INTERNET BASED LINGUISTIC INTELLIGENCE ACTIVITIES FOR ENHANCING EFL PRIMARY SCHOOL PUPILS' WRITING SKILLS.

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Abstract:

This study aimed at enhancing EFL primary school pupils' writing skills through using internet based linguistic intelligence activities. To fulfill this purpose, three instruments were constructed: a writing skills questionnaire to determine the necessary writing skills for 6th grade primary stage pupils, a pre – post writing test to assess EFL pupils' writing skills before and after the study intervention and a rubric for assessing and scoring the EFL writing skills included in the writing test. The validity and reliability of the study instruments were established before their application in the study. The quasi-experimental design was adopted. The participants of the study were 60 pupils selected from the 6th grade primary stage pupils at Mansoura College International Language Schools. The experimental group pupils were taught through the proposed internet based linguistic intelligence activities while the control group pupils studied through the regular instructional activities. Results of the study revealed that the experimental group pupils EFL writing skills were significantly enhanced. It was recommended that linguistic intelligence activities should be used in EFL teaching to enhance writing skills and other language skills. In addition EFL learners should be provided with writing courses in which internet based linguistic intelligence activities are employed.

Key words:*Multiple Intelligence – Linguistic Intelligence Activities - E- learning - Writing Skills.*

Introduction:

Writing is an important part of communication which can express one's needs, feelings, thoughts and experiences. Writing enables learners to put their thoughts down in writing letters, paragraghs and creating a story that comes from their imagination. Writing can be creative and imaginative. In spite of the importance of writing, it is the most difficult language skill to be mastered.

Writing supports language acquisition as students experiment with words, sentences, and paragraphs to communicate their ideas effectively and to reinforce the grammar and vocabulary they are learning in class**.** Learning to communicate through writing is important for today's foreign language students. It enables intelligent communication through letters, e-mails, and textbooks (Bello, 1997). Lindsay (2000) saw that writing is a visual presentation of language. It helps students to communicate and understand the relation between the parts of speech and how they go in cohesion. In addition, many learners remember more using the written words than the oral ones.

Milloreed (2001) added that writing is a communicative skill to send, store and retrieve messages with the help of written symbols. Writing can be expressive, poetic, informative and persuasive depending on the type of the written piece, the reader or one's own feelings and thoughts. It is considered as a powerful instrument of thinking because it provides learners with a means of gaining control over their thoughts. Learners' perception of themselves and the world is shaped by their writing .

The theory of multiple intelligences (MIs) was set out by a Harvard University Professor, Howard Gardner, in 1983. The theory claimed that there are at least seven different human intelligences. These intelligences are identified as verbal / linguistic, logical / mathematical, visual / spatial, musical, bodily / kinesthetic, interpersonal, intrapersonal, and then he added later an eighth intelligence which is the naturalist. This theory stressed that if individual learner variations are taken into consideration and classroom activities are diversified, there would be a wider variety

of learners getting improved in the target language. According to Christison (1999), Gardener's MI theory proposed different and autonomous intelligence capacities that result in many different ways of understanding others' intelligence. The teacher can use this as a guide to develop classroom activities. It is also a guide for language skills that address multiple ways of learning and knowing. Furthermore, it is a guide to develop classroom activities and language skills which address different learning styles.

Young learners can play alphabet and spelling games, while older ones can play games that require using words, whether written or spoken, to describe things. Learners can draw a picture and then write a story to describe what they drew to practice linguistic skills. Debates and discussions in a group setting are also linguistic intelligence activities that can improve these skills for some people. Simple poetry reading and writing activities can also help develop linguistic intelligence (Reid and Romanoff, 1997). The administeration of linguistic intelligence activities in teaching and learning is a suggested mean to improve EFL pupils' writing skills. Verbal Linguistic Intelligence refers to the ability of using words and language efficiently. It works also to facilitate using words rather than pictures. Verbal linguistic (VL) intelligence is used for writing and speaking to each other, whether through a formal or informal style. This intelligence is needed to put thoughts down on paper, create poetry, or simply write a letter to a friend. It consists of the ability to link words and to use language to express and appreciate complex meanings. Linguistic intelligence is involved in storytelling and creation of all forms of humor, in the unexpected ending of a joke, and in various funny twists of the language (Gardener, 1999).

