personal intelligence, linguistic intelligence, physical intelligence, and spatial intelligence, with the exception of musical intelligence which got an average degree. As well as the absence of statistically significant differences due to the effect of the gender in all fields and in the total degree except for linguistic intelligence, in favor of females. In addition to the absence of statistically significant differences due to the effect of academic qualification in all fields and in the total degree except for personal intelligence, in favor of the bachelor's degree. The study recommended that attention should be given to holding courses on the theory of multiple intelligences to familiarize teachers with the importance of practicing them in the classroom.

**شعبان/ Shaaban (1442)** conducted a study aimed to discover of a sample of faculty teaching staff about the educational reality practiced by the university in developing the university education system in light of multiple intelligences theory. The study used the descriptive-analytical method, involving a sample of (74) faculty staff, (39) male and (35) female members, the results showed that the field of the objectives of preparation of students ranked first with highest arithmetic mean, while the educational content came in the last rank. Statistically significant differences of gender impact in all areas and the overall score expect for the educational content area and the differences were in favor of the males. There were also Statistically significant differences attributable to the impact of specialization in all fields and the overall score content, and they were in favor of the scientific specialization. On the level of years of experience, there were Statistically significant differences between (5-10) on the one hand and each of (11-15) and (16 years or more) on the other. The differences came in favor of (5-10) with regard to the goals of student preparation, the mechanism for achieving goals, the university environment, Human resources, educational system, and the total score. With differences between (5-10) on the one hand and each of (11-15) and (16 years or more) on the other. The differences were in favor of (10-15) on the other hand, it found that there were differences between (11-15) and (16 years or more) favoring (11-15) regarding the preparation of the faculty staff.

**الأمين/ Al-Ameen (2020)** conducted a study aimed to identify the level of multiple intelligences among male and female students of the faculty of science and arts in Arras, in KSA and the relation

between students' level of academic achievement and the multiple intelligences. To achieve the study objectives, the descriptive method was used, applying the Nile Douglass scale of multiple intelligences after having been tested on the Saudi environment; and its coefficients of validity and stability were calculated. The sample was 370 male and female students of the ($5^{th}$, $6^{th}$, $7^{th}$, and $8^{th}$) levels. The results showed that the overall mean of multiple intelligences was (2.76). it was found that the most common intelligences among students were in this order (from high to low): social intelligence, physical, logical-mathematical, linguistic, personal, spatial, existential, and natural intelligence. And the existence of gender differences in the personal intelligence, spatial-spatial intelligence, in favor of females, and differences in logical-mathematical intelligence in favor of males. It also found a significant relation at the level ($\alpha \leq 0.05$) between the study level and the linguistic-verbal intelligence and the personal-subjective intelligence. And a function relation at level ($\alpha \leq 0.05$) between the specialization and the linguistic-verbal intelligence, the logical-mathematical intelligence, and the natural intelligence.

**Xu & Lin(2018)** this study is carried out to investigate the overall condition of multiple intelligences of the English major postgraduates in normal university, to find out on which types of intelligences English major postgraduates perform better. A multiple intelligences questionnaire has been administered in order to elicit 133 English major postgraduate's responses. According to the results, English major postgraduates in normal university perform negatively on multiple intelligences, especially musical intelligence and linguistic intelligence. While among the seven types of intelligences, participants perform best on intrapersonal intelligence. Such result can only provide inspirations for English postgraduate education, but also deserves both teachers and postgraduates' reflection in the aspect of their teaching or learning styles, the design of teaching activities, course arrangement, etc. as well.

**Boulmaiz (2017)** conducted a study aimed to investigates the extent to which the multiple intelligences theory is applied in the Algerian EFL classroom. An English language textbook, was evaluated and teachers' knowledge and application of theory were also analyzed. The aims were achieved through a survey (which investigated teachers use of MI) and a textbook evaluation tool designed and used to analyze 'At the Crossroads' in relation to the multiple intelligences theory. The findings showed that 'At the Crossroads' caters basically for only two intelligences: verbal/linguistic and logical/mathematical. Also, that most Algerian teachers are not acquainted

with the multiple intelligences theory and researcher recommends, therefore, that teachers must receive more training on the application of MIT to meet learners' diverse needs.

**جيوسي و زيدان/ Jaywsi Zaidan (2016)** conducted a study aimed to assess the multiple intelligences among students in the faculty of science in AlQuds and Palestine Technical Universities. A questionnaire of multiple intelligences was used, the study sample contained (290) students. The study revealed that the level of multiple intelligences among students was high with average (3.69), it also indicated that there are statistically significant differences due to university to the benefit of AlQuds and due to the residence to the benefit of city, and due to academic level to the benefit of fourth year. Finally, the study revealed that there are no statistically significant differences due to gender.

**علاونة/ Alawna (2016)** conducted a study aimed to identifying the multiple intelligences among the students of Al-Quds Open University in Nablus Branch. The sample of the study consisted of (368) male and female students. To achieve the objectives of the study, the researcher used Mac Kenzie 90- item list. The results indicated that the student's level of multiple intelligences at QOU was moderate in addition to the existence of statistically significant differences in the multiple intelligences among the students at QOU due to the axes of the study, the faculty and the interaction between gender, faculty and the academic level. Moreover, the results showed that there were no statistically significant differences with regard to the multiple intelligences among students at QOU due to the variables of students grades, age, place of residence, and the double and triple interaction between these variables.

**Ghamrawi (2014)** conducted a study aimed to examined teachers use of the multiple theory on vocabulary acquisition by preschoolers during English as a second language classes in K-12 school in Lebanon. Eighty kindergartners (KG, aged 5 years) and eight teachers constituted the sample. The study used mixed methods, including observations of videotaped sessions, teacher surveys, and student interviews. Results indicated that a-students acquired new vocabulary faster using traditional methods of teaching; however, their retention of such vocabulary was significantly weaker when compared with vocabulary acquired in multiple intelligence classes; b-the MI profile of the teachers was correlated with their teaching styles and lesson delivery; and c-teachers who used MI in their teaching also had lower usage of higher order thinking skills. The study

recommends the utilization of MI in ESL teaching and learning, yet also stipulates some aspects to be taken into consideration.

**Ahmad et al., (2014)** study aimed to investigating the enhancement of motivation among low achievement students in the history lesson, after the multiple intelligences theory was integrated in teachers teaching practices. the sample consisted of 68 low achievement students, divided into two groups: 34 students were treated in the treatment group, while another 34 students were put in the control group. This is a quasi-experiment of non-equivalent control group design. The questionnaire was distributed to students of both groups, to test the effectiveness of the integration approach. Analysis of the mean and standard deviation was conducted for both groups, while the null hypothesis was tested by the t-test. Based on the pre-test, there was no significant difference between the two groups. The post-test recorded significant motivational differences between the two groups studied. It was determined that the integrated history lesson with multiple intelligences had increased the level of motivation among students in the treatment group. This show that diversity of methods and activities undertaken were able to change students' perception about the history subject and had increased their interests to learn history.

**محارمة و محمود/ Maharma & Mahmoud (2012)** conducted a study aimed to know the level of multiple intelligences in a sample of teachers of special education. The sample was 250 teachers randomly selected from the population. An instrument for multiple intelligences was administered. The results showed that the level of multiple intelligences for teachers was average. The total mean was (8.86- 8.57), the results did not show statistically significant differences at the level of (0.05) in all areas of the levels of multiple intelligences attributed to sex. There were differences between the means of the level of multiple intelligences, of scientific qualifications doctorate got the highest mean (8.67), followed by the bachelor degree which was (8.56), and finally the master degree, as was (8.52)

**أبو شمة/ Abu Shama (2011)** conducted a study aimed to identify the perceptions of teachers of the basic stage in the district of "Ramallah &Al Bireh" by using the multiple intelligences theory in teaching. the researcher prepared a questionnaire to measure the perceptions of the teachers of the lower basic stage for using the theory of multiple intelligences. the validity and reliability were checked and verified. The space of the study is 1111 teachers, and the samples size is 280 teachers. The survey reached to the following results: the perceptions of teachers at the basic stage in

“Ramallah &Al Bireh” of using the multiple intelligences theory in teaching were high in the six subscales (social, personal, logical, physical, linguistic, spatial intelligence) respectively. Where the perceptions of musical intelligence were moderate, no statistically significant differences related to gender and teaching experience and specialization, except in the musical intelligence field for the benefit of human sciences specialization. In the field of intelligence rationale for the behalf of the specialty natural sciences, while there were significant differences attributable to the variable of qualification for the diploma compared with BA, and for behalf of higher levels than BA compared with a BA. Then it was recommended to distribute leaflets and brochures that contain supporting methods and strategies for the multi-intelligences in the classroom, and to do more studies on the issue of multiple intelligences.

**الجوالدة و اخرون/ Al-Jawalda, et al.(2013**) conducted a study aimed to identify the level of teachers of gift students practice for the multiple intelligences in the classroom as well as identifying differences in class practices associated with this theory among the teachers of gifted students according to the variables of sex teacher and the field of specialization, and scientific qualifications. Its sample consisted of (54) teachers. The researcher estimating a questionnaire to achieve the study objective. The validity and reliability were examined. The findings suggest that multiple intelligences practice on the numbers of the study sample in descending order starting with those with the most practice and the end of least practice are: intelligent logical-mathematical, firstly, followed by IQ sense-kinesthetic, and spatial, musical intelligence and linguistic intelligence, followed by intelligence profile, while the social intelligence in the latter arrangement. The results showed superiority of females in after intelligence language, and male superiority in the offline spatial, social. As for the terms of the differences according to teachers’ specialization (human, scientific) there were no significant differences.

**وحشة/ Wahsha(2010)** conducted a study aimed to define the degree of using the strategies of the multiple intelligences theory by teachers of King Abdullah Schools for Excellence in Jordan due to the teachers gender and specialty, the sample consisted of all teachers in King Abdullah schools for Excellence in Jordan in the academic year (2009/2010), totally 174 teachers, the researcher designed a questionnaire dealt with six intelligences: logical, spatial, bodily, interpersonal, and intrapersonal intelligences. The results: the degree of using the strategies of multiple intelligences theory by teachers was high; intrapersonal intelligence strategies very high, logical intelligences strategies high, interpersonal intelligence strategies high, spatial intelligence strategies high,

bodily intelligence strategies high, and linguistic intelligence strategies high. There are no statistically significant differences in all the strategies and total instrument of study due to the gender expect in interpersonal intelligence strategies and intrapersonal intelligence strategies in favor of female. And There are no statistically significant differences in all the strategies and total instrument of study due to the teacher's specialty expect in logical intelligence strategies in favor of scientific subjects and intrapersonal intelligence strategies in favor of humanistic subjects.

**Badarnweh (2007)** conducted a study aimed to investigate classroom practices related to multiple intelligences theory among Arab teachers in the preparatory school in Akka city, in addition to identifying the differences in classroom practices related to multiple intelligences theory among Arab teachers according to gender, qualifications, experiences, and specialization. The researcher develops an instrument consisting from 36 items covering 7 kinds of multiple intelligences. Simple random samples were selected from male and female teachers in Akka schools, (57.5%), the results were found: social intelligence got the first rank (4.63), logical intelligence the second (4.44), personal intelligence the third (4.22), lingual intelligences the fourth (4.07), spatial intelligences the fifth of (3.87), bodily intelligences the sixth (3.57), and finally the musical intelligences the last (3.22). and the male teacher in practicing the spatial and psychical intelligence was more than the female. BA teachers' practices were more than MA teachers in social intelligence, there were significant differences in lingual, spatial, social and personal intelligences due to teacher experiences, literary specialist teachers practice in relation to lingual intelligence was more than of scientific specialist teachers.

### 2.2.2 Studies related to the awareness of authentic assessment strategies:

**الجابر/Al-Jaber(2021)** aimed to determine the degree of awareness and practice of Islamic education teachers in Riyadh city of realistic evaluation strategies from the supervisors' point of view. A supervisor-oriented questionnaire was used to measure the level of awareness and practice of teachers. The results revealed that the overall average response of the study sample of supervisors to teachers' awareness of realistic evaluation strategies (3.43 out of 5.00) this is the average which falls within the fourth category of the Likert scale, which shows that the response of study members towards awareness of realistic evaluation strategies indicates (high), and the

response of the study members to the degree of practicing realistic evaluation strategies indicates (low).

**الثبيتي/Al-Thobayti (2020)** aimed at revealing the male and female teachers' knowledge and practice of alternative evaluation strategies and tools in assessing students. The study sample was 264 male and female teachers and it was conducted in some governorates west of Riyadh area. It was that the degree of implementation by teachers of alternative assessment methods was at an average level and the overall mean was (3.65), and that their expertise was also found to be alternative assessment methods and practice were poor and the total mean was (1.25). in addition, it found that when implementing alternative appraisal methods in the educational process, there are many hurdles facing teachers. Furthermore, the analysis did not find any statistically significant differences between the study sample in terms of specialization, gender, educational experience or level of study in their expertise and practice.

**أبو دحروج و أبو حجر/Abu Dahrouj & Abu Hajar (2019)** aimed to identify the extent to which the teachers of the elementary phase assess the methods of realistic evaluation, and the ways of its development. A sample of (31) teachers was chosen, and the researchers prepared an observation card to investigate the extent of teachers' possession of alternative evaluation methods. Findings indicated a decrease in alternative evaluation in two dimensions that are: the performance-based strategy and self-realization strategy, while the research showed an increase in the strategy of observation items.

