

جامعة عين شمس
كلية التربية
قسم المناهج وطرق التدريس

برنامج مقترح قائم على نظرية الذكاءات المتعددة لتنمية الهجاء باللغة الإنجليزية للطلاب المعاقين بصريا فى المرحلة الابتدائية

رسالة مقدمة

لدرجة الماجستير فى التربية (قسم المناهج وطرق التدريس)

إعداد

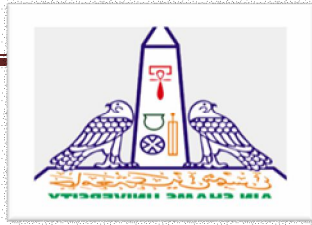
أسماء أمين أحمد عبد الشافى
(مدرس لغه انجليزيه)

تحت إشراف

أ.د.عبدالرحمن سليمان
أستاذ الصحة النفسية
كلية التربية - جامعة عين شمس

أ.د.مجدى مهدى على
أستاذ مناهج وطرق التدريس
كلية التربية - جامعة عين شمس

د.داليا إبراهيم يحيى
مدرس المناهج وطرق التدريس
كلية التربية - جامعة عين شمس



Ain shams University

Faculty of Education

Department of Curriculum and Instruction

A Suggested Program Based on Multiple Intelligences Theory for Visually Impaired Students in the Primary Stage and Its Effect on Developing Their Spelling

A Thesis

*Submitted in a partial of the Requirements for a Master's Degree
in Education (TEFL)*

(Department of Curriculum & Instruction)

Prepared By

Asmaa Amin Ahmed Abdul Shaffy
(A teacher of English language)

Supervised By

Dr.

Magdy Mahdy Ali

Professor of EFL Methodology

Faculty of Education

Ain Shams University

Dr.

Abdul Rahman Solayman

Professor of Special Education

Faculty of Education

Ain Shams University

Dr.

Dalia Ibrahim Yahya

lecturer of EFL methodology

Faculty of Education

Ain Shams University

2016

Abstract

Research title: "A Suggested Program Based on Multiple Intelligences Theory for Visually Impaired Students in the Primary Stage and Its Effect on Developing Their Spelling"

Researcher 'name: Asmaa Amin Ahmed Abdul Shafy

Supervisors: Dr. Magdy Mahdy Ali, professor of EFL Curriculum and Instruction.

Dr. Abdul Rahman So layman, professor of Special Education.

Dr. Dalia Ibraheem Yahya, Lecturer of EFL Curriculum and Instruction.

Source: Ain Shams University, Faculty of Education, Curriculum & Instruction Department

The present research aimed at developing sixth primary visually impaired pupils' spelling through the use of a program based on multiple intelligences theory. The study adopted the quasi-experimental pre-posttest control/experimental group design. The sample of this study included (13) sixth year students at Al Nour schools for visually impaired students. The subjects were divided into two groups. Experimental group which included (8) students and control group which included (5) students. To achieve this purpose, the researcher has prepared three tools: a teacher questionnaire was designed by the researcher for identifying their using of the MI theory in their class. A multiple intelligence survey (MIS) to determine the most dominant intelligences the students' have. A pre-post test to determine their improving in spelling. Three research hypotheses and one research question guided the study. Multiple regression analysis and ANCOVA were the statistical tools used to process the data collected. Results of the study have shown that there was a statistically significant difference between the performances of the experimental group in the pre-post spelling test favoring the post application. There was statistically significant differences between the performance of the experimental group and the control group in the spelling test favoring the experimental group. There were statistically significant differences between the performance of the experimental group and the control group in the spelling test favoring the experimental group. Finally, multiple intelligence theory-based activities appeared to be effective in developing the spelling of the visual impaired students in the primary stage.

Keywords: Multiple Intelligences Theory, Spelling, Visual Impairment.

Acknowledgments

First and foremost, I feel always indebted to **Allah**, the most kind and the most merciful. Words will never be able to express my deepest gratitude to all who helped me during the preparation of this research.