The current age is characterized by the rapid development of the administeration of technology in education, thus linguistic intelligence activities employed in the current study will be provided through an electronic context. E- learning has a great role and helps in facilitating teaching and learning English as a foreign language. Many technologies can be used in E- learning including: collaborative software, computer-aided assessment, e-mail, educational animation, e-portfolios, games, MP3 players with multimedia capabilities, multimedia CD-ROMs, simulations, text chat, virtual classrooms, and web-based teaching materials (Morrison, 2003). According to Bates (2000), online Learning provides major benefits to both students and teachers. The benefits include convenience, time and geographic flexibility. The internet makes resources more accessible at a low cost. Moreover, multimedia tools simulate real task environments which can motivate learners in addition to facilitating learning. However, using technology in the development, delivery, and administration is not a simple process which requires minor modification. Educators and educational institutions must be aware that it is a fundamental shift of philosophy, policy, and instruction.

Review of literature
The Writing Skill

In contrast with reading and listening, speaking and writing are productive skills. Writing involves delivering a message. Writing needs forming letters and words, joining these together to make words, sentences or a series of sentences that link together to communicate a message. Nunan (2000) stated that writing is frequently accepted as being the last skill acquired. Based on this statement, writing is a complex process. It is a continuous activity that needs more than one step. The process is

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the most important thing in writing not the product. According to Massi (2001), writing is an interactive way of communication by which ideas could be created and the linguistic system could be strengthened. Writing results from the symbolic interplay between writer, text and reader.

Archibald, (2001) defined writing as a complex skill that needs knowledge and proficiency in many areas. Writing is the result of the interaction of the writer's knowledge, experience, skills and the cognitive demands of the task. Lee and VanPatten, (2003) added that writing is a communicative act which involves the interpretation and negotiation of meaning. It is also a decision making process. Writers try to define the rhetorical problem. This includes all the aspects of the writing situation; the purpose of writing, the likely audience, the topic, the writer's knowledge of the topic and the writer's own goal in writing ". Nunan, (2003) added that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Besides, writing is both a physical and a mental act. It is the physical act of committing words or ideas to some medium, whether it is an object or a symbols or an email message.

In this study writing skills refer to the ability to write well, organize ideas into a comprehensive text and appropriate use of words. Types of writing include writing a letter, writing an e-mail from notes and writing a paragraph.

El-ghotmy (2004) conducted a study to develop preparatory stage students' writing skills. It was stated that students make errors in language and fall into writing problems. The majority of students are not able to write complete sentences or good paragraphs. That is why she decided to use the holistic approach for improving second year preparatory students' writing skills. This study investigated the effectiveness of the holistic approach in improving those students' writing skills.

Selim, (2008) conducted a study to develop first year preparatory stage students' writing skills and their interest in English. He stated that students make many mistakes when they write and consider composition the most difficult task for them. So, he attempted to investigate the effectiveness of a program based on individualized activities in developing first prep pupils' writing skills and their interest in English. Results of this study revealed the great effectiveness of the program based on individualized activities in developing first prep pupils' writing skills. On the other hand, it did not reveal enough evidence of their effectiveness in developing those pupils' interest in English.

Multiple Intelligence Theory (MIs):

For the vital importance of teaching / learning EFL writing, a number of theories on learning EFL methodology had evolved based on Educational Psychology. These theories could be broadly classified into: behaviorist theory, cognitive theory, humanistic theory, Postmodern (Constructive) theory and most recently the Multiple Intelligences Theory (MIs) which was believed to be one of the most effective theories in education in general and teaching English as a foreign language in particular. This theory was set out by a Harvard University Professor, Howard Gardner, in 1983. It stressed that if individual learner variations were taken into consideration and if classroom activities were diversified, there would be a wider variety of learners getting improved in the target language.

Gardner, (1999) stated that all people had at least eight different intelligences working unequally. These intelligences were Verbal / Linguistic,

Visual / Spatial, Logical / Mathematical, Interpersonal, Intrapersonal, Bodily/ Kinesthetic, Musical / Rhythmic and Naturalist. He did not insist that these were the only eight intelligences that existed. He was still working on some new dimensions of the theory, including attempts to define and discover new sides and properties of human mind.The theory of multiple intelligences was based on a philosophy that characterizes human intelligence as having multiple dimensions that had to be acknowledged and developed in education. MIs theory had attracted the interest of many educators because it encouraged learning going beyond traditional books and strategies. Moreover, Heorr (2002) stated that MIs theory was respected because of its solutions, direct instructions and memorization of facts that support their place in school. Student – centered learning was an MIs approach that helped to know how the student learnt and then worked to improve curriculum, instruction, and assessment regarding to the student's needs.