**Saeed et al., (2018)** aimed to analyze the perceptions of teachers about using classroom assessment techniques at elementary and secondary schools in district Lahore. The sample comprised of 500 teachers selected randomly. The questionnaire contained of 55 items. The results revealed that most of the public and private school teachers use summative assessment. They believe that formative and summative assessment can play more pivotal role in promoting students learning in the classroom.

**Kinay (2018)** aimed to examine the prospective teachers' beliefs toward authentic assessment in relation to various variables. The survey method has been in this study and the sample is comprised of 612 teachers. The authentic assessment belief scale developed by researcher. According to the finding of the study, the prospective teachers' beliefs toward the authentic assessment have been

observed to be high. Moreover, prospective teachers' beliefs have been determined to differ significantly in terms of gender, grade and department variables.

**Ghaicha & Omarkaly (2018)** aimed to eliciting the Moroccan EFL teacher's conceptions and practices of alternative assessment, the sample of study was (73) EFL public high school teachers from Inzegane-AitMelloul and Agadir-Ida-outanane delegations using a questionnaire and focus group interviews. The results revealed that the practice of alternative assessment is slowly evolving within the Moroccan EFL context in spite of the very positive attitudes expressed towards it.

**Sanjivani (2016)** aimed to explore extensive reading teachers views toward alternative assessments used in extensive reading class in faculty of language and literature at Satya Wacana Christian University, a semi-structured interview was used, the study limited for only one particular context with five participants. It was found that all the participants agreed that alternative assessments were actually going along with nature of extensive reading and it can strengthen students critical thinking.

**العدوان والقطاوي/ Al-Odwan & Al-Qatawi (2016)** aimed to reveal the degree of social studies teachers' knowledge of the Authentic Assessment, its practices and usage difficulties in the UNRWA schools in the light of some variables. Study sample consisted of (35) male and female social studies teachers randomly selected. To achieve the study goals, a test which consists of (20) items is prepared to measure the degree of the social studies teacher's knowledge of the Authentic Assessment, and a survey list consisting of (20) practice, to measure the degree of their authentic assessment practice. Study results showed that the social studies teachers' knowledge and practicing the Authentic Assessment was at a medium degree, assessment came at a high degree. Also, the results showed apparent statistically significance differences ($\alpha \leq 0.05$) between the means of the samples individuals' assessment regarding the degree of Authentic. Assessment knowledge and practice, and its usage difficulties that can be attributed to gender variable in favor of females, and the absence of differences between the means of the sample's individuals. assessment regarding the degree of Authentic Assessment knowledge and practice that can attributed to the teaching experience variable.

**حميد/Hameed (2014)** study aimed to explore the extent to which Islamic education teachers practice the alternative evaluation strategies in the intermediate stage in Al-Anbar province, he used a questionnaire consisted of thirteen items, and the sample consisted of (111) bosses and

supervisors. The finding of this study revealed that the degree of Islamic teachers practices the alternative evaluation strategies was moderate, and it found that there were no statistically significant differences at ($\alpha \leq 0.05$ )due to sex, years of experience, and qualification.

**الزعبي/Al-Zoubi (2013)** aimed at investigating the degree that mathematical teacher's knowledge and utilization authentic assessment at the high primary grades. To achieve the purpose of this study, a special questionnaire consisted of five parts. The sample was (91) teachers in Irbid directorate of education. The results showed that the practicing degree of authentic assessment strategy by mathematics teachers was moderate expect for the use of observation strategy which shows high level. There were no significant differences identified by respondents due to gender, academic degree and experience.

**Metin & Ozman (2011)** aimed to investigate teachers' opinions about performance assessment with respect to the gender and branch variables. The sample consisted of 610 primary teachers. Survey methodology was used in this descriptive manner study. The data collected by questionnaire. As a result of the study, it was determined that teachers had positive opinions about performance assessment, besides, it was found significant difference ($\alpha \leq 0.05$) between gender and positive views about performance assessment and negative views sub-scale of questionnaire and between branch and PVPA and knowledge level about performance assessment KLPA sub-scale of questionnaire ($\alpha \leq 0.05$) .

**Varley (2008)** aimed to identify and describe teachers and administrators' perceptions of authentic assessment as it was implemented at a career and technical education center. The participants of the study were selected from the teaching and administrative staff who were involved in the development and implementation of an authentic assessment instrument. Data collected by questionnaire and interview. The finding showed that the sample had a positive perception about authentic assessment.

**Cheng (2006)** aimed to explores the views of junior secondary science teachers regarding the implementation of alternative assessment tasks in science classes and provides insight into the type and level of support required to facilitate the recommended changes. The positive findings have implications for the prospects of shifting the current culture of science assessment in Hong Kong and elsewhere.

**Gulikers et al., (2006)** focused on determining the facets of assessment authenticity by the perceptions of both students and teachers of vocational education and training. The framework led to the development of a questionnaire to achieve the purpose. The finding showed the acceptance for these assessment methods by teachers.

### 2.3 Comment on the previous studies:

This chapter introduced the Arabic and foreign studies which dealt with Multiple Intelligences Theory and the awareness of Authentic Assessment strategies. These previous studies expanded the researcher's knowledge about Multiple Intelligences Theory and the Authentic Assessment.

After reviewing the previous studies, it was realized that there are an acceptable number of studies that are related to the implementation of Multiple Intelligences Theory and others to the Awareness of Authentic Assessment Strategies, but without studying the relationship between the two variables, and these two subjects are from the pillars of modern teaching methods. Therefore, that was what distinguish this study. because it searched in the relationship between the reality of the implementation of Multiple Intelligences Theory and the awareness of Authentic Assessment Strategies. So, it was noticed that the link between these two variables is important and it contributes to the development of the educational process. Whereas, the implementation of Multiple Intelligences Theory by teachers, is not to have just its characteristics, to expand their awareness of Authentic Assessment strategies, because of their knowledge of the individual differences and the individual learning methods for each learner may improve their knowledge with assessment methods support these individual differences and methods.

This study agreed with many previous studies related to the implementing of Multiple Intelligences Theory in the methodology (descriptive analyses), as الخوالدة/ Al-Khawalda(2022); شعبان /Shaaban(1442); الأمين/ Al-Ameen(2020); XU Yifan & LIN Yuewu(2018); Boulmaiz(2017); علاونة/ Alawna(2016); محارمة و محمود/ Maharma & Mahmoud(2012); أبو شمة/ Abu Shama(2011), الجوالدة و اخرون/ Al-Jwalda, et al. (2013); وحشة/ Wahsh(2010); and Badarnweh(2007) all of these studies followed the a descriptive analytical method and all of them use questionnaires as study instruments. But it was noticed that no study was descriptive correlation method. But Ghamrawi(2014) used observations of videotaped sessions, teacher surveys, and student

interviews. Hence, it followed the mixed methods. Ahmad et al., (2014) used the experimental method.

According to the sample of this study, it was noticed that these studies used teachers as الخوالدة/ Al-Khawalda(2022); شعبان/ Shaaban(1442) that used the faculty staff, Boulmaiz(2017) used the teachers of EFL, محارمة و محمود/ Maharma & Mahmoud(2012) used the teachers of special education, أبو شمة/ Abu Shama(2011) used the teachers of the basic stage, الجوالدة و اخرون/ Al-Jwalda, et al. (2013) used the teachers of gifted students, وحشة/ Wahsha(2010) used the teachers in King Abdullah school for excellence, Badarnweh(2007) used the teachers in Akka schools.

On the contrary, الأمين / Al-Ameen(2020) used the learner in his study, XU Yifan & LIN Yuewu(2018) used the English major postgraduates,علاونة / Alawna(2016) used the students at university, Ghamrawi(2014) used a mixed sample from the teachers and the kindergarteners, Ahmad et, al.,(2014)used the students in history lesson. Therefore, they were differenced from the current study, that used teachers of tenth graders.

For the studies related to the awareness of Authentic Assessment strategies, this study agreed with all these studies in the methodology, as الجابر/ Al-Jaber(2021); أبو دحروج و أبو حجر/ Abu Dahrouj & Abu Hajar(2019); Saeed et al., (2018); Kinay (2018); Ghaicha & Omarkal (2018); Sanjivani (2016); العدوان والقطاوي/ Al-Odwan & Al-Qatawi(2016); Hameed (2014); الزعبي/ Al-Zoubi(2013); Metin & Ozman (2011); Varley (2008); Cheng (2006); Gulikers et al., (2006). Also, it was noticed that all these studies used questionnaires as study instruments.

For the sample of these studies,الجابر / Al-Jabere(2021) used the Islamic education teachers, أبو دحروج و أبو حجر/ Abu Dahrouj & Abu Hajar(2019) used teachers of elementary phase, Saeed et al., (2018) used the teachers of elementary and secondary schools, Kinay (2018) used the teachers, Ghaicha & Omarkal (2018) used the teachers of EFL, Sanjivani (2016) used the extensive reading teachers, العدوان والقطاوي/ AlOdwan & Al-Qatawi(2016) used social studies teachers, حميد/ Hameed(2014) used the Islamic education teachers, الزعبي/ Al-Zoubi(2013) used the mathematical teachers, Metin & Ozman (2011) used the primary teachers, , Cheng (2006) used the junior secondary science teachers. that means all of them agreed with the current study. But Varley (2008) used the teachers and administrators, and Gulikers et al., (2006) used the teachers and students. So, they disagreed with the current study in the sample of the study, that used the teachers of tenth graders.

So, this study differed from other studies because it connected two variables and searched its relationship due to multiple variables, that no study searched within the limits of the researcher's knowledge.

## Chapter Three

## Methodology and Procedures

This chapter introduces the methodology, the population and the sample. Besides, the instruments which were used to measure the reality of the implementation of Multiple Intelligences Theory and the awareness of Authentic Assessment Strategies by teachers of English, as well as, validity and reliability of the questionnaires. Finally, statistical treatment was presented in this chapter.

### 3.1 Methodology

The study followed the descriptive correlation method, because it is adopted due to its relevance and suitability for the purpose of this study. It is defined as the curriculum that studies a phenomenon, event or current issue that can be obtained from which information can be answered on research questions without interference from the researcher. This study tries to describe the phenomenon under study, to analyze its data, and to clarify the relationship between the components and opinions that are presented around it, the processes that it includes, the effects that arise, and it is one of the forms of analysis and scientific interpretation organized to describe a phenomenon or problem, and its classification, analysis and subject to careful studies by examination and analysis (عودة و ملكاوي / Odah & Malkawi, 2011)

### 3.2 Population of the Study

The population of the study consisted of all teachers of English (males and females) for high basic stage in Governmental Schools in Bethlehem District for the academic year 2021/ 2022. The population was (225) male and female teachers according to the statistics of the Directorates of Education in Bethlehem District.

### 3.3 Sample of the Study

The stratified random sample is used; it consisted of (72) male and female teachers of English for tenth graders in Governmental Schools in Bethlehem District for the academic year 2021/ 2022, (30 %) of the study population, they are distributed as (40) males and (32) females.

The following table shows the distribution of the sample according to the variables of the study:

Table (3.1): Distribution of the study sample according to the variables of the study.

| Variables | Levels | N | % |
|---|---|---|---|
| **Gender** | Male | 40 | 55.6 |
| | Female | 32 | 44.4 |
| | **Total** | **72** | **100** |
| **Place of the residence** | City | 27 | 37.5 |
| | Village | 45 | 62.5 |
| | **Total** | **72** | **100** |
| **The teacher's qualification** | Bachelor's degree | 59 | 81.9 |
| | Master and above | 13 | 18.1 |
| | **Total** | **72** | **100** |
| **The years of experience** | Less than 5 years | 12 | 16.7 |
| | From 5-10 years | 26 | 36.1 |
| | More than 10 years | 34 | 47.2 |
| | **Total** | **72** | **100** |

### 3.4 Instruments of the study

The suitable instruments for this study are two questionnaires to measure the reality of the implementation of Multiple Intelligences Theory and the awareness of Authentic Assessment Strategies by teachers of English. Therefore, they were developed by researcher using the referring to the educational literature.

The two instruments were designed as:

1- A questionnaire to measure the reality of the implementation of Multiple Intelligences Theory among tenth grades in public schools by teachers of English, consisted of two parts, the first one was about the personal data for teachers of English which included: gender, place of residence, teachers' qualification, and years of experience. The second part included the

questionnaire which consisted of (50) items divided into five domains: linguistic intelligence (10) items, logical- mathematical intelligence (10) items, interpersonal intelligence (10) items, visual-spatial intelligence (10) items, and social intelligence (10) items. It was built by researcher after reviewing the previous educational literature as (Botelho, 2003) and (العبد / Al-Abed, 2014)

2- A questionnaire to measure the awareness of Authentic Assessment Strategies by teachers of English for tenth graders in public schools, which consisted of (29) items which divided into five domains: performance-based assessment strategy (6) items, pencil and paper strategy (6) items, assessment by observation strategy (7) items, assessment by communication strategy (5) items, self-reflection assessment strategy (5) items. It was built by researcher after reviewing the previous educational literature as (المحيميد / Al-Mhameed, 2017)

The two questionnaires were graded according to Likert scale

### 3.5 Validity

The instruments were prepared with the help of the literature review. To establish their content validity, they were introduced to a group of arbitrators of PhD and M. A holder in some universities (appendices 2). The arbitrators were requested to read the items and to indicate whether such items can achieve the study purposes. In light of their recommendations, suggestions, and comments, the instruments were reviewed and modified, three domains were deleted from the first instrument.

On the other hand, the validity of the tools was also verified by calculating the Pearson correlation coefficient of the questionnaire's paragraphs with the overall degree of the tool, and there was a statistical significance in all the paragraphs of the questionnaires and indicates that there is an internal consistency between the paragraphs for both questionnaires.