I would like to express my deep gratitude and appreciation to **Dr. Magdy Mahdy Ali** for all of his valuable comments, kind guidance, constant encouragement, helpful suggestions and generous supervision throughout this research.

Also, it is my great pleasure to express my deep gratitude to **Dr. Abdel Rahman Syaed Solaiman**, Chairman of Special Education Department for the effort and time he spent in this research.

Deep gratitude is also due to **Dr. Dalia Ibrahim Yahya** for her help, guidance and effort she gives me throughout this research.

I would like to express my deep gratitude and appreciation to all **The Jury Members** for all of their valuable comments, kind guidance, helpful suggestions and generous supervision throughout this work especially at the program of this research.

Also, it is my great pleasure to express my deep gratitude and thanks to all **the participants** for all of their cooperation and helping to complete this research.

Last but not least, I would like to express my sincere thanks to my family specially my husband and my sons for their support and the encouraging atmosphere they tried to make for me to get this research done.

Table of contents

Contents	Pages
Abstract	i
Acknowledgments	ii
Table of Contents	iii
List of tables	vii
List of figures	viii
Chapter one : Background and problem	1
1.1. Introduction	1
1.2. Context of the problem	11
1.3. A Pilot Study	12
1.4. Statement of the problem	14
1.5. Hypotheses of the study	14
1.6. Delimitations of the study	15
1.7. Significance of the study	16
1.8. Definition of terms	16
1.9. Organization of the Remainder of the study	17
Chapter two : Review of literature and related studies	18
2.1. Part One : Visual Impairment	18
2.1.1. Classification of VI	20
2.1.2. Characteristics of VI	22
2.1.3. Educational needs of students with visual impairment	32

2.1.4. Teaching VI pupils	35
2.1.5. Appropriate learning environments for children with visual impairment	40
2.1.6. Principles for teaching VI pupils	41
2.1.7. English language teaching for visually impaired learners	43
2.1.8. Teaching spelling to the VI pupils	44
2.2. Part Two : Spelling	46
2.2.1. Teaching spelling	46
2.2.2. Importance of teaching English spelling	47
2.2.3. Spelling standards and conventions	49
2.2.4. Problems in teaching English spelling	51
2.2.5. Spelling Instruction	57
2.3. Part Three : Gardner's Multiple Intelligences Theory	69
2.3.1. Intelligence before Gardner's MI theory	69
2.3.2. Multiple Intelligences Theory	72
2.3.3. Importance of MI theory in ESL/EFL classroom	88
2.3.4. MI Activities	92
2.3.5. Importance of MI activities in developing spelling skills	97
2.3.6. Assessment of MI theory in ESL/EFL classroom	98
2.4. Part Four : Related Studies	100
2.4.1. Studies related to Gardner's MI theory	100
2.4.2. Studies related to importance of MI in EFL/ESL classroom	104

2.4.3. Studies related to English spelling instruction	111
2.4.4. Discussion of studies related to spelling instruction	115
2.4.5. Studies related to the importance of MI in improving spelling	116
2.5. Commentary	117
2.6. Conclusion	117
Chapter Three : Research Method and Procedures	118
3.1. Study Design	118
3.2. Participants	119
3.3. Study Instruments	120
3.3.1. Teacher Survey	120
3.3.2. Multiple Intelligence Survey (MIS)	121
3.3.3. The pre-post spelling test	124
3.3.4. The program	128
3.3.4.1 The bases of designing the program	129
3.3.4.2. Purpose of the program	130
3.3.4.3. Description of the program	131
3.3.4.4. Application of the MI program	133
3.3.5. The VI pupils' satisfaction questionnaire	134
3.4. Conclusion	135
Chapter Four : Data Analysis, Results and Discussion	136
4.1. Statistical Analysis	136
4.2. Results of the Study	136