The theory of MIs had a vital role in enhancing teaching and learning English. Lash, (2004) said that the theory of MIs was able to help learners to use their existing intellectual potentials while learning as well as activating the undeveloped intelligences. In education, MIs theory contained information about its application in classrooms, curriculum design, assessment as well as suggestions for teachers, students and students' parents. Kallenbach, et al. (2004) explained the effects of applying multiple intelligence-influenced instructions in adult education classes. MIs theory gave a large variety of learning tasks, activities and knowledge about the students' learning preferences and interactions in addition to recognizing students' individuality. More recently, Moran and Gardner, (2006) believed that the theory of MIs could be a helpful means for broadening the remit of education. It included subjects that addressed several intelligences and several ways of thinking, as well as teaching methods that addressed individual differences, and assessments. This view helped to go beyond standard, short answer language and logic instruments.

Verbal / Linguistic Intelligence

Checkley, (1997) defined linguistic intelligence as the capacity to use one's native language and any other language to express what's on mind and to understand other people. In addition, Christison (1998), considered linguistic intelligence as the ability to use written and oral words effectively. This intelligence included some skills such as the abilities to remember information, to convince others to help, and to talk about language. Teachers could help students to improve this intelligence by providing them with things to look at, listen to and write about; and also by creating many chances for interaction among students and between the teacher and students.

Worcester, (2002) added that sensitivity to the sounds and word meaning were included in the linguistic intelligence in addition to the following four skills writing, reading, listening and speaking. More recently, Lazear, (2004) defined linguistic intelligence as the most familiar one to people involving all forms of working with language, including reading the newspaper, a novel, or the labels on various products, writing essays, poetry, reports, or letters; formal speaking before an audience and listening to someone's words and understanding both what was said and what they wanted to tell.

For the purpose of the study, linguistic intelligence is the ability to understand, acquire and use language words and structures effectively to express and appreciate written meanings.

Linguistic Intelligence Activities:

Linguistic intelligence activities were activities that reflected the linguistic intelligence showing people's abilities to use words and language. A number of researchers identified a good number of linguistic intelligence activities (Mynars (1998); Armstrong (2000); Higgins, (2000) and Worcester, (2002). The most important among these activities were poetry, story telling ,humor, abstract reasoning, written words, learn the meaning of one new words, make a speech on a topic, brainstorming, jokes, oral and silent reading and conducting interview.

In this study linguistic intelligence activities refer to word games, writing a story, writing diaries and chatting. These are the activities suitable for the target paticipants and are represented in their text book.

A number of studies was conducted on linguistic intelligence based activities to investigate their effect on EFL learners' writing skills such as (*Botelho*, (2003); El- Masrafy (2003) ; El-Embaby (2008) and Ahmadian & Hosseini (2012)).

Botelho, (2003) analyzed the current application of the MIs theory in English Language teaching in terms of textbook and materials. Six current English textbooks were analyzed in order to know how they responded to MI theory and to what extent the textbooks activities helped enhance English language learners intelligences. Two groups of ELT teachers answered a survey about their teaching contexts, teaching experience, selection of textbooks, materials, and MI theory. The study showed that MI is known and used by ELT teachers. In regards to textbooks, results showed that the activities in the textbooks analyzed cater to 4 intelligences: verbal/linguistic, intrapersonal, spatial/visual, and interpersonal.

El- Masrafy, (2003) conducted a study to measure the effect of a suggested Multiple Intelligences theory based program on enhancing EFL students' composition writing skills. This study aimed at analyzing their writing skills. The participants were 50 EFL students. It was revealed that those participants had difficulties in content (word choice, one main idea) organization (topic sentence and coclusion) and mechanics (grammar, punctuation, incomplete sentences). Some activities were adopted and applied on the experimental group students such as journal writing, listening to a guest speaker and a video show. The results of this study proved the effectiveness of multiple intelligences theory in monitoring EFL students' writing skills.

