The Multiple-Intelligence in Iraqi EFL Instructors' Tests from Their Perspectives

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Abstract:

This study aims to investigate the perspectives of Iraqi EFL Instructors toward Multiple-Intelligence tests. The sample of the current study is 201 ELT instructors males and females in the academic year 2022-2023 at Iraqi Universities. A descriptive method is followed to achieve the aim of this study thus, the tool is a questionnaire. The questionnaire is prepared from (24) items after it has been shown to jury members. The results have revealed that Iraqi instructors at universities use multiple intelligent in all the domains in their testing (Linguistic Intelligence, Intrapersonal Intelligence, Logical-Mathematical Intelligence, Interpersonal Intelligence, Visual-spatial Intelligence, and Bodily-kinesthetic Intelligence) in a high level of Intelligence while The (Naturalistic Intelligence and Musical Intelligence) items are moderate. Therefore, it has been recommended that Iraqi EFL instructors should use all types of intelligence in their tests and respect all individuals' differences from the students.

Key words: Multiple-Intelligence, EFL, Instructors' Tests

Chapter one

1.0 Introduction

This chapter is tackled by the following topics:

1.1 The Aim of the Study

The study aims at Identifying the multiple intelligence in the instructors' tests from their perspectives.

1.2 Statement of the Problem

The problem of the study is related to the testing and evaluation procedure used by English language teachers at Iraq Universities. Many instructors still believe that a student's intellect may be judged by how well they do on test questions that the teacher has given them. The English instructor is uncomfortable applying the MI test, English teachers do not understand how to apply MI properly, and the teacher treats students with low and high IQs differently. (Oktari,2020:7)

Education, in general, and English as a foreign language in particular suffer from a different focus on learning or teaching. Growth of attention on learning in classrooms

becomes the vogue now as it proves its striking effect on students" progress in learning foreign languages. (Alsaadi ,2016:278)

The problem of the study related to English instructors' tests if they used to use traditional tests that emphasized memorization of English grammar or they use multiple intelligence in their tests. Is there a link between the multiple-intelligence tests and English language questions, and the multiple-intelligence domains they utilize in their tests? (Sadiq,2019:161)

Learning in eight different ways is enjoyable, but when it comes to testing students' learning progress. Hence, MI theory suggests a major reorganization of how instructors assess the success of their student's learning. It offers a system that depends far more on genuine measurements that are criterion-referenced, or standardized, and much less on formal standardized or norm-referenced assessments (i.e., that compare a student to his or her past performances). A rising number of prominent educators have stated that authentic methods of assessment test students' knowledge of content considerably more completely than multiple-choice or fill-in-the-blank questions, and this viewpoint is strongly related to the multiple intelligence philosophy of assessment. Particularly, genuine assessments provide students the chance to demonstrate their knowledge in a situation that closely resembles the one in which they would be asked to use it in the actual world. (Armstrong,2009:130-131)

Recently, there has been an increase in interest in applying evaluation and testing methods that are fundamentally unlike conventional ones. In an EFL classroom, more genuine test formats including portfolios, interviews, project work, and self-assessments that are more student-centered are preferred. Even though Gardner's theory of multiple intelligences has been around for a while, few teachers are aware of how to use it and apply it to the teaching and grading of foreign languages. Teachers are less conscious of adopting and using Gardner's MI theory in the teaching and evaluating of foreign languages, even though it has been recommended for many years. Other test designs that are more authentic in their ability to generate meaningful communication include those that are untimed, open-ended, creative in their responses, process-oriented, and feature ongoing long-term evaluation as well as personalized feedback and wash back. (Sadiq,2019:161)

Instead of memorizing a list of grammatical rules and rules of syntax, the tester must frame the problem that can be solved in context. English teachers, as well as university instructors, are concerned about the tests and how they are appropriate for students' aptitudes. (Sadiq,2020:230)

Thus, the current study tries to answer the question that if the Iraqi instructors at universities use multiple intelligence in their tests or not, and Are they use all the domains in their testing or not.