### 3.6 Reliability

The stability of the tools was verified by two ways: by the application on a pilot sample consisted of 18 teachers of English out of the study sample and return the application after two weeks. And by calculating the stability of the total score of the stability factor, for the fields of study according to the stability equation of Cronbach Alpha, and the overall score for The reality of the teachers of English implementation of the multiple intelligences theory on 10th graders in public schools was (0.952), and (0.953) for The reality of the teachers of English awareness of Authentic Assessment

Strategies, and this result indicates that these tools have the stability that meets the purposes of studying

### 3.7 Variables

The variables of this study consisted of:

**Independent Variables:**

1- Teachers' gender (male and female).

2- Place of the residence (city, village)

3- The teacher's qualification (B.A, M.A and above)

4- The teachers experience years (less than 5, 5-10, 10 and above)

**Dependent Variables:**

1-The implementation of multiple intelligences theory by teachers of English among tenth graders on public schools in Bethlehem district.

2-The awareness of authentic assessment strategies by teachers of English among tenth graders on public schools in Bethlehem district.

### 3.8 Study Procedures:

In order to complete this study, it was carried out the following procedures:

1- The relevant literature was reviewed to establish the theoretical background of the study.

2- The population was identified and the samples were selected on which the instruments will be applied.

3- The researcher prepared the study instruments (see appendices 1).

4- The reliability and validity of the instruments which were approved.

5- It was coordinated with the Faculty of Graduate Studies at Al-Quds University to obtain the permission of the Directorates of Education in Bethlehem District. See appendices (3).

6- After obtaining the permission of the Directorates of Education in Bethlehem District to

implement the study see appendices (4)

7- The questionnaires were applied on the sample of the study, by google forms and by paper forms in the first semester, during April, 2022.

8- The data was analyzed using the statistical package for social science (SPSS).

9- Finally, the findings and recommendations of the study were introduced.

### 3.9 Statistical Analysis of the Study:

After collecting the questionnaires and verifying their validity for the analysis, they were encoded (giving them two specific numbers), in preparation for entering their data into the computer for performing the appropriate statistical treatments, and analyzing the data according to the study's questions. The study data. Statistical processing of the data was done by extracting the arithmetic means and the standard deviations for each of the paragraphs. Resolution, t-test for independent samples, one-way ANOVA, Pearson correlation coefficient, and Cronbach Alpha, by using SPSS (Statistical Package for Social Sciences).

In order to determine the degree of average response of the study sample, the following degrees were adopted:

Means range ($X \leq 2.33$) were adopted as low degree

Means range ($2.33 < X \leq 3.66$) were adopted as medium degree

Means range ($3.66 < X$) were adopted as high degree

## Chapter four

## Conclusions

This chapter includes the presentation of the results of the study, which is **"The Reality of the implementation of the Multiple Intelligences Theory among Tenth Graders in Public Schools by Teachers of English and its Relation to their Awareness of Authentic Assessment Strategies**" and the relation between each of the variables through the response of the sample members to the study tools, and the analysis of the statistical data obtained.

### 4.1 Results Related to the First Question

**First Question**: **What is the reality of the teachers of English implementation of the multiple intelligences theory?**

To answer this question, the arithmetic means and the standard deviations were calculated as shown in Table (4.1).

Table (4.1): Means and standard deviations for the reality of the teachers of English implementation of the multiple intelligences theory.

| N | Fields | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 1 | Linguistic intelligence | 3.97 | 0.56 | High |
| 2 | Logical-mathematical intelligence | 3.91 | 0.67 | High |
| 3 | Interpersonal intelligence | 3.92 | 0.61 | High |
| 4 | Visual-spatial intelligence | 3.86 | 0.62 | High |
| 5 | Social (intrapersonal) intelligence | 4.05 | 0.66 | High |
| **Total** | | **3.94** | **0.52** | **High** |

It is noted from Table (4.1) that the arithmetic means and the standard deviations of the responses of the study sample for the total score is (3.94) and the standard deviation is (0.524) and this indicates that the reality of the teachers of English implement the multiple intelligences theory on 10th graders in public schools is a high degree, with 78.9%. The field of Social (intrapersonal) intelligence the highest mean of (4.05), and then Linguistic intelligence field with mean of (3.97), and then the Interpersonal intelligence field with mean of (3.92), and then the Logical-mathematical intelligence field with mean of (3.91), followed by the field of the Visual-spatial intelligence with mean (3.86).

The arithmetic means were calculated and the standard deviations of the responses of the study sample individuals on the questionnaire paragraphs that express the field of Linguistic intelligence as shown in Table (4.2).

Table (4.2): Means and standard deviations for the Linguistic intelligence filed.

| N | Sentence | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 1 | I pay attention to the writing methods | 4.25 | 0.85 | **High** |
| 9 | I develop the student's adequacy in grammar | 4.21 | 0.88 | **High** |
| 4 | I encourage constant competition | 4.15 | 0.79 | **High** |
| 3 | I encourage students to read books in their spare time | 4.08 | 0.74 | **High** |
| 2 | I pay attention about words more than images | 4.00 | 1.02 | **High** |
| 5 | I ask students to write reports, notes, and other things | 3.99 | 0.91 | **High** |
| 6 | I follow the saying, listen words in the mind before read or write it | 3.97 | 0.80 | **High** |
| 8 | I manipulating words while speaking as puns, alliteration, and double meaning | 3.88 | 1.00 | **High** |

| | | | | |
|---|---|---|---|---|
| 7 | I make time for composing jokes, and verbal puzzles | 3.61 | 1.01 | **Medium** |
| 10 | I faithfully contact students through voice massages | 3.57 | 1.01 | **Medium** |
| **Total** | | **3.97** | **0.568** | **High** |

It is noted from Table (4.2) that the arithmetic means and the standard deviations of the field of Linguistic intelligence that the arithmetic means for the total score (3.97) and standard deviation (0.56) and this indicates that the field of Linguistic intelligence came with a high degree.

The results also indicated in Table (4.2) that (8) sentences came with a high degree, and (2) sentences came with a medium degree. The paragraph " I pay attention to the writing methods " at the highest arithmetic average (4.25), followed by the paragraph " I develop the student's adequacy in grammar " with an average of (4.21). The paragraph "I faithfully contact students through voice massages" at the lowest mathematical average (3.57), followed by the paragraph " I make time for composing jokes, and verbal puzzles " with an average of (3.61).

The arithmetic means were calculated and the standard deviations for the responses of the study sample individuals to the questionnaire paragraphs that express the field of Logical-mathematical intelligence as shown in Table (4.3).

Table (4.3): Means and standard deviations for Logical-mathematical intelligence filed.

| N | Sentence | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 6 | I ask students to support their opinions with arguments and proofs | 4.08 | 0.86 | **High** |
| 2 | I find logical rational explanations with students for anything that happens | 4.00 | 0.80 | **High** |
| 1 | I teach students to realize the reasons, and the consequences | 3.97 | 0.94 | **High** |
| 7 | I need to use more science processes when dealing with situations | 3.97 | 0.78 | **High** |

| | | | | |
|---|---|---|---|---|
| 4 | I develop students in the units of book that related to the integration of subjects | 3.96 | 1.01 | **High** |
| 3 | I inquire about the reason for things in others behavior at work and the world | 3.93 | 0.95 | **High** |
| 5 | I use problem solving methods step by step in class | 3.93 | 0.89 | **High** |
| 8 | I alternate between teaching methods | 3.93 | 0.99 | **High** |
| 9 | I adopt challenging mental games, calculating numbers mentally, and 'what-if' experiences | 3.83 | 0.90 | **High** |
| 10 | I ask students to identify logical defect in dialogues between people | 3.56 | 1.07 | **Medium** |
| **Total** | | **3.91** | **0.67** | **High** |

It is noted from Table(4.3) that expresses the arithmetic means and the standard deviations of the field of Logical-mathematical intelligence that the arithmetic means for the total score (3.91) and a standard deviation (0.675) and this indicates that the reality of the field of Logical-mathematical intelligence came with a high degree.

The results also indicate in Table (4.3) that (9) sentences came with a high degree and one sentence came with a medium degree. And the paragraph " I ask students to support their opinions with arguments and proofs " scores the highest average score (4.08), followed by a paragraph " I find logical rational explanations with students for anything that happens " with an average score of (4.00). The paragraph "I ask students to identify logical defect in dialogues between people" has the lowest arithmetic average (3.56),

followed by the paragraph "I adopt challenging mental games, calculating numbers mentally, and 'what-if' experiences" with an average score of (3.83).

The means and standard deviations were calculated for the responses of the study sample to the questionnaire paragraphs that express the field of the Interpersonal intelligence as shown in Table (4.4).

Table (4.4): Means and standard deviations for the Interpersonal intelligence filed.

| N | Sentence | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 3 | I respect the student privacy when he works alone | 4.17 | 0.78 | **High** |
| 5 | I boost confidence students that they have a strong well and independent thinking | 4.12 | 0.97 | **High** |
| 4 | I ask students to recognize their strengths to support it, and their weakness to cure it | 4.10 | 0.84 | **High** |
| 10 | I encourage students to practice their personal hobbies in their free time | 4.00 | 0.88 | **High** |
| 6 | I encourage students to keep their personal diary | 3.93 | 0.90 | **High** |
| 8 | I invite students to set goals for their lives to work to achieve it | 3.90 | 1.03 | **High** |
| 7 | I ask students to recognize what other people think of their personality | 3.89 | 1.01 | **High** |
| 9 | I encourage students to make self-meditation about their behavior | 3.83 | 1.04 | **High** |
| 2 | I provide students with self-development programs to recognize more about their personality | 3.67 | 0.94 | **Medium** |
| 1 | I make free time for students to reflect about life before the class started | 3.65 | 1.07 | **Medium** |
| **Total** | | **3.9264** | **0.61** | **High** |

It is noted from Table (4.4) that the arithmetic means and the standard deviations of the responses of the study sample on the field of the Interpersonal intelligence that the arithmetic means for the total score (3.92) and a standard deviation (0.610) and this indicates that the reality of the field of the Interpersonal intelligence came with a high degree.

The results also indicate in Table (4.4) that (8) sentences came with a high degree, and (2) sentences came with a medium degree. The paragraph " I respect the student privacy when he works alone " at the highest arithmetic average (4.17), followed by a paragraph " I boost confidence students that they have a strong well and independent thinking "with an average score of (4.12). And the paragraph " I make free time for students to reflect about life before the class started " got the lowest arithmetic average (3.65), followed by a paragraph " I provide students with self-development programs to recognize more about their personality "with an average score of (3.67).

The arithmetic means and the standard deviations for the Visual-spatial intelligence filed were calculated sample as shown in Table (4.5).

Table (4.5): Means and standard deviations for the Visual-spatial intelligence filed.

| N | Sentence | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 10 | I develop the students' ability to read blueprints | 4.07 | 0.93 | **High** |
| 7 | I use the concept maps to link ideas | 4.03 | 1.06 | **High** |
| 8 | I ask students to rearrange the classroom in a new look | 3.97 | 1.03 | **High** |
| 1 | I use imagination in specific matters | 3.90 | 0.96 | **High** |
| 9 | I use some music videos to stimulate students | 3.86 | 0.99 | **High** |
| 3 | I help students distinguish the colors accurately and to use them in outwork | 3.82 | 0.98 | **High** |
| 6 | I encourage students to draw random graphics while thinking in any subject | 3.82 | 0.92 | **High** |
| 4 | I focus students' attention on the illustrated educational materials more than on written ones | 3.79 | 0.94 | **High** |

| | | | | |
|---|---|---|---|---|
| 2 | I ask students to close their eyes to imagine a difference picture | 3.74 | 1.02 | **High** |
| 5 | I give students jigsaw puzzle games, riddle solving, and visual maze | 3.61 | 0.92 | **Medium** |
| **Total** | | **3.86** | **0.62** | **High** |

It is noted from Table (4.5) that the arithmetic means and the standard deviations of the responses of the study sample on the field of the Visual-spatial intelligence that the arithmetic means for the total score is (3.86) and the standard deviation is (0.620) and this indicates that the reality of the field of the Visual-spatial intelligence It came with a high degree.

The results also indicate in Table (4.5) that (9) sentences came with a high degree the and one sentence came with a medium degree. And the paragraph " I develop the students' ability to read blueprints " at the highest arithmetic average (4.07), followed by a paragraph " I use the concept maps to link ideas " with average score (4.03). And the paragraph " I give students jigsaw puzzle games, riddle solving, and visual maze " got the lowest arithmetic average (3.61), followed by the paragraph " I ask students to close their eyes to imagine a difference picture " with an arithmetic average (3.74).

The arithmetic means and the standard deviations were calculated on the field of the Social (intrapersonal) intelligence as shown in Table (4.6).

Table (4.6): Means and standard deviations for the Social (intrapersonal) intelligence filed.

| N | Sentence | Mean | Std. deviation | Degree |
|---|---|---|---|---|
| 2 | I encourage students to be the leaders of their group successively | 4.25 | 0.85 | **High** |
| 1 | I use the group work while teaching | 4.22 | 0.93 | **High** |
| 4 | I pay attention to individual differences between students | 4.15 | 1.05 | **High** |
| 7 | I exchange an advice and an opinion with students | 4.15 | 1.10 | **High** |

| | | | | |
|---|---|---|---|---|
| 5 | I share students in the extracurricular at school | 4.11 | 0.97 | **High** |
| 3 | I depend on the team sports more than individual ones | 4.06 | 1.06 | **High** |
| 8 | I continue positively with students on the social media | 4.04 | 1.02 | **High** |
| 6 | I invite students to play a positive role in social works and occasions | 3.99 | 0.98 | **High** |
| 9 | I pay the students' attention to the current social issues | 3.81 | 1.13 | **High** |
| 10 | I encourage students to join to the clubs | 3.72 | 0.96 | **High** |
| **Total** | | **4.05** | **0.66** | **High** |

It is noted from Table (4.6) that the arithmetic means and the standard deviations, that the arithmetic means for the total score is (4.05) and a standard deviation is (0.668) and this indicates that the reality of the Social (intrapersonal) intelligence It came with a high degree.

