The Impact of Integrating Multiple Intelligence Theory with Teaching Critical Thinking skills on Iranian EFL Learners'Speaking Ability

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Abstract The main purpose of this study was to examine the possible impact of using Critical Thinking techniques and Multiple Intelligence-based exercises on the improvement of Iranian EFL learners' speaking ability. A total number of (N= 48) lower intermediate EFL learners were ed based on their performance on standardized OPT and Gardner's Multiple Intelligence test. After the intelligence groups were determined, they were randomly divided into two groups (i.e., one control and one experimental group) and each group comprised 24 intermediate EFL learners with a similar distribution of intelligence type. Within each group were four types of intelligences and each intelligence included six learners. Intelligence types werethe Verbal-Linguistic, the Logical-Mathematical, the Visual-Spatial and the Musical/Rhythmic intelligence learners. All of the learners had the same first scored interview as a pretest and the same second scored interview as a posttest. Items of the scored interview were accuracy, fluency, range, coherence and interaction. This study attempted to address the following questions: 1. Does the combination of critical thinking techniques and Multiple Intelligence–based exercises improve the Iranian EFL Learners' speaking ability? and 2. Is there any relationship between age and the speaking performance of learners who receive critical thinking treatment? The results showed that the combination of critical thinking techniques and multiple intelligence–based exercises significantly improved the Iranian EFL learners' speaking ability. However, there was no statistically significant relationship between age and the speaking performance of the learners who received critical thinking treatment. In addition, the present study showed that within the experimental group there was not any significant difference between the performances of the four intelligence types, but the item of range improved significantly in comparison to other items of speaking

in the second interview.

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