1.3 The Significant of the Study

The following points show the importance of the study:

1. It shed light on the types that English teachers and instructors in Iraqi universities design their tests.
2. It contributes to the way that English teachers and instructors in universities construct their English tests.
3. Multiple intelligence study raises teachers' awareness of the best ways to develop course teaching testing, which are of paramount importance in the learning/teaching process.
4. It provides information to be taken into consideration by policymakers, language planners, textbook developers, language instructors, as well as test designers.
5. This study will provide us with opportunities to look differently at English teachers' and instructors' university testing.
6. It helps teachers to design tests that can awaken all kinds of intelligence in their students. So, they can take advantage of a variety of tests and assessments intended for all types of learners.
7. In the current study, teachers' creativity is strengthened and it frees them from relying on traditional tests. It can encourage them to design a syllabus and tests appropriate for the level of their students' intelligence.
8. It is expected that this study provides new horizons for instructors to adopt student-centered testing and relinquish traditional teacher-centered. Teachers implement new techniques in assessing and testing.(Naqeeb and Awad,2011: 2231).

1.4 The Scope of the Study

The scope of the study are the following:

1. The sample of the study is limited to EFL instructors at Iraqi universities.
2. Multiple intelligence are tackled as criteria of instructors' testing.
3. The study is the academic year 2022-2023.

1.5 The procedures

This study is adopted these procedures, they are:-

1. A literature review about multiple intelligence is written.
2. Theoretical background is surveyed to prepare the questionnaire of the study.
3. A questionnaire is adpoted to collect the data for the study.
4. The questionnaire is send to a jury member to insure its accuracy and validity.
5. The data is analyzed using the spss system for education and the results analyzing.
6. The results are discussed according to the results.
7. Conclusions and suggestions are drawn from the results of the discussion. Recommendations are written for studies.

1.6 Definitions of the Terms

Definitions of the title terms are defined

1.6.1 Multiple Intelligence

Multiple Intelligence is defined as "an increasingly popular approach to characterizing how learners are unique and to developing instruction to respond to this uniqueness"(Richards and Rodgers, 2001:230).

According to Gardner, multiple intelligence involves a person's ability to solve a problem or do something considered valuable in one or more cultures. (Morgan,2021:126)

Multiple intelligence is a group of forms of intelligence among students, but at different levels according to the theory of multiple intelligence of (Gardner) represented by the type of intelligence to be applied. (Younes ,2019:109)

Multiple intelligences are defined as the sub-scores obtained by the respondent, and it includes the seven intelligences, which are linguistic, logical-mathematical, Bodily-kinesthetic ,visual spatial, interpersonal, natural, and intrapersonal.(Aljanabi,2019:290)

The operational definition will be adopted in the study of multiple intelligence as a set of procedures and teaching strategies using the eight bits of intelligence suggested by Gardner, which will be used in the instructors' tests.

1.6.2 Test

A test is a method to determine a student's ability to complete certain tasks or demonstrate mastery of a skill or knowledge of content. Some types would be multiple-choice tests or weekly spelling tests. (Manichander,2016:111)

While it is commonly used interchangeably with assessment or even evaluation, it can be distinguished by the fact that a test is one form of assessment. (Walle,2006:P 7)

Tests are tools used in educational practice to determine a student's capacity to carry out certain activities, show mastery of a skill, or exhibit topic understanding. (March,2020:119)

The operational definition test is a strategy used by teachers to make sure that students have a good understanding of the subjects being taught in the classroom.

1.6.3 Perspective

Perspective Is "the structure of cultural and psychological assumptions within which our experience assimilates and transforms new experience" (Mezirow, 1985, p. 21)

perspective is a certain way of looking at something, or knowledge of the relative value of several things. (Hughes,2005:1)

Perspective is the way things seem in space, including how they relate to one another and the viewer. (Ottenheimer, 1991:282)

The operational definition perspective is the way that something is viewed by the instructors in their tests.

Chapter Two

Theoretical background and previous study

2.1 Theoretical background

The multiple intelligence philosophy of assessment is closely in line with the perspective of a growing number of leading educators who have argued that authentic measures of assessing the student's understanding of material far more thoroughly than multiple-choice or fill-in-the-blank tests. In particular, authentic measures allow students to show what they've learned in the context in other words, in a setting that closely matches the environment in which they would be expected to show that learning in real life. Standardized measures, on the other hand, almost always assess students in artificial settings far removed from the real world. (Armstrong,2009:131)