The results also indicated in Table (4.6) that all the sentences came with a high degree. And the paragraph " I encourage students to be the leaders of their group successively " at the highest arithmetic average (4.25), followed by a paragraph " I use the group work while teaching " with average score (4.22), And the paragraph " I encourage students to join to the clubs " got the lowest arithmetic average (3.72), followed by the paragraph " I pay the students' attention to the current social issues " with an arithmetic means (3.81).

### 4.2 Results Related to the Second Question

**Second Question**: **Is there statistically significant in the reality of implementing of the multiple intelligences theory by the teachers of English according to the teacher's gender, place of residence, the teachers qualification, and the years of experience?**

To answer this question, it was converted to the following null hypotheses:

**4.2.1 Results of the first null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to gender.**

The first hypothesis was examined by independent t-test as shown in Table (4.7).

Table (4.7): independent t-test for the reality of the teachers of English in implementation of the multiple intelligences theory according to the gender variable.

| Fields | Gender | N | Mean | Std. Deviation | $D_F$ | t-value | Sig |
|---|---|---|---|---|---|---|---|
| **Linguistic intelligence** | **Male** | 40 | 4.08 | 0.54 | 70 | 1.844 | 0.07 |
| | **Female** | 32 | 3.83 | 0.57 | | | |
| **Logical-mathematical intelligence** | **Male** | 40 | 3.88 | 0.70 | 70 | 0.407 | 0.68 |
| | **Female** | 32 | 3.95 | 0.64 | | | |
| **Interpersonal intelligence** | **Male** | 40 | 3.96 | 0.71 | 70 | 0.597 | 0.55 |
| | **Female** | 32 | 3.87 | 0.44 | | | |
| **Visual-spatial intelligence** | **Male** | 40 | 3.86 | 0.65 | 70 | 0.059 | 0.95 |
| | **Female** | 32 | 3.85 | 0.58 | | | |
| **Social (intrapersonal) intelligence** | **Male** | 40 | 4.07 | 0.72 | 70 | 0.353 | 0.72 |
| | **Female** | 32 | 4.01 | 0.60 | | | |
| **total** | **Male** | 40 | 3.97 | 0.56 | 70 | 0.531 | 0.59 |
| | **Female** | 32 | 3.90 | 0.46 | | | |

It is clear from Table (4.7) that the level of significance was (0.59), that is greater than ($\alpha \leq 0.05$), it means, there is no difference in the reality of the teachers of English in implementation of the multiple intelligences theory due to the gender variable, and thus, the first hypothesis was accepted.

**4.2.2 Results of the second null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to place of residence.**

The second hypothesis was examined by independent t-test as shown in Table (4.8)

Table (4.8): independent t-test for the reality of the teachers of English in implementation of the multiple intelligences theory according to the Place of the residence variable.

| Fields | Place of the residence | N | Mean | Std. Deviation | $D_F$ | t-value | Sig |
|---|---|---|---|---|---|---|---|
| **Linguistic intelligence** | City | 27 | 4.01 | 0.50 | 70 | 0.463 | 0.644 |
| | village | 45 | 3.94 | 0.60 | | | |
| **Logical-mathematical intelligence** | City | 27 | 4.04 | 0.49 | 70 | 1.285 | 0.203 |
| | village | 45 | 3.83 | 0.75 | | | |
| **Interpersonal intelligence** | City | 27 | 3.94 | 0.48 | 70 | 0.153 | 0.878 |
| | village | 45 | 3.91 | 0.68 | | | |
| **Visual-spatial intelligence** | City | 27 | 3.99 | 0.68 | 70 | 1.402 | 0.165 |
| | village | 45 | 3.78 | 0.57 | | | |
| **Social (intrapersonal) intelligence** | City | 27 | 4.02 | 0.60 | 70 | 0.235 | 0.815 |
| | village | 45 | 4.06 | 0.71 | | | |
| **Total** | City | 27 | 4.00 | 0.43 | 70 | 0.733 | 0.466 |
| | village | 45 | 3.90 | 0.57 | | | |

It is clear from Table (4.8) that the level of significance was (0.466), that is greater than ($\alpha \leq 0.05$). it means, there is no difference in the reality of the teachers of English implementation of the multiple intelligences theory due to the Place of the residence variable, and thus, the second hypothesis was accepted.

**4.2.3 Results of the third null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to teachers' qualification.**

The third hypothesis was examined by independent t-test as shown in Table (4.9)

Table (4.9): Results of the independent t-test for the reality of the teachers of English in implementation of the multiple intelligences theory according to the teacher's qualification variable.

| Fields | The teacher's qualification | N | Mean | Std. Deviation | $D_F$ | t-value | Sig |
|---|---|---|---|---|---|---|---|
| **Linguistic intelligence** | Bachelor's degree | 59 | 3.97 | 0.57 | 70 | 0.225 | 0.822 |
| | Master and above | 13 | 3.93 | 0.54 | | | |
| **Logical-mathematical intelligence** | Bachelor's degree | 59 | 3.91 | 0.71 | 70 | 0.128 | 0.899 |
| | Master and above | 13 | 3.93 | 0.48 | | | |
| **Interpersonal intelligence** | Bachelor's degree | 59 | 3.96 | 0.61 | 70 | 1.231 | 0.223 |
| | Master and above | 13 | 3.73 | 0.56 | | | |
| **Visual-spatial intelligence** | Bachelor's degree | 59 | 3.86 | 0.62 | 70 | 0.046 | 0.963 |
| | Master and above | 13 | 3.85 | 0.60 | | | |
| **Social (intrapersonal) intelligence** | Bachelor's degree | 59 | 4.04 | 0.69 | 70 | 0.114 | 0.910 |
| | Master and above | 13 | 4.06 | 0.56 | | | |
| **Total** | Bachelor's degree | 59 | 3.95 | 0.53 | 70 | 0.282 | 0.779 |
| | Master and above | 13 | 3.90 | 0.47 | | | |

It is clear from Table (4.9) that the level of significance was (0.779), that is greater than ($\alpha \leq 0.05$). it means, there are no differences in the reality of the teachers of English implementation of the multiple intelligences theory on 10th graders in public schools due to the teacher's qualification variable, and thus, the third hypothesis was accepted.

### 4.2.4 Results of the fourth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to the years of experience.

The fourth hypothesis was examined. The arithmetic means were calculated for the response of the study sample individuals on the reality of the teachers of English implementation of the multiple intelligences theory due to the years of experience variable.

Table (4.10): means and standard deviation for level of the reality of the teachers of English implementation of the multiple intelligences theory due to the years of experience variable.

| Fields | The years of experience | N | Mean | Sd |
|---|---|---|---|---|
| **Linguistic intelligence** | Less than 5 years | 12 | 3.80 | 0.74 |
| | From 5-10 years | 26 | 3.97 | 0.51 |
| | More than 10 years | 34 | 4.02 | 0.54 |
| **Logical-mathematical intelligence** | Less than 5 years | 12 | 3.54 | 0.96 |
| | From 5-10 years | 26 | 3.90 | 0.62 |
| | More than 10 years | 34 | 4.06 | 0.55 |
| **Interpersonal intelligence** | Less than 5 years | 12 | 3.77 | 1.00 |
| | From 5-10 years | 26 | 3.83 | 0.52 |
| | More than 10 years | 34 | 4.04 | 0.47 |
| **Visual-spatial intelligence** | Less than 5 years | 12 | 3.58 | 0.70 |
| | From 5-10 years | 26 | 3.86 | 0.61 |
| | More than 10 years | 34 | 3.95 | 0.58 |
| **Social (intrapersonal) intelligence** | Less than 5 years | 12 | 3.55 | 1.01 |
| | From 5-10 years | 26 | 4.06 | 0.50 |
| | More than 10 years | 34 | 4.21 | 0.55 |
| **Total** | Less than 5 years | 12 | 3.65 | 0.77 |
| | From 5-10 years | 26 | 3.92 | 0.44 |
| | More than 10 years | 34 | 4.06 | 0.44 |

It is noted from Table (4.10) that there are apparent differences in the reality of the teachers of English implementation of the multiple intelligences theory on 10th graders in public schools due to the years of experience variable, and to know the significance of the differences, one way ANOVA was used as shown in Table (4.11):

Table (4.11): one way ANOVA test for the reality of the teachers of English implementation of the multiple intelligences theory Depending on the years of experience variable.

| **Fields** | | **Sum of Squares** | **$D_F$** | **Mean Square** | **F-value** | **Sig** |
|---|---|---|---|---|---|---|
| **Linguistic intelligence** | Between Groups | 0.412 | 2 | 0.206 | 0.632 | 0.534 |
| | Within Groups | 22.496 | 69 | 0.326 | | |
| | Total | 22.909 | 71 | | | |
| **Logical-mathematical intelligence** | Between Groups | 2.411 | 2 | 1.205 | 2.771 | 0.070 |
| | Within Groups | 30.009 | 69 | 0.435 | | |
| | Total | 32.420 | 71 | | | |
| **Interpersonal intelligence** | Between Groups | 0.971 | 2 | 0.486 | 1.314 | 0.275 |
| | Within Groups | 25.489 | 69 | 0.369 | | |
| | Total | 26.460 | 71 | | | |
| **The Visual-spatial intelligence** | Between Groups | 1.232 | 2 | 0.616 | 1.627 | 0.204 |
| | Within Groups | 26.119 | 69 | 0.379 | | |
| | Total | 27.351 | 71 | | | |
| **Social (intrapersonal) intelligence** | Between Groups | 3.827 | 2 | 1.913 | 4.736 | 0.012* |
| | Within Groups | 27.873 | 69 | 0.404 | | |
| | Total | 31.700 | 71 | | | |
| **Total** | Between Groups | 1.482 | 2 | 0.741 | 2.834 | 0.066 |
| | Within Groups | 18.043 | 69 | 0.261 | | |
| | Total | 19.525 | 71 | | | |

It is noted from Table (4.11) that the level of significance (0.066), that is greater than ($\alpha \leq 0.05$). it means, there is no statistically significant difference in the reality of the teachers of English implementation of the multiple intelligences theory due to the years of experience variable, as well as to the fields except the Social (intrapersonal) intelligence field, Thus the fourth hypothesis was accepted.

### 4.3 Results Related to the Third Question

**Third Question**: **What is the reality of the teachers of English awareness of Authentic Assessment?**

To answer this question, the arithmetic averages and the standard deviations were calculated of the responses of the study sample individuals on the questionnaire fields that express the reality of the teachers of English awareness of Authentic Assessment Strategies as shown in table (4.12).

table (4.12): Means and standard deviations for the reality of the teachers of English awareness of Authentic Assessment Strategies.

| N | Fields | Mean | Sd | Degree |
|---|---|---|---|---|
| 1 | Performance-based assessment | 4.07 | 0.59 | High |
| 2 | Pencil and paper strategy | 4.06 | 0.74 | High |
| 3 | Assessment by observing | 4.09 | 0.65 | High |
| 4 | Assessment by communication | 3.96 | 0.71 | High |
| 5 | Self-reflection assessment | 3.89 | 0.78 | High |
| **Total** | | **4.02** | **0.58** | **High** |

It is noted from Table (4.12) that the arithmetic means and the standard deviations, that the arithmetic means for the total score is (4.02) and a standard deviation is (0.585) and this indicates that the reality of the teachers of English awareness of Authentic Assessment Strategies came High degree, with 80.5%. The field of Assessment by observing obtained the highest mean of (4.09), and then the Performance-based assessment field with mean of (4.07), and then the Pencil and paper strategy field with mean of (4.06), and then the Assessment by communication field with mean of (3.96), followed by the field of the Self-reflection assessment with mean (3.89).

The arithmetic means and the standard deviations were calculated of the field of 'Performance-based assessment' as shown in table (4.13).

table (4.13): Means and standard deviations for the Performance-based assessment filed.

| N | Sentence | Mean | Sd | Degree |
|---|---|---|---|---|
| 1 | It requires that learners show their learning by employing their skills in realistic situation | 4.39 | 0.723 | **High** |
| 2 | It is a comprehensive integrated assessment that focuses on evaluating the processes and outputs | 4.19 | 0.781 | **High** |
| 3 | It allows the learner to do self-assessment while carrying out a task, work or project | 4.11 | 0.815 | **High** |
| 6 | It includes events as: presentation, demonstration, performance, speech, exhibition, simulation, and debate | 3.97 | 0.804 | **High** |
| 4 | The teacher and the learner share in setting the performance levels and evaluation criteria | 3.96 | 0.795 | **High** |
| 5 | It presents for the teacher and the learner the ability to work on modifying the procedures and assessment duties | 3.81 | 0.882 | **High** |
| **Total** | | **4.071** | **0.597** | **High** |

It is noted from Table (4.13) that the arithmetic means and the standard deviations of the field of Performance-based assessment that the arithmetic means for the total score (4.07) and standard deviation (0.597) and this indicates that the field of Performance-based assessment came with a high degree.