El-Embaby, (2008) conducted a study to improve EFL students' writing competencies in the Faculty of Specific Education through using verbal / linguistic intelligence activities The participants of this study were (50) students at first year and (50) students at the second year. The researcher prepared three instruments: a verbal / linguistic inventory to measure the participants' verbal / linguistic intelligence before the experimental treatment, a questionnaire for identifying the most important writing skills was required for first and second year EFL students and writing tests that were prepared to measure students' writing competencies. The results revealed that using MIs activities in general and linguistic intelligence activities in particular can develop students' writing competencies (grammatical – stylistic – mechanical – judgmental) better than students of the control group taught through traditional methods.

Ahmadian and Hosseini, (2012) conducted a study to find the relationship between MIs theory and EFL learners' writing performance. Among the eight intelligences only linguistic and interpersonal intelligences proved statistically significant relationships with the writing performance. The results

revealed that linguistic intelligence could influence EFL learners' writing performance.

The above studies showed the importance of using MIs activities in general and linguistic intelligence activities in particular, at different grade levels and with different skills. They also showed that linguistic intelligence - based activities could be used to improve the pupils' EFL writing skills. The results of these studies were beneficial for the current study in using linguistic intelligence activities to enhance the pupils' EFL writing skills.

E-Learning:

There is a powerful belief that new technologies could effectively affect education. Technology and e-learning had been tools for teaching writing skills since its introduction to schools. E-learning allowed learning materials to be used for supporting classes and learning materials to be delivered in different ways.

Anderws and Haythornthwaite, (2007) mentioned that e-learning was more than using of technologies. It was more than a communication and a delivery tool to support students and improve the management of learning. Tagoe, (2012) considered e-learning as a type of learning supported by information and communication technology (ICT) via the internet, intranets, extranets or many others to improve the quality of teaching and learning.

The Internet became one of the vital ways to get resources for research and learning for both teachers and students. It helped to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompassed the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001).

For the purpose of the study, E-learning is defined as employing interactive technologies and communication systems to improve the learning experience. It refers to using e-techniques such as blogs and a websit to facilitate learning and teaching EFL writing skills. A website is designed for introducing some linguistic intelligence activities to enhance 6th grade primary stage pupils' writing skills.

E-Leaning and Writing Skills:

Using technology and activities in teaching language can enhance learning. Al-Jarf, (2004) studied the impact of using technology on teaching and learning writing skills for EFL college students in King Saud University, Saudi Arabia. The participants were devided into two groups. Students of the experimental group were encouraged to use the Internet and computers to check and improve their class essays at home. Findings revealed that the experimental group made higher gains in writing achievement, improved in motivation, sense of achievement and self-esteem. Technology had a positive effect on their attitude towards the writing process and made writing an enjoyable task. It was concluded that using new forms of technologies in the language class would certainly encourage and motivate learners to use the target language.

Zhang et al., (2007) investigated the influence of online discussion forms on students achievement in reading, writing, grammar, vocabulary and Critical thinking in English as a second language instruction. Fifty- four senior high school students participated in this study. Data were collected from achievement posttests, perception surveys, and procedural interviews. The results showed that online discussion forums did not improve students' performance in reading , grammar, or vocabulary, but influenced students' writing skills and provoke critical thinking in faceto face discussions. This study also found that instructor interventions had an impact on students'

attitudes toward online discussions and promoted critical thinking in online discussions.

Gedera, (2011) explored the effect of using weblog as a tool of improving the language skills of pre-university ESL students in a university in Malaysia. It also discussed the impact of weblog activities on students' motivation to write in English. The study proved the benefits that can be acquired as a result of the integration of weblog in language learning classrooms in general and writing skills in particular.

Isa, (2012) investigated the effect of using wikis on improving Palestinian ninth graders' English writing skills and their attitudes towards writing. The targeted skills were writing an email from notes, ordering events into a paragraph as well as writing a report from notes. The findings of the study revealed that there were significant differences in participants' performance and attitude before and after implementing the wiki project in the favor of the post-performance.

AlHarbi, (2013) investigated the effectiveness of e-learning in improving writing and revision of Saudi students. The findings showed that the learners' achievements depend both on their ability to interpret and exploit the search results and on the online tools' ability to respond to the learners' particular needs.

The pilot study:

A pilot study was conducted to assess the pupils' current level in EFL writing skills. A selected sample was taken from Mansoura College International Schools in Mansoura to check the pupils' writing performance in the first midterm exam 2014. The sample included 30 girls . The following table shows the mean score and the percentage of writing section in the English language test.