Howard Gardner challenged standard assumptions and conceptualizations of intelligence approximately eighty years after IQ tests were developed. He established the Multiple Intelligence Theory based on the belief that the traditional concept of intelligence was excessively restricted. "The ability to solve problems or generate products that are valued in one or more cultural situations," he defined as intelligence. Traditional methods of testing, according to Gardner, may be prejudiced against some people. Humans have eight different types of intelligence, according to him, which reflect different ways of interacting with the world. Although everyone possesses all eight categories of intellect, no two people have them in the same order. Gardner listed eight different categories of intelligence. Linguistic, Logical/Mathematical, Musical, Bodily-Kinesthetic, Spatial, Interpersonal, Intrapersonal and Naturalistic intelligence are the eight categories of intelligence Gardner mentioned. Gardner intended to define human potential in a way that went beyond IQ. His notion has led to the creation of intelligence tests that include questions with many correct answers. This allows the test taker to display their ability to think creatively. These tests are founded on the premise that people with different types of intelligence can come up with different but equally legitimate responses to the same topic. (Brown,2010:12)

2.1.1 History of Intelligence

Howard Gardner first put out the multiple intelligence ideas as a contribution to the cognitive study. Some general educators, like Thomas Armstrong, viewed it quite early on as a paradigm for reforming school instruction. (Richards, 2001:116)

Dr. Howard Gardner published the notion of multiple intelligences public in 1982. Before the hypothesis of multiple intelligences, a person's intelligence was primarily assessed by his performance on an IQ test, which was later replaced by a conventional intellect test intelligently "multiple" labeled in the broadest sense of the word. The word

"multiple" is used intentionally since the found realm of intelligence may continue to advance from Six intelligence when it first emerged to Nine intelligence today. According to this approach, everyone possesses distinct forms of intellect. (Oktari, 2019,10)

According to Gardner (1999), Binet was a well-known psychologist who was commissioned by the French Ministry of Education to develop a test to identify students who would struggle in school. Using the questions that were properly or poorly answered, Binet quizzed children of various ages to determine who will succeed in school. The first IQ test was created using the responses that best distinguished the differences between the two groups. Binet invented a piece of equipment that has impacted millions of lives all over the world. Binet enlisted the aid of academics from German and English universities to develop the idea and methodology for the instrument known as the intelligence test. Since IQ, or intelligence quotient, describes the relationship between mental age and chronological age, intelligence testing has come to be known as IQ tests. The intelligence test was eventually used in the United States to separate brilliant children from average kids and to determine who was eligible to join the army. In the 1920s, much of Western Europe and the United States regularly employed IQ tests in their educational systems. (Carolann ,2007:7-8)

Alfred Binet was requested in Paris in the early 1900s to create a tool that would assist identify children who were mentally challenged and in need of further support. So was created the first standardized intelligence test. Later, additional studies devised the method of asking a series of questions to kids and documenting which questions practically all kids could properly answer. A single test or a single score has a significant impact on several crucial educational decisions, such as whether a student gets accepted into a course or a school. (Thomas,2000:1-2)

Gardner (1999) highlighted the cultural bias they are connected with as well as the difficulties of determining a person's intellectual capacity solely on a brief oral or pencil-and-paper test. When a person is aware that both their academic performance and consideration of their race or ethnicity are being taken into account, the prejudice is considerably more pronounced. Tests of intelligence were created to evaluate talent in individuals from many backgrounds. Gardner (1999) noted that this test's effectiveness throughout the years of intelligence testing is that it is no longer used in all schools. The majority of the time, intelligence testing is under control, and it is usually conducted about a potential issue, like a learning disability, or a selection procedure, like a program for brilliant children. Legal concerns regarding judgments that may be made in the school system based on IQ tests led to the limiting of testing. (Carolann,2007: 9)

2.2.1 Types of Intelligence

Established a way to map the diverse spectrum of human skills by classifying them into the following eight main groups or "intelligence": .according to (Armstrong, 2009:6,7)

2.2.1.1 Linguistic

the ability to communicate clearly both vocally (e.g., as an orator, politician, or storyteller) and in writing (e.g., as a playwright, a poet, journalist, or editor,). This intelligence encompasses the capacity to modify language's phonology, semantics, pragmatic aspects, and pragmatic uses, as well as its syntax or structure, and meanings. Rhetoric (using language to persuade others to choose a certain course of action), mnemonics (using language to recall information), explanation (using language to inform), and metalanguage are a few tests of these applications (using language to talk about itself).