The results also indicated in Table (4.13) that all the sentences came with a high degree. The paragraph " It requires that learners show their learning by employing their skills in realistic situation " at the highest arithmetic average (4.39), followed by the paragraph " It is a comprehensive integrated assessment that focuses on evaluating the processes and outputs " with an average of (4.19). The paragraph “It presents for the teacher and the learner the ability to work

on modifying the procedures and assessment duties" at the lowest mathematical average (3.81), followed by the paragraph " The teacher and the learner share in setting the performance levels and evaluation criteria " with an average of (3.96).

The arithmetic means and the standard deviations were calculated of the field of Pencil and paper strategy as shown in Table (4.14).

Table (4.14): Means and standard deviations for 'Pencil and paper strategy' filed.

| N | Sentence | Mean | Sd | Degree |
|---|---|---|---|---|
| 1 | It represented in the exams with all kinds | 4.24 | 0.942 | **High** |
| 2 | It measures the learner's abilities, and skills in special areas | 4.18 | 0.828 | **High** |
| 3 | It forms an important part of the school evaluation program | 4.04 | 1.013 | **High** |
| 5 | It uses an instrument which tightly prepared | 4.01 | 0.911 | **High** |
| 6 | It controls the teacher to re the exam related to un mastered skills | 3.99 | 0.927 | **High** |
| 4 | It aims to measure the level of the learner's possession of performance skills which included in educational outcomes for specific subject | 3.96 | 0.846 | **High** |
| **Total** | | **4.06** | **0.741** | **High** |

It is noted from Table (4.14) that the arithmetic means and the standard deviations, the arithmetic means for the total score (4.06) and a standard deviation (0.741) and this indicates that the reality of the field of Pencil and paper strategy came with a high degree.

The results also indicated in Table (4.14) that all the sentences came with a high degree. And the paragraph " It represented in the exams with all kinds " scores the highest average score (4.24), followed by a paragraph " It measures the learner's abilities, and skills in special areas " with an average score of (4.18). The paragraph "It aims to measure the level of the learner's possession of performance skills which included in educational outcomes for specific subject" has the lowest

arithmetic average (3.96), followed by the paragraph “It controls the teacher to re the exam related to un mastered skills” with an average score of (3.99).

The means and standard deviations were calculated of the field of the Assessment by observing as shown in Table (4.15).

Table (4.15): Means and standard deviations for the 'Assessment by observing' filed.

| N | Sentence | Mean | Sd | Degree |
|---|---|---|---|---|
| 1 | It depends on collecting verbal data on learners’ behavior | 4.36 | 0.79 | **High** |
| 2 | It requires to re-observe in another time | 4.14 | 0.67 | **High** |
| 3 | It requires diversifying the sources of collecting data | 4.10 | 0.79 | **High** |
| 4 | It helps the teacher to treat students’ weaknesses | 4.10 | 0.87 | **High** |
| 6 | It offers a chance for the teacher to make plans to invests in the capabilities of the learner | 4.00 | 0.96 | **High** |
| 7 | It offers a chance for the learner to enhance his strengths | 4.00 | 0.96 | **High** |
| 5 | It shows what the learner can or what he cannot do | 3.94 | 1.00 | **High** |
| **Total** | | **4.09** | **0.65** | **High** |

It is noted from Table (4.15) that the arithmetic means and the standard deviations, the arithmetic means for the total score (4.09) and a standard deviation (0.654) and this indicates that the reality of the field of the Assessment by observing came with a high degree.

The results also indicated in Table (4.15) that all the sentences came with a high degree. The paragraph " It depends on collecting verbal data on learners’ behavior " at the highest arithmetic average (4.36), followed by a paragraph " It requires to re-observe in another time "with an average score of (4.14). And the paragraph " It shows what the learner can or what he cannot do " got the lowest arithmetic means (3.94), followed by a paragraph " It offers a chance for the learner to

enhance his strengths " and " It offers a chance for the teacher to make plans to invests in the capabilities of the learner " with an average score of (4.00).

The arithmetic means and the standard deviations were calculated of the field of the Assessment by communication as shown in Table (4.16).

Table (4.16): Means and standard deviations for the 'Assessment by communication' filed.

| N | Sentence | Mean | Sd | Degree |
|---|---|---|---|---|
| 3 | It collects data to recognize the nature of learner's thinking to solve problems | 4.04 | 0.830 | **High** |
| 4 | It stands on sending and receiving ideas and data by language | 3.96 | 0.879 | **High** |
| 5 | It includes a different tool to collect data as: interview, ask and answer, and conversation | 3.96 | 1.013 | **High** |
| 2 | It uses the communication activities to collect data about students | 3.94 | 0.948 | **High** |
| 1 | It collects data about the progress the learner that he's made | 3.90 | 0.981 | **High** |
| **Total** | | **3.96** | **0.715** | **High** |

It is noted from Table (4.16) that the arithmetic means and the standard deviations, the arithmetic means for the total score (3.96) and a standard deviation (0.715) and this indicates that the reality of the field of the Assessment by communication It came with a high degree.

The results also indicated in Table (4.16) that all the sentences came with a high degree. And the paragraph " It collects data to recognize the nature of learner's thinking to solve problems " at the highest arithmetic average (4.04), followed by a paragraph " It stands on sending and receiving ideas and data by language " and " It includes a different tool to collect data as: interview, ask and answer, and conversation " with average score (3.96). And the paragraph " It collects data about the progress the learner that he's made " got the lowest arithmetic average (3.90) followed by the paragraph " It uses the communication activities to collect data about students " with an arithmetic average (3.94).

The arithmetic means and the standard deviations were calculated of the field of the Self-reflection assessment as shown in Table (4.17).

Table (4.17): Means and standard deviations for the 'Self-reflection assessment' filed.

| N | Sentence | Mean | Sd | Degree |
|---|---|---|---|---|
| 5 | It enhances the learners' ability to take responsibility for their own learning | 4.04 | 0.879 | **High** |
| 4 | It is considered a key to show the level of cognitive development of the learner | 3.96 | 0.926 | **High** |
| 3 | It is an essential component of effective self-education and continuous learning | 3.88 | 0.963 | **High** |
| 2 | It helps learners to diagnose their strengths and weakness to determine their needs | 3.85 | 0.929 | **High** |
| 1 | It helps learners to reflect at their diverse experiences | 3.75 | 1.071 | **High** |
| **Total** | | **3.89** | **0.786** | **High** |

It is noted from Table (4.17) that the arithmetic means and the standard deviations, the arithmetic means for the total score (3.89) and a standard deviation (0.786) and this indicates that the reality of the Self-reflection assessment It came with a high degree.

The results also indicated in Table (4.17) that all the sentences came with a high degree. And the paragraph " It enhances the learners' ability to take responsibility for their own learning " at the highest arithmetic average (4.04), followed by a paragraph " It is considered a key to show the level of cognitive development of the learner " with average score (3.96), And the paragraph " It helps learners to reflect at their diverse experiences " got the lowest arithmetic average (3.75), followed by the paragraph " It helps learners to diagnose their strengths and weakness to determine their needs " with an arithmetic average (3.85).

## 4.4 Results Related to the Fourth Question

**Forth Question**: **Is there statistically significant in the reality of the teachers of English awareness of Authentic Assessment according to the teacher's gender, place of residence, teachers' qualification, and the years of experience?**

To answer this question, it was converted to the following hypotheses:

**4.4.1 Results of the fifth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to gender.**

The fifth hypothesis was examined by independent t-test as shown in Table (4.18).

Table (4.18): Results of the independent t-test for the reality of the teachers of English awareness of Authentic Assessment Strategies according to the gender variable.

| Fields | Gender | N | Mean | Std. Deviation | $D_F$ | t-value | Sig |
|---|---|---|---|---|---|---|---|
| Performance-based assessment | Male | 40 | 4.09 | 0.58 | 70 | 0.380 | 0.705 |
| | Female | 32 | 4.04 | 0.61 | | | |
| Pencil and paper strategy | Male | 40 | 3.97 | 0.75 | 70 | 1.267 | 0.209 |
| | Female | 32 | 4.19 | 0.71 | | | |
| Assessment by observing | Male | 40 | 4.10 | 0.72 | 70 | 0.229 | 0.820 |
| | Female | 32 | 4.07 | 0.55 | | | |
| Assessment by communication | Male | 40 | 4.00 | 0.78 | 70 | 0.513 | 0.610 |
| | Female | 32 | 3.91 | 0.62 | | | |
| Self-reflection assessment | Male | 40 | 3.87 | 0.81 | 70 | 0.233 | 0.816 |
| | Female | 32 | 3.91 | 0.76 | | | |
| Total | Male | 40 | 4.01 | 0.60 | 70 | 0.132 | 0.895 |
| | Female | 32 | 4.03 | 0.56 | | | |

It is clear from Table (4.18) that the level of significance (0.895) that is greater than ($\alpha \leq 0.05$). it means, there is no difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the gender variable, and thus, the fifth hypothesis was accepted.

**4.4.2 Results of the sixth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to place of residence.**

The sixth hypothesis was examined by independent t-test in the reality of the teachers of English awareness of Authentic Assessment Strategies according to the Place of the residence variable.

Table (4.19): Results of independent t-test for the reality of the teachers of English awareness of Authentic Assessment Strategies according to the Place of the residence variable.

| Fields | Place of the residence | N | Mean | Std. Deviation | $D_F$ | t-value | Sig |
|---|---|---|---|---|---|---|---|
| **Performance-based assessment** | City | 27 | 4.19 | 0.51 | 70 | 1.323 | 0.190 |
| | Village | 45 | 4.00 | 0.63 | | | |
| **Pencil and paper strategy** | City | 27 | 4.36 | 0.55 | 70 | 2.978 | 0.004* |
| | Village | 45 | 3.89 | 0.78 | | | |
| **Assessment by observing** | City | 27 | 4.23 | 0.53 | 70 | 1.487 | 0.142 |
| | Village | 45 | 4.00 | 0.70 | | | |
| **Assessment by communication** | City | 27 | 4.02 | 0.77 | 70 | 0.627 | 0.533 |
| | Village | 45 | 3.92 | 0.68 | | | |
| **Self-reflection assessment** | City | 27 | 3.89 | 0.89 | 70 | 0.015 | 0.988 |
| | Village | 45 | 3.89 | 0.72 | | | |
| **Total** | City | 27 | 4.15 | 0.49 | 70 | 1.509 | 0.136 |
| | Village | 45 | 3.94 | 0.62 | | | |

It is clear from Table (4.19) that the level of significance (0.136), that is that is greater than ($\alpha \leq 0.05$). it means, there is no difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the Place of the residence variable, as well as to the fields

excepted Pencil and paper strategy field. where the differences were in favor of city. and thus, the sixth hypothesis was accepted.

**4.4.3 Results of the seventh null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to teachers' qualification.**

The seventh hypothesis was examined by independent t-test and the mean for the response of the study sample members in the reality of the teachers of English awareness of Authentic Assessment Strategies according to the teacher's qualification variable.

Table (4.20): Results of independent t-test for the reality of the teachers of English awareness of Authentic Assessment Strategies according to the teacher's qualification variable.

| Fields | The teacher's qualification | N | Mean | Std. Deviation | DF | t-value | Sig |
|---|---|---|---|---|---|---|---|
| **Performance-based assessment** | Bachelor's degree | 59 | 4.05 | 0.61 | 70 | 0.459 | 0.647 |
| | Master and above | 13 | 4.14 | 0.53 | | | |
| **Pencil and paper strategy** | Bachelor's degree | 59 | 4.01 | 0.77 | 70 | 1.357 | 0.179 |
| | Master and above | 13 | 4.32 | 0.55 | | | |
| **Assessment by observing** | Bachelor's degree | 59 | 4.05 | 0.68 | 70 | 0.982 | 0.329 |
| | Master and above | 13 | 4.25 | 0.46 | | | |
| **Assessment by communication** | Bachelor's degree | 59 | 3.93 | 0.73 | 70 | 0.556 | 0.580 |
| | Master and above | 13 | 4.06 | 0.64 | | | |
| | Bachelor's degree | 59 | 3.90 | 0.81 | 70 | 0.243 | 0.809 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Self-reflection assessment** | Master and above | 13 | 3.84 | 0.65 | | | |
| **total** | Bachelor's degree | 59 | 4.00 | 0.60 | 70 | 0.775 | 0.441 |
| | Master and above | 13 | 4.14 | 0.49 | | | |

It is clear from Table (4.20) that the level of significance (0.441), that is greater than ($\alpha \leq 0.05$). it means, there is no difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the teacher's qualification variable, as well as to the fields. and thus, the seventh hypothesis was accepted.

**4.4.4 Results of the eighth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to years of experience.**

The eighth hypothesis was examined. The arithmetic averages were calculated for the response of the study sample individuals on the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable.