Table (1): The analysis of the results of the pilot study test

School	Number	Maximum score of the English test	Writing maximum score	Mean Score	Standard Deviation	Percentage
Mansoura College International Language Schools	30	40	14	6.5	3.98	%56.7

Results in table (1) show that the percentage of pupils' score is (%56.7). This means that those pupils need more improvement to be better and to enhance their writing skills.

Statement of the problem

Based on the review of literature, the researcher's experience and the pilot study results, 6th grade primary stage pupils need to improve their writing skills through adopting appropriate modern approaches. Thus, the current study investigated the effect of some internet based linguistic intelligence activities on enhancing EFL primary school pupils ' writing skills.

Questions of the study

The present study attempted to answer the following main question**:**

What is the effectiveness of Internet based Linguistic Intelligence activities in enhancing EFL 6th grade primary stage pupils' writing skills?

For research purposes, the following sub-questions were derived from the main question.

1. What are the proposed Internet based linguistic intelligence activities required for enhancing EFL 6th grade primary stage pupils' writing skills?
2. What is the effectiveness of

the using proposed Internet based linguistic intelligence activities in enhancing 6th grade primary stage pupils' EFL writing skills?

Purpose of the study:

This study aims at:

1. Improving the writing skills of 6th grade primary school pupils.
2. Introducing a model of internet based linguistic activities for enhancing EFL primary school pupils' writing skills.

Hypotheses of the study:

This study tested the following hypotheses:

1. There is a significant difference at 0.05 level between the mean score of the experimental group students on the pre - post administeration of the writing test in favor of the post one.
2. There is a significant difference at 0.05 level between the mean score of the control group and the experimental group on the post administeration of the writing test in favor of the experimental group.

Method:

Design

The study adopted the quasi experimental design using two groups: one experimental and one control. The experimental group received the target two units by using the proposed internet based linguistic intelligence activities , while the control group received them by using the regular activities. Both groups received the pre- post writing test assess the tareget writing skills.

Participants

Participants of the study were sixty 6th grade primary stage pupils at Mansoura College International Languages Schools in Mansoura city. Participants were divided into two groups: one control and one experimental, and each group consisted of 30 pupils. The experimental group pupils were taught through the proposed internet based linguistic intelligence activities (such as: word games,writing a story,writing diaries,chatting,writting a paragraph, writing a letter and brainstorming) while the control group pupils studied through the regular instructions and activities planned by the ministry of education in Egypt.

Instruments

The following instruments were designed and used:

1. A writing skills questionnaire to determine the necessary writing skills for the 6th grade primary stage pupils.
2. A pre - post writing test for assessing the EFL 6th primary stage pupils' writing skills.
3. A rubric for assessing the EFL writing skills included in the writing test.

Results and discussions

The results of the study are statistically analyzed in terms of its hypotheses and they are discussed in the light of the theoretical background and related studies. Results of the study were reported as follows:

Testing the first hypothesis :

The first hypothesis stated that "There is a significant difference at 0.05 level between the mean score of the experimental group pupils on the pre - post administeration of the writing test in favor of the post one." T-test for dependent samples was used to compare the difference between the mean score of the

experimental group pupils in the writing test before and after administering the proposed internet based linguistic intelligence activities.

Table (2): T- test of the experimental group on the pre -post administration of the EFL writing test.

Writing Skills	Pre- administration		Post- administration		t-value	Sig.
	Mean	SD	Mean	SD		
Form a correct and meaningful sentence.	3.00	.83	5.56	.67	14.4	0.01
Practice writing in different tenses.	2.90	.92	5.80	.40	16.5	0.01
Use punctuation marks correctly.	2.63	.80	5.6	.54	16.6	0.01
Have correct spelling.	1.86	.50	3.53	.50	12.8	0.01
Practice writing a paragraph.	.70	.46	1.93	.25	13.4	0.01
Practice writing a letter.	.70	.53	1.93	.25	13.4	0.01
Total test skills	11.91	1.72	24.43	1.27	35.22	0.01

comparing the mean scores in the pre- post application of the writing test reveal that the experimental group pupils' mean score in the overall pre writing test is (11.79), however their mean score in the overall post writing test is (24.35). These values indicate the significant difference between the mean scores before and after the administration of the writing test in favor of the post one.

The greater mean score of the experimental group's post test implies that the experimental group pupils' level in overall writing enhanced due to the proposed internet based linguistic intelligence activities (writing a diary, writing a short story, chat, writing a paragraph, writing a letter and braistorming) . This increase indicates the effect of these activities.