2.2.1.2 Logical-mathematical

The ability to utilize numbers effectively (e.g., as a mathematician, statistician, or tax accountant) (e.g., as a scientist, computer programmer, or logician). This intelligence comprises an awareness of logical relationships, assertions, and propositions (such as if-then statements and cause-and-effect linkages), as well as functions and other related abstractions. Processes including categorization, classification, inference, generalization, computation, and hypothesis testing are utilized in the service of logical-mathematical intelligence. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kinds of processes used in the service of logical-mathematical intelligence include classification, categorization, generalization, inference, calculation, and hypothesis testing.

2.2.1.3 Spatial

The capacity to properly observe the visual-spatial world and to conduct transformations on those perceptions (e.g., as a guide, or scout) (e.g., as an artist, inventor, interior decorator, or architect). This intelligence encompasses an awareness of shape, form, color, line, space, and the connections between these aspects. It comprises the ability to envision, to visually express spatial or visual concepts, and to effectively position oneself within a spatial matrix.

2.2.1.4 Bodily-kinesthetic

Being skilled in expressing one's thoughts and feelings with their entire body (e.g., as an actor, mime, dancer, or athlete) and being able to manufacture or modify things with their hands (e.g., as a craftsperson, surgeon, mechanic, or sculptor). These physical abilities include proprioceptive, tactile, and haptic abilities, as well as coordination, balance, dexterity, strength, flexibility, and speed.

2.2.1.5 Musical

The ability to understand musical forms through perception, discrimination, transformation, and expression (e.g., as a performer or composer). This intelligence involves an awareness of a musical composition's rhythm, pitch or melody, and timbre or tone color. Music can be understood symbolically or "top-down" (intuitive, global), formally or "bottom-up" (technical, analytical), or both.

2.2.1.6 Interpersonal

The capacity to discern between other people's motives, feelings, intentions, and moods. This can involve being perceptive to gestures, voices, and facial expressions; having the ability to distinguish between a variety of interpersonal cues; and having the capability to successfully respond to such clues in some practical way (e.g., to influence a group of people to follow a certain line of action).

2.2.1.7 Intrapersonal

Self-awareness and the capacity to respond appropriately to that understanding. This intelligence encompasses the capacity for self-control, self-understanding, and self-esteem as well as an accurate perception of oneself (one's strengths and limits). It also involves knowledge of one's inner emotions, goals, motives, temperaments, and wants.

2.1.7.8 Naturalist

knowledge of how to identify and categorize the many life forms and wildlife in a person's surroundings. This also entails sensitivity to other aspects of nature (such as cloud patterns, mountains, etc.) and, for individuals who grew up in cities, the ability to distinguish between inanimate items like vehicles.

2.2 Multiple Intelligences in the Classroom

(Gardner, 1983)   Some instructors have tried to apply the MI theory to their classroom to see what effects might occur, given the rising interest in and acceptance of the idea among educators. Mettetal, Jordan, and Harper (1997) discussed the results of implementing a new curriculum based on the MI's ideas in a traditional school. The study

evaluated how students, parents, and teachers felt about MI theory in general as well as how the curriculum was being implemented in the classroom. MI was successfully implemented in classrooms, and instructors, kids, and parents were all pleased with the outcomes. Initially, the notion of MI had a greater influence than the program itself. Both teachers and students had their thinking altered as a result of learning about this notion. Teachers could now judge ability differently, and students were thrilled that the idea promoted their wide range of skills. In the primary years, self-esteem transforms from a general assessment to a more distinct idea. (Gardner, 1983) The adoption and use of MI theory in the classroom might enhance the process of student growth and increase the likelihood that they would feel confident in their skills. Goodnough (2004) detailed his experiences in this regard. According to the study's findings, the students were more engaged in class and preferred the MI method of instruction. The instructor believed that by engaging in the process of metacognition, using well-organized learning tactics, and comprehending how things worked in the classroom, the students received significant experience. Students benefitted from having a variety of learning activities, they loved integrating MI theory into class activities, and they enjoyed collaborating with other students on tasks. The instructor improved her awareness of and responsiveness to the kids' diverse learning requirements during this study. Additionally, the instructor believed that using a more student-centered classroom allowed for better interactions with students and more possibilities for learning. The results of this study were in line with Gardner's MI theory (1983, as referenced in Goodnough), which holds that instructors can explore their views about student aptitude and science education by keeping an open mind to intelligence. Additionally, the use of MI in the classroom enables teachers to provide unique learning opportunities for students. (Carolann ,2007:19-20)

The most important ways and forms of testing students' progress in FL learning, the use of MI in the classroom by language teachers in their school practice included various types of written   such as: essays, speaking and oral answers; semester tests; short tests at the beginning of the lesson; and giving partial grades after each class.(Małgorzata, 2023:379)

2.3 Related studies

2.3.1 Branton (2000)

- The study aimed to create and investigate the validity of a new assessment for multiple intelligences.