Table (4.21): means and standard deviation for level of the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable.

| Fields | The years of experience | N | Mean | Sd |
|---|---|---|---|---|
| **Performance-based assessment** | Less than 5 years | 12 | 3.76 | 0.86 |
| | From 5-10 years | 26 | 4.20 | 0.47 |
| | More than 10 years | 34 | 4.07 | 0.54 |
| **Pencil and paper strategy** | Less than 5 years | 12 | 3.34 | 1.06 |
| | From 5-10 years | 26 | 4.11 | 0.61 |
| | More than 10 years | 34 | 4.28 | 0.52 |
| **Assessment by observing** | Less than 5 years | 12 | 3.80 | 0.97 |
| | From 5-10 years | 26 | 4.19 | 0.51 |
| | More than 10 years | 34 | 4.11 | 0.60 |

| | | | | |
|---|---|---|---|---|
| **Assessment by communication** | Less than 5 years | 12 | 3.91 | 0.85 |
| | From 5-10 years | 26 | 4.08 | 0.70 |
| | More than 10 years | 34 | 3.88 | 0.68 |
| **Self-reflection assessment** | Less than 5 years | 12 | 3.58 | 1.04 |
| | From 5-10 years | 26 | 4.04 | 0.62 |
| | More than 10 years | 34 | 3.88 | 0.78 |
| **total** | Less than 5 years | 12 | 3.68 | 0.88 |
| | From 5-10 years | 26 | 4.13 | 0.50 |
| | More than 10 years | 34 | 4.06 | 0.47 |

It is noted from Table (4.21) that there is apparent difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable, and to know the significance of the difference, one way ANOVA was used as shown in Table (4.22):

table (4.22): one way ANOVA test for the reality of the teachers of English awareness of Authentic Assessment Strategies Depending on the years of experience variable.

| **Fields** | | **Sum of Squares** | **DF** | **Mean Square** | **F-value** | **Sig** |
|---|---|---|---|---|---|---|
| **Performance-based assessment** | Between Groups | 1.601 | 2 | 0.801 | 2.329 | 0.105 |
| | Within Groups | 23.722 | 69 | 0.344 | | |
| | Total | 25.324 | 71 | | | |
| **Pencil and paper strategy** | Between Groups | 7.956 | 2 | 3.978 | 8.830 | 0.000 |
| | Within Groups | 31.085 | 69 | 0.451 | | |
| | Total | 39.042 | 71 | | | |
| **Assessment by observing** | Between Groups | 1.235 | 2 | 0.617 | 1.460 | 0.239 |
| | Within Groups | 29.186 | 69 | 0.423 | | |
| | Total | 30.421 | 71 | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **The Assessment by communication** | Between Groups | 0.631 | 2 | 0.316 | 0.609 | 0.547 |
| | Within Groups | 35.740 | 69 | 0.518 | | |
| | Total | 36.371 | 71 | | | |
| **Self-reflection assessment** | Between Groups | 1.761 | 2 | 0.881 | 1.441 | 0.244 |
| | Within Groups | 42.157 | 69 | 0.611 | | |
| | Total | 43.918 | 71 | | | |
| **Total** | Between Groups | 1.764 | 2 | 0.882 | 2.692 | 0.075 |
| | Within Groups | 22.604 | 69 | 0.328 | | |
| | Total | 24.367 | 71 | | | |

It is noted from Table (4.22) that the level of significance (0.075) is greater than the level of significance ($\alpha \leq 0.05$), meaning that there is no statistically significant difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable, as well as for the fields except Pencil and paper strategy field, Thus the eighth hypothesis was accepted.

### 4.5 Results Related to the Fifth Question

**Fifth question: what is the relationship between the reality of implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment by the teachers of English?**

To answer this question, it was transformed into the following hypotheses:

**Results of the ninth null hypothesis: There is no statistically relationship at ($\alpha \leq 0.05$) between the reality of implementing the multiple intelligences theory and the awareness of authentic assessment among the teachers of English**.

The hypothesis was examined by calculating the Pearson correlation coefficient and the statistical significance between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English, as shown in Table (4.23).

Table (4.23): Pearson correlation coefficient and the statistical significance between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English among tenth graders in public schools.

| Variables | | Performance-based assessment | Pencil and paper strategy | Assessment by observing | Assessment by communication | Self-reflection assessment | Average |
|---|---|---|---|---|---|---|---|
| Linguistic intelligence | Pearson correlation | 0.716 | 0.615 | 0.569 | 0.500 | 0.638 | 0.727 |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
| Logical-mathematical intelligence | Pearson correlation | 0.455 | 0.640 | 0.474 | 0.365 | 0.638 | 0.623 |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.002 | 0.000 | 0.000 |
| Interpersonal intelligence | Pearson correlation | 0.564 | 0.622 | 0.604 | 0.389 | 0.588 | 0.665 |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.001 | 0.000 | 0.000 |
| Visual-spatial intelligence | Person correlation | 0.453 | 0.519 | 0.392 | 0.319 | 0.442 | 0.511 |
| | Sig. | 0.000 | 0.000 | 0.001 | 0.006 | 0.000 | 0.000 |
| Social (intrapersonal) intelligence | Pearson correlation | 0.429 | 0.536 | 0.466 | 0.297 | 0.516 | 0.542 |
| | Sig. | 0.000 | 0.000 | 0.000 | 0.011 | 0.000 | 0.000 |
| Total | Pearson correlation | 0.617 | 0.698 | 0.598 | 0.442 | 0.673 | 0.729 |
| | Sig. | 0.000* | 0.000* | 0.001* | 0.001* | 0.001* | 0.001* |

*. Correlation is significant at the 0.05 level

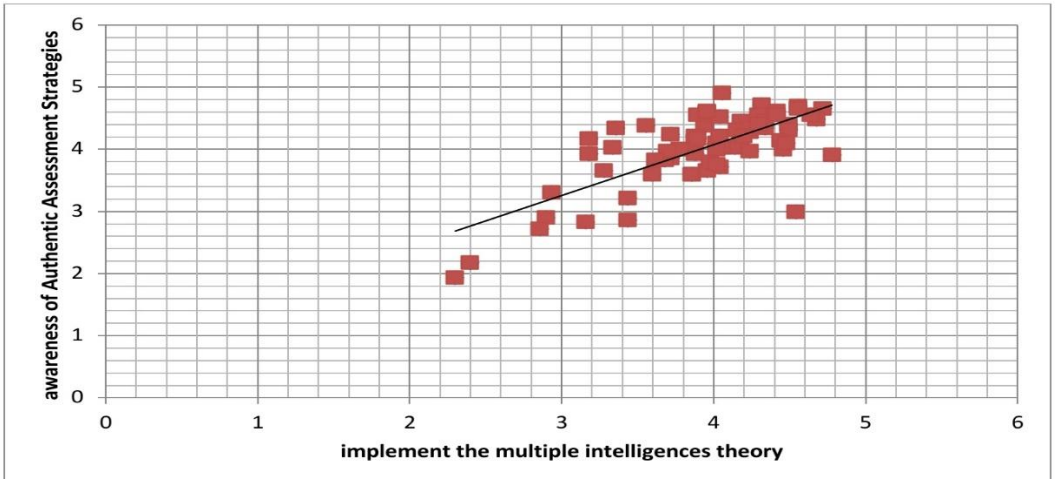


Fig (4.1): The relationship between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English among tenth graders in public schools.

Table (4.23) shows that the value of the Pearson correlation coefficient for the total degree is (0.729), and the significance level (0.000) that is less than ($\alpha \leq 0.05$). it means, there is a positive direct relationship with statistical significance at the significance level ($\alpha \leq 0.05$) between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English among tenth graders in public schools, , as shown in Fig (4.1), thus the ninth hypothesis was reject.

## Chapter five

## Discussion, Conclusion and Recommendations

This chapter discusses the results of the study in the light of research questions. Then, it came up with conclusion and it sheds light on the recommendations based on the findings of the study.

### 5.1 Discussion of the Results Related to the First Question

The first question stated that,

**First Question: What is the reality of the teachers of English implementation of the multiple intelligences theory?**

To answer this question, the arithmetic averages and the standard deviations were calculated. The results also indicated that the reality of the implementation of multiple Intelligences theory was high.

It may be attributes this to the teacher, their students, and the surrounding environment.

Each type of intelligences affects the environment. So, the environment is an important factor to acquire the intelligence.

The high degree of social intelligence may be related to that the Palestinian ministry of education that directs teachers to continuously practice active learning strategies and to focus on team work, which was conducted in وزارة التربية والتعليم الفلسطينية/Palestinian Ministry of Education (2017). Also, teachers are interested in improve the positive social relationships with their students and work to enhance it especially that this age stage (tenth graders) at the adolescence when friendships are formed. In addition, the implementing of social intelligence is in line with the nature of language because it inquires a social interaction in the classroom.

The high degree of implementation of verbal intelligence related to the ease of practice of this kind of intelligence by the four language skills: listening, speaking, reading, and writing, and by discussion and dialogue, which was conducted in Armstrong (2002).

The high degree of implementation of interpersonal intelligence may be related to the technology revolution that we live, and the wide spread for social media which contributed to the development of interpersonal intelligence between teachers. Also, many schools support the volunteer activities by teachers in the local community. In addition, the common belief among teachers is consisted with what Gardner refers to that the evaluate of the relationships with others between students in this age stage does not depend on material rewards, but become dependent on support and psychological understanding of people around them (Gardner, 2003).

The high degree in implementation of the mathematics intelligence could be related to its importance to the grammar analysis, syntax, and evaluation. also, the language lessons inquire these skills because the grammar resembles to mathematics problems have abstraction and generalization which need using high thinking skills, which was conducted in جابر (2003).

The high degree of implementation of visual intelligence related to the great improvement in the technological environment in most schools and allows the application of the necessary technology to provide grammar lessons. But it came with lowest application rate because not all governmental schools allow to provide the above facilities for teachers.

The MIT explained by its educational applications, and it has received increasing demand from teachers and educators, because of its clear implications for teaching and learning methods, this result agrees with many studies that showed high degree in the implementing of multiple intelligences as; الخوالدة/ Al-Khawalda(2022); شعبان/ Shaaban(1442); الأمين/ Al-Ameen(2020); جيوسي و زيدان/ Jaywsi & Zaidan(2016); Ahmad, et al., (2014); أبو شمة / Abu Shama(2011); وحشة/ Wahsha(2010), and Badarneweh (2007), all of them conducted a high degree in the implementing of multiple intelligences . But محارمة ومحمود/ Maharma & Mahmoud(2021) showed the average degree for the implementing of the multiple intelligences, علاونة/ Alawna(2016) indicated that the level of multiple intelligences at QOU students was moderate Also, it agrees with what came in (حسين/ Hssain, 2007) about the strategies related to every kind of intelligence, for example the strategies that support social intelligence are simulation, group interactions, special friend. For verbal intelligence are lecture, discussion, word games and narration. For interpersonal

intelligence are the individual instructions, choice in study fields, self-esteem. For mathematics intelligence are problem solving, scientific experience, digital games, brain storming. For visual intelligence are image games, mental planning, visual acting, and visuals.

But this result did not agree with Xu & Lin (2018) which showed that the sample in normal perform was negatively on multiple intelligences generally, Boulmaiz, (2017) showed that the two intelligences (verbal and logical intelligences) were applied without other kinds of intelligence, and Ghamrawi (2014) which showed the negative role of multiple intelligences theory on vocabulary acquisition which may be related for misusing for the theory by the teachers.

### 5.2 Discussion of the Results Related to the Second Question

The second question stated that,

**Second Question: Is there statistically significant in the reality of implementing of the multiple intelligences theory by the teachers of English according to the teacher's gender, place of residence, the teachers qualification, and the years of experience?**

To answer this question, it was converted to the following null hypotheses:

#### 5.2.1 first null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to gender.

The first hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English implement the multiple intelligences theory on 10th graders in public schools according to the gender variable, as well as to the fields. and thus, the first hypothesis was accepted.

This absence of statistically significant difference in the gender may be explained as that gender does not have any statistically significant due to the implementation of MIT by teachers of English, because the equal socialization of both sexes, that was conducted in Gardner's studies, and the explosion of knowledge that make intelligence theory available to everyone and in the hands of every teacher male or female. Also, the independence on the active learning strategies in teaching, which the ministry of education encourage, is supporting the implementation of MIT.

The result of this hypothesis was agreed with جيوسي و زيدان/ Jaywsi & Zaidan(2016); محارمة و محمود/ Maharma & Mahmoud(2012);أبو شمة / Abu Shama(2011); and وحشة / Wahsha(2010) studies, that

all of them find that there is no statistically significant in the implementation of MIT due to gender, with the exception of الخوالدة/ Al-Khawalda(2022) which conducted that no statistically significant in the implementation of MIT except for linguistic intelligence in favor of the females

But it was disagreed with شعبان/ Shaaban(1442) which related to the difference in favor of the males, الأمين/ Al-Ameen(2020) showed that the difference was in favor of females, علاونة/ Alawna(2016) showed the existence of statistically differences due to the interaction between gender, faculty and academic level,الجوالدة واخرون / Al-Jawalda, et al.(2013) results showed superiority of females in after intelligence language, and male superiority in the offline spatial, social, and (Badarnweh, 2007) showed that the difference was in favor of males.

**5.2.2 second null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to place of residence.**

The second hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English implementation of the multiple intelligences theory on 10th graders in public schools according to the Place of the residence variable, as well as to the fields. and thus, the second hypothesis was accepted.

The result may be related to that the world became as a small village because of the scientific development and knowledge explosion. Hence, teachers in anywhere still keeping up the development in education process. In addition, teachers in the same geographic district are moving between schools in village or city at his teaching years regardless about teachers place of residence. So, the differences in the intelligence abilities growth according to the theories which explain the intelligence abilities within the acquired abilities.

This result agreed with علاونة / Alawna(2016) which conducted that there were no statistically significant differences due to place of residence.

But it was disagreed with جيوسي و زيدان/ Jaywsi & Zaidan(2016) which found that there were statistically significant differences due to place of residence in favor of city.

**5.2.3 third null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to teachers' qualification.**

The third hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English implement the multiple intelligences theory on 10th graders in public schools according to the teacher's qualification variable, at the end, the third hypothesis was accepted.