Testing the second hypothesis:

Results of testing the second hypothesis, which stated that *"There is a significant difference at 0.05 level between the mean score of the control group and the experimental group on the post administeration of the writing test in favor of the experimental group "* are presented in the following table.

Table (3):T *- test of the control and experimental groups on the post administration of the EFL writing test.*

Writing Skills	Control group		Experimental		t- value	Sig.
	Mean	SD	Mean	SD		
Form a correct meaningful sentence.	3.43	0.72	5.56	0.67	11.73	0.01
Practice writing in different tenses.	3.23	0.56	5.80	0.40	20.11	0.01
Use Punctuation Marks Correctly.	3.0	0.78	5.6	0.54	15.2	0.01
Have correct Spelling.	1.76	0.56	3.53	0.50	12.7	0.01
Write a a paragraph.	.86	0.34	1.93	0.25	13.62	0.01
Practice writing a letter.	1.00	0.54	1.93	0.25	9.8	0.01
Total test score	12.82	1.63	24.43	1.27	34.12	0.01

Results in table (3) indicated that there was a statistically significant difference between the mean score of the control and experimental groups pupils' at (0.01) level in the post administration of the writing test in favor of the

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experimental group. These differences are due to using the proposed internet based linguistic intelligence activities. Thus, the experimental group pupils outperformed their counterparts of the control group who studied through the regular activities planned by the Ministry of Education; doing the excersises of the pupil's book and the work book such as write a letter and write a paragraph.

The Effect size of the proposed activities:

First, eta square (η2) was estimated to measure the effect size of the proposed internet based linguistic intelligence activities on the pupils' wrriting skills. Eta square (η2) was estimated after calculating the t-value. the formula was: $\eta^2 = \dfrac{t^2}{t^2 + df}$. The following table illustrates the effect size of the proposed internet based linguistic intelligence activities on the experimental group pupils' writing skills.

Table (4):*Value of (η2) and the Level of Effect Size*

The independent variable	The depentent variable EFL Writing Skills	T	t 2	t 2+ (n-1)	η2	The Effect Size	The Effect
The proposed Internet based linguistic intelligence activities	Form correct sentence	14.4	207.36	236.36	0.87	%87	High
	Write in different tenses	16.5	272.25	301.25	0.90	%90	High
	Use punctuation marks	16.6	275.56	304.56	0.90	%90	High
	spelling Have correct	12.8	163.84	192.84	0.84	%84	High
	Write a paragraph	13.4	179.56	208.56	0.94	%94	High
	Write a letter	13.4	179.56	208.56	0.94	%94	High
	Total test score	33.22	1240.44	1269.44	0.97	97%	High

Results in table (4) illustrate the eta square for each writing sub-skill. The effect size values are (0.87, 0.90, 0.90, 0.84, 0.94 and 0.94 respectively). It is obvious that all of these values exceeded (0.14) which reflects a high effect size for all the target writing skills.

The effect size arranged between (0.84 and 0.9) for the target writing skills points to the high impact of the experimental treatment in this study. Thus, proposed internet based linguistic intelligence activities (sm-writingclub.com) enhanced EFL primary stage pupils' writing skills magnificently.

To sum up, all the values of eta square (*η2)* mentionted in table(4) are higher than 0.14 which show the great effect of the proposed internt based linguistic intelligence activities on enhancing EFL primary stage pupils' writing skills.

◆ **Conclusion**

This study concluded that using internet based linguistic intelligence activities can enhance EFL primary stage pupils' writing skills.

◆ **Recommendations**

Based on the previous results, the present study recommends the following :

1. Investigating the effectiveness of internet based activities in EFL classes to improve EFL other language skills such as speaking or reading.
2. Investigating the effectiveness of other MI theory activities in EFL classes to improve EFL other language skills such as speaking or reading.
3. Investigating the effectiveness of other MI theory activities in EFL learners' motivation towards other language skills such as reading and listening.

4. Further research should be conducted to determine the effectiveness of internet based linguistic intelligence activities on other school levels

Suggestions for Further Research:

The following suggestions can be considered for further research:

1. Investigating the effectiveness of internet based activities in EFL classes to improve EFL other language skills such as speaking or reading.
2. Investigating the effectiveness of other MI theory activities in EFL classes to improve EFL other language skills such as speaking or reading.

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