- population of this study involved over 400 adults in 18 different occupational groups, Six elementary and secondary school teachers participated.

- The researcher used a series of activities including initial instrument development, expert content reviews, field testing, pilot validation studies, item analysis, subscale development, instrument revision, and secondary validation studies.

2.3.2 Zahedi (2016)

- The study aimed to investigate the relationship between Multiple Intelligences (MI) scores and the performance of Iranian EFL students on different forms of reading comprehension tests.

- The total population who participated in this study consisted of 150 EFL learners, ranging from 18 to 30 years old, from the Parax language institute in Mashhad, Iran.

- The tool in this study was a questionnaire.

2.3.3 Sadiq (2019)

- The study aims at identifying the analytic domain of multiple-intelligence and English objective tests.

- Population of this study involved nine colleges at Baghdad University randomly chosen to represent the sample of the study which is 511 students.

- The study has adopted a close questionnaire for diagnosing the analytic domain (logical, rhythmic, and naturalistic) of multiple- intelligence of Iraqi students at Baghdad University.

2.3.4 Sultana (2019)

- This study aims to examine the nature and functionality of English teachers in Bangladesh. The study focused on two central concerns: first, whether the English teachers in the country are academically and professionally ready to perform various testing tasks; and second, how the teachers perceive their teaching practices.

- Population of this study involved ten English teachers who were randomly selected from five schools to participate in this study. All participants were teachers at the secondary level in Dhaka, the capital city of Bangladesh.

- Semi-structured interviews were used as the data collection method for this qualitative study.

2.3.5 Sadiq (2020)

- This study aims at identifying the interactive domain of multiple intelligences and English objective tests.

- Nine colleges at Baghdad University are randomly chosen to represent the sample of the study, which is 511 students.

- The study has adopted a close questionnaire for diagnosing interactive domains (linguistic, interpersonal, and kinesthetic), and an objective English test.

Chapter Three

Methodology

3.0 Introductory Notes

This chapter provides a detailed description of the method and procedures of the study's objective. This chapter sheds light on the following:-

3.1 The Design of the Study

In This study, a descriptive approach has been adopted to achieve the objectives of the study, as studying phenomenon as it exists in reality and is concerned with describing it as an accurate description and expressing it qualitatively or quantitatively without interference and fits the quality of the study and the nature of the study and its questions. (Best and Khan, 2006, p.24).

Identification and interpretation of the current status of individuals, environments, situations, or events are the aims of descriptive studies. In the descriptive analysis, the phenomena examine exactly as it is; no attempt is made to change any particular people, circumstances, or occurrences. (Mertler, 2015, p.111).

3.2 Population and Sample

A population is defined as a group of individuals with at least one characteristic that distinguishes them from other individuals. These groups' characteristics are of significance to academics who are studying them. (Best and Khan, 2006, p.13).

Sampling is the process of choosing a sample from a population, and the population is made up of all the constituent parts from which the sample was drawn. Because of these restrictions, the sample is an exact representation of the population and consists of components drawn from a larger population. (Johnson and Christensen, 2016, p.546)

To achieve the intended aim of the study, all EFL instructors at English language Departments at Iraq universities, during the academic year 2022-2023, represent the population of the study.

Purposive Sample has been used in this study. Purposive sampling, according to Arikunto (2010: 183), is the method of choosing a sample by taking a subject that is taken

depending on the specific objective rather than the level or region. In deliberate sampling, a sample is chosen depending on the requirements of the study. The participants are chosen based on the sample's goal. The study's requirements are taken into account while choosing participants. The sample of this study is about 201   the total number of these English instructors is males and females. To come up with accurate results, Table 3.1 shows the results of the distribution of the participants in terms of their inclusion in the following:

1. instructors of both gender (males and females).
2. Instructors' age (more than 40, between 35-40, between 30 – 35, and less than 30)
3. instructors with different years of experience (more than 15, between 10 – 15, between 5 - 10, and less than 5).
4. instructors with various academic qualifications (ph. , MA.).
5. The subject of teaching (linguistics, literature, and method of teaching)