It could be indicated that all universities which teach the same educational programs that present the active learning strategies supports MIT. Therefore, teachers they have B. A or M.A using these strategies to employing MIT in teaching. Also, the teacher's qualification does not have an effect because it focuses only on the academic sides for teachers. Moreover, the absence of teacher's qualification variable affects related to the absence of effect of years of experience for teachers.

الخوالدة/ Al-Khawalda(2022) was agreed with this result, except in for personal intelligence in favor of the bachelor's degree.

This result was disagreed with محارمة و محمود/ Maharma & Mahmoud(2012) which found that there were differences in the implementing of MIT due to teachers qualification in favor of the doctorate degree, أبو شمة/ Abu Shama(2011) found the differences in favor of diploma, and Badarnweh (2007) found the differences in favor of BA degree.

**5.2.4 fourth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of teachers of English in implementing the multiple intelligences theory due to the years of experience.**

The fourth hypothesis was examined. The arithmetic averages were calculated for the response of the study sample individuals on the reality of the teachers of English implementation of the multiple intelligences theory on 10th graders in public schools due to the years of experience variable, as a result, the fourth hypothesis was accepted.

This outcome may be referred to the similarity in the plans, teaching strategies and instruments, and the system that applied. Moreover, teachers who have years of experience less than 5 years may share teacher who has years of experience more than 5 or 10 years and he benefits from the second teachers experience at the same school or by friendly relationships. Also, the common concepts and capabilities between the teachers although of the Varity in their experiences, and their common understanding although of their years of experiences.

This result was agreed with أبو شمة/ Abu Shama(2011). But disagreed with شعبان/ Shaaban(1442) which found that the differences were in favor of (5- 10) and (11-15), and Badarnweh (2007) found that there were differences due to the teacher experiences.

This result was disagreed with محارمة و محمود/ Maharma & Mahmoud(2012) which found that there were differences in the implementing of MIT due to teachers qualification in favor of the doctorate degree, أبو شمة/ Abu Shama(2011) found the differences in favor of diploma, and Badarnweh (2007) found the differences in favor of BA degree.

### 5.3 Discussion of the Results Related to the Third Question

The third question stated that,

**Third Question: What is the reality of the teachers of English awareness of Authentic Assessment?**

To answer this question, the arithmetic averages were calculated and the standard deviations of the responses of the study sample individuals on the questionnaire fields that express the reality of the teachers of English awareness of Authentic Assessment Strategies. The reality of the teachers of English awareness of Authentic Assessment Strategies came High degree. The field of Assessment by observing obtained the highest mean, and then the Performance-based assessment field, and then the Pencil and paper strategy field, and then the Assessment by communication field, followed by the field of the Self-reflection assessment.

We may say that this outcome came as this because that the ministry of education in Palestine directs teachers for training workshops from time to time (وزارة التربية والتعليم الفلسطينية / Palestinian Ministry of Education, 2017) in addition, the ministry made a decision in 2015 that every student should has portfolio contains all his learning outcomes and teachers should follow and evaluate it from time to time. It aimed to improve the educational process and its elements which the assessment one of the most important of them. Also, all teachers of English responded for the trend of new educational systems toward using the modern strategies in teaching and evaluating students. In addition, all teachers studied at universities which teach educational courses about authentic assessment. Also, teachers read and follow the educational literature which is related to this subject to improve their awareness of authentic assessment. Moreover, the building of the curriculum on the constructivist theory has a fingerprint on this, the most important thing here is the nature of language itself, because its skills need for special methods and strategies to evaluate

it. as زيتون و زيتون/Zeitoun & Zeitoun (2003) authentic assessment stands on clear standard, which make teachers vision more clearly.

It is thought that the assessment by observing has the highest rate because it done directly in the classroom and do not have time and effort to prepare for it and the teacher is aware of this strategy because he lives with students. The high awareness by teachers of English for Performance-based assessment strategy came from the varying in its events that the teacher can use it and the wide rang that teacher can use. pencil and paper strategy is a common strategy between teachers, the sample of this study who were teach by this methods previously. Assessment by communication also, is spread and it may be done at the context of class, in addition it is a life method. So, teachers are familiar with this type of assessment. Self-reflection assessment came at the end of ranking but it is famous for teachers of English also. Because it supports the constructivist learning and high thinking skills.

This result agreed with الجابر/ Al-Jaber(2021); Kinay (2018); Sanjivani (2016); Metin & Ozman (2011); Varley (2008); Cheng (2006); and Gulikers et al., (2006) that all of them found that the reality of awareness of authentic assessment was in a high degree.

And it was not agreed with أبو دحروج و أبو حجر/ Abu Dahrouj & Abu Hajar(2019) which found a decrease in alternative assessment strategies expect strategy of observation,العدوان والقطاوي / Al-Odwan & Al-Qatawi(2016) was conducted a medium degree for teachers' knowledge of authentic assessment, حميد/ Hameed(2014) found that the degree was moderate, and الزعبي/ Al-Zoubi(2013) found that the degree was moderate expect observation. But Saeed et al., (2018) and Ghaicha & Omarkaly (2018),conducted that the teachers use summative assessment more than formative assessment.

### 5.4 Discussion of the Results Related to the Fourth Question

The fourth question stated that,

**Forth Question**: **Is there statistically significant in the reality of the teachers of English awareness of Authentic Assessment according to the teacher's gender, place of residence, teachers' qualification, and the years of experience?**

To answer this question, it was converted to the following hypotheses:

**5.4.1 fifth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to gender.**

The fifth hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English awareness of Authentic Assessment Strategies according to the gender variable, as a result the fifth hypothesis was accepted.

This result may be related to the similarities in the conditions and experiences between teachers both male or female. Also, it related to teachers believes in the importance of authentic assessment. In addition, they both male and female received the same training workshops in-service. Moreover, it is related to the improve at skill development application for teacher and did not limit to the development of the cognitive dimension in the training course for both male and female.it may be related too, the mental maturity as a result of rapid development and openness technological in line with the awareness of authentic assessment strategies, which was conducted in عفانة و نشوان/ Afana & Nashwan(2017)

This result agreed with الثبيتي/ Al-Thobayti(2020), حميد/ Hameed(2014), and الزعبي/ Al-Zoubi(2013) that all of them found that there no difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to gender.

But it was not agreed with Kinay (2018) which found that there was a statistically difference due to gender in favor of male, العدوان والقطاوي/ Al-Odwan & Al-Qatawi(2016) found that the difference was in favor of females, and Metin& Ozman (2011) found that the difference was in favor of males.

**5.4.2 sixth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to place of residence.**

The sixth hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English awareness of Authentic Assessment Strategies according to the Place of the residence variable, and the sixth hypothesis was accepted.

This result may be related to the reason that the activities of English books that support authentic assessment and it come in line with strategies which teachers of English teaching at all governmental schools of Palestine regardless of place of residence.

This result disagreed with أبو شعيرة واخرون/ Abu Shaera(2010) which related the obstacles that encounter implementing the strategy of authentic assessment to the fiscal issues and professional development programs which effected when the place of residence forbidden the teacher from benefit of these fields.

**5.4.3 seventh null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to teachers' qualification.**

The seventh hypothesis was examined by calculating the results of the t-test and the mean for the response of the study sample members in the reality of the teachers of English awareness of Authentic Assessment Strategies according to the teacher's qualification variable, and the seventh hypothesis was accepted.

It may be thought that this result related to the informing teachers of educational books and the latest evaluation methods used regardless of academic qualification. Also, the linking of annual evaluation for teacher with his implementation of modern strategies in assessment. moreover, the similar preparations and educational supervision directed to all teachers.

This result was agreed with الثبيتي/ Al-Thobayti(2020); حميد/ Hameed(2014); and الزعبي/ Al-Zoubi(2013). which found that there is no difference due to teachers' qualification.

**5.4.4 eighth null hypothesis: There is no statistically significant difference at the level of ($\alpha \leq 0.05$) between the mean differences of the teachers of English awareness of authentic assessment due to years of experience.**

The eighth hypothesis was examined. The arithmetic averages were calculated for the response of the study sample individuals on the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable, and the eighth hypothesis was accepted.

This result may be related to that the educational supervisors focus on improving the assessment strategies in their evaluation for teachers of English. Also, the authentic assessment strategies keep up with the modern teaching methods, and it may be the suitable methods for evaluation while Corona pandemic and the learner absence of schools.

This result was agreed with الثبيتي/Al-Thobayti(2020), العدوان والقطاوي/Al-Qdwan & Al-Qatawi(2016), حميد/Hameed(2014), and الزعبي/ Al-Zoubi(2013) that they found there no difference in the reality of the teachers of English awareness of Authentic Assessment Strategies due to the years of experience variable.

### 5.5 discussion of the results related to the Fifth Question

The fifth question stated that,

**Fifth Question : What is the relationship between the reality of implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment by the teachers of English?**

To answer this question, it was transformed into the following hypotheses:

**5.5.1 ninth null hypothesis: There is no statistically relationship at ($\alpha \leq 0.05$) between the reality of implementing the multiple intelligences theory and the awareness of authentic assessment among the teachers of English**.

The hypothesis was examined by calculating the Pearson correlation coefficient and the statistical significance between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English among tenth graders in public schools, which expressed a positive relationship.

It was noticed that two variables are important and they contribute to the development of the educational process. Whereas, the implementation of Multiple Intelligences Theory by teachers, is not to have its characters just, expanding their awareness of Authentic Assessment strategies, because of their knowledge of the individual differences and the individual learning methods for each student may improve their knowledge with assessment methods support these individual differences and methods. And vice versa, which means that the awareness of authentic assessment strategies by teachers of English expand their knowledge by multiple intelligences theory by improve the high thinking skills which affect in the intelligence for everyone.

We thought that this positive result is embodied in the reality we live because of Corona crisis had produced a crisis in educational and assessment methods. So, the trend became towards using 21st century teaching methods, which includes the theory of multiple intelligences that takes into account learning styles and individual differences, especially in context of distance education then the blended learning stage. This requires teachers to rely on evaluation methods that support this theory and take into account individual differences and differences in intelligences among learners, after relying on traditional teaching methods as lecture, and evaluation methods aimed to measure the achievement. Now the trend become towards implementing a modern method in teaching and evaluation, which they had learned theoretically previously in the training courses which imposed by directorates of education for teachers, to be applied currently in light of the pandemic, which raised the level of teachers' application of MI theory and their awareness of authentic assessment strategies.

This result agreed with Setiawati (2018) which conducted that the purpose of assessment should measure learners learning processes in order to obtain information about learning understanding of skills or knowledge to new situations, that confirm the importance to join the MI-based lesson design with strategies of authentic assessment.

**5.6 Results**:

The study found these results:

- The reality of the implementation of multiple Intelligences theory by teachers of English was high.
- There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) in the reality of the teachers of English implementation of multiple intelligences theory on 10th graders in public schools due to the gender, place of residence, teachers' qualifications, and years of experience**.**
- The reality of the teachers of English awareness of Authentic Assessment Strategies came High degree.
- There is no statistically significant difference at the level of significance ($\alpha \leq 0.05$) in the

reality of the teachers of English awareness of Authentic Assessment Strategies due to the gender, place of residence, teachers' qualifications, and years of experience**.**

- The relationship between the reality of the implementation of Multiple Intelligences Theory and the Awareness of Authentic Assessment Strategies by the teachers of English among tenth graders in public schools was positive.

**5.7 Recommendations of study:**

In the light of the results of this study, the researcher finds it important to give some recommendations as:

1- To train teachers of English continuously on the authentic assessment and modern development for multiple intelligences theory.

2- To follow up on implementing of authentic assessment by school administrations and educational supervisors.

3- Make studies that search in the relationship between the remaining three intelligences and the authentic assessment strategies for other subjects and age stages.

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Appendices (1)

The questionnaire in its final form:

Al-Quds University
Deanship of Graduate Studies

Questionnaire

**Dear teacher:**

The researcher is conducting a study entitled "**The Reality of the implementation of the Multiple Intelligences Theory among Tenth Graders in Public Schools by Teachers of English and its Relation to their Awareness of Authentic Assessment Strategies**" this questionnaire was constructed to obtain the necessary data for completing her study. The data obtained will be treated confidentially and will be used only for purposes of scientific research. **Multiple intelligences theory** starts from the postulate that all children possess multiple and varying mental competencies, developed to different degrees, this study confined to five intelligences: linguistic intelligence, logical intelligence, personal intelligence, social intelligence, and visual intelligence. **The awareness** means the knowledge about thing. **Authentic assessment** means that students perform meaningful tasks that require a higher thinking skill, aims to determine the value of its works through criteria that determine the level of its quality. This questionnaire is consisting of three parts, the first part is about personal information for person who will fill out the questionnaire, the second part is about multiple intelligences, and the third one is about authentic assessment strategies.