4.2.1. Results of the teacher survey	136
4.2.2. Results of the MI survey	142
4.2.3. Hypotheses of the study	143
4.2.3.1. The First Hypothesis	143
4.2.3.2. The Second Hypothesis	145
4.2.3.3. The Third Hypothesis	147
4.3. Qualitative Data	148
4.3.1. Pupils' Reactions	148
4.3.2. My own Observations/Reflections	151
4.3.3. Teacher's Reactions	152
4.4. Discussion and Conclusion	154
Chapter Five : Summary and Conclusion	157
5.1. Summary of the Results	157
5.2. Discussion	158
5.3. Limitations	159
5.4. Pedagogical Implications	160
5.5. Suggestions	164
References	165
Appendices	192
Appendix A : Jury Members	192
Appendix B : Teachers' Survey	193
Appendix C : Multiple intelligence survey (MIS)	197
Appendix D : The pre-post spelling test	207

Appendix E : The Program	213
Appendix F : Samples of students' work	274
Arabic Summary	1

List of tables

NO	Title	Page
(1)	The standard WHO categories of visual impairment	21
(2)	The characteristics of the participants	119
(3)	Items in the questionnaire based on multiple intelligence dimensions	123
(4)	Mean Scores of the members of the Jury on the spelling test	126
(5)	Difficulty values for items of the pre-post test revealed by the pilot administration	127
(6)	MI Experimental and control groups means and rank order	143
(7)	Wilcoxon T. Test score of the experimental group in the pre-post test	144
(8)	Paired samples correlations for the experimental groups scores on the spelling tests	144
(9)	Comparison of the experimental group scores on the spelling test (pre-post test) assessed by means of paired samples t test	145
(10)	U-test scores of both groups in the post test	146
(11)	Comparison of the control and experimental groups on the spelling (post test) assessed by means of independent sample t-test	146
(12)	Correlation coefficient between spelling and MI of the experimental group	148

List of Figures

(1)	Multiple Intelligences in the classroom	85
(2)	The frame work of the proposed program	130
(3)	A pie-chart for the percentages of teachers' answers for the first question in the survey	137
(4)	A pie-chart for the percentages of teachers' answers for the second questions in the survey	137
(5)	Ranking Spelling according to its relative importance to the surveyed teachers	138
(6)	Ranking spelling according to students mastery of it as perceived by teacher	139
(7)	Ranking language areas according to teachers' perceptions of which areas their students need to improve	139
(8)	A pie-chart for the percentages of teachers' answers for the third question in the survey	140
(9)	A pie-chart for the percentages of teachers' answers for the fifth question in the survey	140
(10)	Classroom spelling activities used by respondent teachers	141
(11)	A pie-chart for the percentages of teachers' answers for the fourth question in the survey	141
(12)	The final results of the experimental group in the MI survey	142
(13)	The final results of the control group in the MI survey	142

Chapter one

Background and Problem

1.1. Introduction

Education plays an essential role; it provides all students with the fundamental requirements to live, interact and produce. The way in which these requirements are fulfilled varies according to the needs of the students. These needs are not the same; they differ from ordinary students to those with special needs for whom special education emerges.

The term "Special Education" includes all aspects of education, which are applied to exceptional children (physical, mental, disadvantaged, and gifted children). Special education means specifically designed instruction that meets the unusual needs of special children .As defined by Yahiya (2004), special education is designed for students who require some degree of modification in their education programs because of intellectual, emotional, sensory, or physical impairments. Special education tailors its education service to develop the fullest potential of students with disabilities, including the visually impaired (**VI**) students who have special needs and characteristics .

Visual impairment (or vision impairment) is vision loss(of person) to such a degree so as to qualify as an additional support need through a significant limitation of visual capability resulting from either disease, trauma, or congenital conditions that cannot be corrected by conventional means, such as refractive correction, medication or surgery. (Free Encyclopedia, 2011).

Our world is populated with visual information that a sighted person makes use of daily. Unfortunately, the visually impaired are deprived from such information It has been argued that a visually impaired individual seeks the same sort of cognitive information provided

by signs. Signs (textual or otherwise) can be seen marking buildings, streets entrances, floors and myriad other places.

(Matter et al., 2005)

Affecting approximately 1 in 1000 students, visual impairment is one of the most prominent low-incidence disabilities (Erin, 2003). Visual impairment is frequently cited as a disability that impacts the way in which a student participates in education (Philips, 1994). Hence, it is now widely agreed (and mandated by law) that students with a visual impairment should have the same opportunity to learn and demonstrate achievement as a student with regular vision (Koenig and Holbrook, 2000).

However, the way in which education is provided to a student with visual impairment varies widely depending on the unique nature of his or her disability. Four primary classifications of visual impairment are (Allman, 2004):

- Total blindness -the student does not have the ability to see and must use the other senses for learning.
- Legal blindness - the student's better eye has either a specific visual acuity of 20/200 or less after correction or a visual field of 20 degrees.
- Partially sighted- the student's visual acuity is between 20/70 and 20/200 after correction .
- Low vision- the student has one or more of a wide variety of vision problems that cannot be corrected with glasses and that limit his or her ability to perform everyday activities .

Other terms and definitions used to describe visual impairment exist, but the above definitions account for the majority of cases. Clearly, students with visual impairments will have different needs depending on their degree of sight ability (Erin, 2003).

According to Best (1992), such special needs and characteristics result from loss of vision which influences, to a great extent, the visually impaired pupils' development domains like the motor, cognitive, emotional and language domains. Cove and Love (1996) concurred that these domains are inextricably linked, so any deficiency in one of them leads to problems in the others .

As for the motor domain, House and Davidson (2000) reported that the visually impaired pupils' motilities within their environment is greatly restricted because of vision loss. Both of them added that this, consequently, decreases the visually impaired pupils' opportunities of interacting with other and being exposed to incidental situations .

Concerning the cognitive domain, Retting (1994) indicated that it is confined because vision is the principal route of getting information about the surrounding environment. He concluded that vision loss narrows the visually impaired pupils' experiential lives so they become less imaginative than their sighted peers; with the former needs more details about things that may be for granted according to the latter .

Regarding the emotional domain, the visually impaired pupils suffer emotionally as they often have feelings of dependency, low self-esteem and low self-confidence, as mentioned by Al Hussani (1989) and Al Shafie (1993). Such feeling, as Scarcella and Oxford (1992) argued, effects on language learning passively .

The visual impairment have a strong effect on the visually impaired students' psychological characteristics, which have a strong effect on all the visually impaired students' actions. They feel hampered by their handicaps, they have a strong feeling of isolation and frustration, as indicated by Marschark (1993), and they suffer from social stigmatization and low self-esteem as a result of visual impairment, as mentioned by the

World Health Organization (2006) and Wareham, Clark and Langueser (2001).

The visually impaired students often experience delayed development of language and cognitive skills, which may result in slow learning and difficulty progressing in school. The impact of visual impairment on student's speech, language, education and social integration depends on the level and type of visual impairment, as mentioned by The World Health Organization (2006).

No one can deny that visually impaired students have the right to learn language, as language is known as a form of human social behavior which a man can communicate or record his ideas, thoughts and feelings. This form of social behavior is either spoken or written. So, learning a foreign or second language has now become essential. Second language learning is seen as a tool to express ideas, feels and communicate with others either in speaking or writing. The language provides activities designed to improve a student's speaking and writing skills in English. (Hospon, 2001);(El-Serafy, 2008) and (Shaban, 2010).

Learning English is desirable as it affects the students' personal, social and educational positions (Yahiya, 2004). English is very important in professions. Furthermore, English has become to be an essential component of the scientific research in every domain, and it increases their self-esteem and they don't feel that they are different from others. Hence for, the visually impaired students are in dire need to have an appropriate command of learning English .

In writing, some students have difficulty in organizing their thoughts, while some others realize that they are poor spellers and do not want to write for fear of making mistakes (Shelton, 2005). It is also notable that while a wide variation in speech is acceptable, variation in spelling is completely forbidden (Mitchell, 1983). Correct spelling is