Thank you for your cooperation

Researcher

Sondos Nayif Saad Alwahsh

The first part: personal data:

Teacher's gender: 1-male ____ 2-female____

Place of the residence: 1-city ___ 2-village ___ 3-camp___

The teacher's qualification: 1-diploma___ 2-B. A ___ 3-M. A and above___

The years of experience: 1-less than 5 years___ 2-(5-10) years___ 3- more than 10___

**First instrument**: contains items about the implementation of multiple intelligences theory as following:

Put an (×) mark under the level of agreement that best describes your teaching practices:

| | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | **Domain one: Linguistic intelligence** | | | | | |
| 1 | I pay attention to the writing methods | | | | | |
| 2 | I pay attention about words more than images | | | | | |
| 3 | I encourage students to read books in their spare time | | | | | |
| 4 | I encourage constant competition | | | | | |
| 5 | I ask students to write reports, notes, and other things | | | | | |
| 6 | I follow the saying, listen words in the mind before read or write it | | | | | |
| 7 | I make time for composing jokes, and verbal puzzles | | | | | |
| 8 | I manipulating words while speaking as puns, alliteration, and double meaning | | | | | |
| 9 | I develop the student's adequacy in grammar | | | | | |
| 10 | I faithfully contact students through voice massages | | | | | |
| | **Domain two: Logical-mathematical intelligence** | | | | | |
| 11 | I teach students to realize the reasons, and the consequences | | | | | |
| 12 | I find logical rational explanations with students for anything that happens | | | | | |
| 13 | I inquire about the reason for things in others behavior at work and the world | | | | | |
| 14 | I develop students in the units of book that related to the integration of subjects | | | | | |
| 15 | I use problem solving methods step by step in class | | | | | |
| 16 | I ask students to support their opinions with arguments and proofs | | | | | |
| 17 | I need to use more science processes when dealing with situations | | | | | |
| 18 | I alternate between teaching methods | | | | | |
| 19 | I adopt challenging mental games, calculating numbers mentally, and 'what-if' experiences | | | | | |
| 20 | I ask students to identify logical defect in dialogues between people | | | | | |
| | **Domain three: Interpersonal intelligence** | | | | | |
| 21 | I make free time for students to reflect about life before the class started | | | | | |
| 22 | I provide students with self-development programs to recognize more about their personality | | | | | |
| 23 | I respect the student privacy when he works alone | | | | | |
| 24 | I ask students to recognize their strengths to support it, and their weakness to cure it | | | | | |
| 25 | I boost confidence students that they have a strong well and independent thinking | | | | | |
| 26 | I encourage students to keep their personal diary | | | | | |
| 27 | I ask students to recognize what other people think of their personality | | | | | |
| 28 | I invite students to set goals for their lives to work to achieve it | | | | | |
| 29 | I encourage students to make self-meditation about their behavior | | | | | |
| 30 | I encourage students to practice their personal hobbies in their free time | | | | | |
| | **Domain four: Visual-spatial intelligence** | | | | | |
| 31 | I use imagination in specific matters | | | | | |
| 32 | I ask students to close their eyes to imagine a difference picture | | | | | |
| 33 | I help students distinguish the colors accurately and to use them in outwork | | | | | |
| 34 | I focus students' attention on the illustrated educational materials more than on written ones | | | | | |
| 35 | I give students jigsaw puzzle games, riddle solving, and visual maze | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 36 | I encourage students to draw random graphics while thinking in any subject | | | | | |
| 37 | I use the concept maps to link ideas | | | | | |
| 38 | I ask students to rearrange the classroom in a new look | | | | | |
| 39 | I use some music videos to stimulate students | | | | | |
| 40 | I develop the students' ability to read blueprints | | | | | |
| | **Domain five: Social (intrapersonal) intelligence** | | | | | |
| 41 | I use the group work while teaching | | | | | |
| 42 | I encourage students to be the leaders of their group successively | | | | | |
| 43 | I depend on the team sports more than individual ones | | | | | |
| 44 | I pay attention to individual differences between students | | | | | |
| 45 | I share students in the extracurricular at school | | | | | |
| 46 | I invite students to play a positive role in social works and occasions | | | | | |
| 47 | I exchange an advice and an opinion with students | | | | | |
| 48 | I continue positively with students on the social media | | | | | |
| 49 | I pay the students' attention to the current social issues | | | | | |
| 50 | I encourage students to join to the clubs | | | | | |

**Second instrument**: contains items about the awareness of Authentic assessment strategies as following:

Put (×) in the place that you agree with, please.

| | Statement | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | **First strategy: performance-based assessment** | | | | | |
| 1 | It requires that learners show their learning by employing their skills in realistic situation | | | | | |
| 2 | It is a comprehensive integrated assessment that focuses on evaluating the processes and outputs | | | | | |
| 3 | It allows the learner to do self-assessment while carrying out a task, work or project | | | | | |
| 4 | The teacher and the learner share in setting the performance levels and evaluation criteria | | | | | |
| 5 | It presents for the teacher and the learner the ability to work on modifying the procedures and assessment duties | | | | | |
| 6 | It includes events as: presentation, demonstration, performance, speech, exhibition, simulation, and debate | | | | | |
| | **Second strategy: pencil and paper strategy** | | | | | |
| 7 | It represented in the exams with all kinds | | | | | |
| 8 | It measures the learner's abilities, and skills in special areas | | | | | |
| 9 | It forms an important part of the school evaluation program | | | | | |
| 10 | It aims to measure the level of the learner's possession of performance skills which included in educational outcomes for specific subject | | | | | |
| 11 | It uses an instrument which tightly prepared | | | | | |
| 12 | It controls the teacher to re the exam related to unmastered skills | | | | | |
| | **Third strategy: assessment by observing** | | | | | |
| 13 | It depends on collecting verbal data on learners' behavior | | | | | |
| 14 | It requires to re-observe in another time | | | | | |
| 15 | It requires diversifying the sources of collecting data | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| 16 | It helps the teacher to treat students' weaknesses | | | | | |
| 17 | It shows what the learner can or what he cannot do | | | | | |
| 18 | It offers a chance for the teacher to make plans to invests in the capabilities of the learner | | | | | |
| 19 | It offers a chance for the learner to enhance his strengths | | | | | |
| | **Fourth strategy: Assessment by communication** | | | | | |
| 20 | It collects data about the progress the learner that he's made | | | | | |
| 21 | It uses the communication activities to collect data about students | | | | | |
| 22 | It collects data to recognize the nature of learner's thinking to solve problems | | | | | |
| 23 | It stands on sending and receiving ideas and data by language | | | | | |
| 24 | It includes a different tool to collect data as: interview, ask and answer, and conversation | | | | | |
| | **Fifth strategy: Self-reflection assessment** | | | | | |
| 25 | It helps learners to reflect at their diverse experiences | | | | | |
| 26 | It helps learners to diagnose their strengths and weakness to determine their needs | | | | | |
| 27 | It is an essential component of effective self-education and continuous learning | | | | | |
| 28 | It is considered a key to show the level of cognitive development of the learner | | | | | |
| 29 | It enhances the learners' ability to take responsibility for their own learning | | | | | |

# Thank you

Appendices (2)

List of Arbitrators:

| No | Name | Institution |
|---|---|---|
| 1 | Prof. Afif Zidan | Al-Quds University |
| 2 | Prof. Aziz Khalil | Palestine Ahliya University |
| 3 | Dr. Mohsen Adas | Al-Quds University |
| 4 | Dr. Inas Nasser | Al-Quds University |
| 5 | Dr. Ibrahim Arman | Al-Quds University |
| 6 | Dr. Jamal Nafi | Al-Quds University |
| 7 | Dr. Mahmoud Itmeizeh | Palestine Ahliya University |
| 8 | Dr. Alejandro Cerna | Bethlehem University |
| 9 | Dr. Nael Abdel Rahman | Al-Quds Open University |
| 10 | Dr. Hassan El Barmeel | Al-Quds Open University |
| 11 | Dr. Adnan Shehadeh | Palestine Polytechnic University |
| 12 | Ms. Ghada Abu Amriah | Al-Aqban Elementary School |

Appendices (3)

the permission from Al-Quds University:

جامعـــة القدس
كليـة العلـوم التربويـة

بسم الله الرحمن الرحيم

Al-Quds University
Faculty of Educational Sciences

التاريخ: 2022/3/21

حضرة مدير عام التربية والتعليم المحترم

بيت لحم،،

الموضوع : تسهيل مهمة

تحية طيبة وبعد،،

تقوم الطالبة سندس نايف سعد الوحش ، ورقمها الجامعي (21920088) ، بإجراء دراسة بعنوان: واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة لطلبة الصف العاشر في المدارس الحكومية وعلاقتها بوعيهم باستراتيجيات التقويم الواقعي.

لذا نرجو من حضرتكم تسهيل مهمة الطالبة المذكورة أعلاه، وذلك لتطبيق الدراسة خلال الفصل الدراسي الحالي.

شاكرين لكم حسن تعاونكم

برنامج أساليب التدريس
Teaching Methods Program

د. محسن عصفور
منسق برنامج ماجستير اساليب التدريس

Telfax 02-2794913 -Jerusalem P.O. Box 20002

تلفاكس 02-2794913 -القدس ص.ب 20002

Appendices (4)

The permission from The Directorates of Education in Bethlehem District:

State of Palestine
Ministry of Education
Center for Educational Research and Development

دولة فلسطين
وزارة التربية والتعليم
مركز البحث والتطوير التربوي

الرقم: و ت / ٧٦٢٨٢
التاريخ: 04/27 /2022م

لمن يهمه الأمر

الموضوع: "تسهيل مهمة بحثية"

يهديكم مركز البحث والتطوير التربوي أطيب تحية، ويرجو منكم التكرم بتسهيل مهمة الباحثة:

"سندس نايف سعد الوحش"

من **جامعة القدس** للحصول على المعلومات اللازمة لإعداد دراسة بعنوان:

" **واقع تطبيق معلمي اللغة الإنجليزية لنظرية الذكاءات المتعددة لطلبة الصف العاشر في المدارس الحكومية وعلاقتها بوعيهم باستراتيجيات التقويم الواقعي**"

**ملاحظات:**

- تتضمن الدراسة توزيع استبيانات على عينة من معلمي اللغة الإنجليزية لطلبة الصف العاشر في المدارس الحكومية في محافظة بيت لحم.
- الاستجابة على الأدوات البحثية من قبل عينة المبحوثين طوعية.
- نظراً لظروف الجائحة يتم تطبيق أدوات البحث عبر النماذج المحوسبة دون تواصل وجاهي مع المبحوثين.
- نرفق لكم إطار مدارس مديريات العينة للتواصل عبر الايميل مع مدراء المدارس برابط الأداة البحثية المحوسب.

مع الاحترام،،

د. محمد مطر
/مدير عام مركز البحث والتطوير التربوي

دولة فلسطين
وزارة التربية والتعليم

نسخة: عطوفة وكيل الوزارة المحترم
عطوفة الوكلاء المساعدين المحترمين
السيد مدير عام التربية والتعليم/ بيت لحم المحترم
د. سعاد العبد المحترم المشرف الرئيس على الدراسة -بريد الكتروني- suad_albed@yahoo.com

Tel ( +970-562-501092 ) E-mail ( ncerd@moe.edu.ps )

**واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة وعلاقته بوعيهم بالتقويم الواقعي.**

**اعداد: سندس نايف سعد الوحش**

**اشراف: د. سعاد العبد**

**الملخص**

هدفت هذه الدراسة الى معرفة واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة وعلاقته بوعيهم بالتقويم الواقعي، واعتمدت المنهج الوصفي الارتباطي، و تكون مجتمع الدراسة من (225) معلم ومعلمة للغة الانجليزية لطلبة المرحلة الأساسية العليا في محافظة بيت لحم للعام الدراسي 2022/2021. واستخدمت العينة العشوائية الطبقية التي تكونت من (72) معلما ومعلمة للغة الانجليزية للصف العاشر في المدارس الحكومية، (40) معلم و (32) معلمة. ولتحقيق أهداف الدراسة، قامت الباحثة بناء اداتين وهما استبانتين: احداهما لقياس واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة، والاخرى لقياس واقع وعي معلمي اللغة الانجليزية بالتقويم الواقعي، و تم التحقق من صدقهما وثباتهما قبل التطبيق. كشفت نتائج الدراسة أن واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة جاء بدرجة عالية، حيث بلغ المتوسط الحسابي (3.94)، كان اعلى متوسط حسابي لمجال الذكاء الاجتماعي، تلاه الذكاء اللغوي، ثم الذكاء الشخصي, ثم الذكاء المنطقي الرياضي، و اخرها كان الذكاء البصري المرئي، كما كشفت النتائج أنه لا يوجد فروق دالة احصائيا عند مستوى الدلالة($\alpha \leq$ **0.05**) تعزى لمتغير الجنس، مكان السكن، المؤهلات العلمية، أو سنوات الخبرة. كما كشفت ايضا أن واقع وعي معلمي اللغة الانجليزية باستراتيجات التقويم الواقعي جاءت بدرجة عالية حيث بلغ المتوسط الحسابي (4.02). وكان أعلى متوسط حسابي لوعيهم باستراتيجية الملاحظة، تلاه استراتيجية التقويم بالأداء, ثم استراتيجية التقويم بالورقة والقلم، ثم استراتيجية التقويم بالتواصل، وأخيرا جاءت استراتيجية التقويم بالذات. اضافة أنه لا يوجد فروق دالة احصائيا عند مستوى الدلالة ($\alpha \leq 0.05$) تعزى لمتغير الجنس، مكان السكن، المؤهلات العلمية، أو سنوات الخبرة، و أظهرت النتائج أيضا وجود علاقة ايجابية بين تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة ووعيهم باستراتيجات التقويم الواقعي. في ضوء نتائج الدراسة، أوصت الدراسة بتدريب المعلمين بشكل مستمر على التقويم الواقعي وما يجد من تطورات على نظرية الذكاءات المتعددة، ومتابعة الادارات المدرسية والمشرفين التربوين لتطبيق التتقويم الواقعي، وعمل دراسات أخرى تبحث في علاقة الذكاءات الأخرى المتبقية باستراتيجيات التقويم الواقعي في مواضيع دراسية وفئات عمرية أخرى.

عمادة الدراسات العليا

جامعة القدس

# واقع تطبيق معلمي اللغة الانجليزية لنظرية الذكاءات المتعددة وعلاقتها بوعيهم بالتقويم الواقعي

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رسالة ماجستير

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