Table (1)The distribution of the sample due to the variables

Variables		No.
Gender	Male	٧٧
	Female	١٢٤
	Total	٢٠١
Age	more than 40	١٢٣
	Between 35 and 40	٥١
	between 30 and 35	٢٣
	Less than 30	٤
Experience	more than 15	١٠٣
	between 10 and 15	٣٣
	between 5 and 10	٥٢
	less than 5	١٣
Qualifications	Ph.D.	٩٤
	MA	١٠٧
	Others	٠
Subject of teaching	Linguistics	١١٠

	Literature	٦١
	methods of teaching	٣٠

3.3 Instrument

To achieve the aims and answer the questions, of the study a questionnaire has been prepared to review the literature and the previous studies related to the topic, it was noticed that the best scale to collect data about identifying the multiple intelligence in the instructors' tests from their perspectives is a questionnaire.

3.3.1 Construction of the Questionnaire

A questionnaire according to Johnson and Christensen (2016, p. 415) is an independent data-collecting instrument that studies participants complete as part of the sample analysis, questionnaires use to gather data on the beliefs, intentions, attitudes, perceptions, interests, experiences, personalities, and behavioral patterns of study participants. In other words, a questionnaire may be used to measure a variety of characteristics.

A questionnaire is one of the inquiry forms that involves information collection and allows respondents to respond to facts in writing. (Best, 1981:167).

It is a research instrument that comprises of a sequence of questions and other prompts designed to elicit information from respondents. (McColly, 1970:156).

In the current study, A questionnaire has been adopted from (Armstrong, 2009:139) and modified according to the jury members. At the beginning of the questionnaire, mentions of the responses of participants will be used for the current study to collect general information and modified by the jury members.

The first part of the questionnaire includes personal information about the respondents. This part consists of five questions about gender, age, years of experience, qualification, and subject of teaching.

The second part of the questionnaire consists of (24) items related to the multiple intelligence of the instructors' tests.

There are five options for each item to be chosen by the respondents, i.e., a Likert scale of five points (Strongly agree, Agree, Neutral, Disagree, And Strongly disagree) is

used in this questionnaire, and the scale ranges from (5) to strongly agree to (1) for strongly disagree.

The sample has been accessed by distributing the questionnaire in two forms, i.e., through online websites and in-hand method after taking permissions. A sample of 147 instructors' has been collected through the online questionnaire and the rest sample of 193 instructors' has been achieved through visiting universities.

Reliability:

Reliability of a test refers to the consistency with which it yields the same rank for an individual taking the test several times. (Saalh.sh,2014:176)

Reliability is concerned with stability of scores of the same individuals. The test is reliable if these scores are stable and consistent. On the contrary, the test is unreliable if the scores tend to fluctuate. AL-Saadi,z.(2018)

the current study is concerned, the scale, are administered to a sample of (20) participants female and male, chosen randomly. After two weeks the same measures are applied on the same sample. Using Pearson correlation coefficient to estimate reliability, or r- value, of responses, results show that r- value for Multiple-Intelligence scale items is (0.95), which are indicators of excellent reliability since the values are higher than (0.70).

3.3.2 Collecting and Forming the Items

The questionnaire's items are adopted from (Armstrong, 2009:139) with some modifications. The questionnaire consists of personal information and 24 items to cover the eight parts of multiple intelligence.

The following foundations were relied upon in formulating the items of the scale:

1. The items' content should be unambiguous, plain, and straightforward.
2. Keep clear verbal statements that are difficult to understand.
3. The items shouldn't be too long so that people become confused about replying to the researcher.
4. Avoid unclear items that contain several ideas.

The SPSS program was used to determine the weighting means and percentages of the items. The weighted mean values are 1- 2.33 (weak), 2.34- 3.68 (moderate), and 3.69-5 (high). Accordingly, items (1,2,3,4,5,6) are strong, and other items (7,8) are moderate. This result indicates that The Multiple-Intelligence in Iraqi EFL Instructors' Tests from their Perspectives are strong.

Table (2)The weighted means and percentages of the items

N	Types of Intelligence	Weight Mean
1	Linguistic Intelligence	4.365
2	Intrapersonal Intelligence	4.16
3	Logical-Mathematical Intelligence	3.99
4	Interpersonal Intelligence	3.94
5	Visual-spatial Intelligence	3.78
6	Bodily-kinesthetic Intelligence	3.72
7	Naturalistic Intelligence	3.66
8	Musical Intelligence	2.9

The weighted means and percentages of the items were used to explore The Multiple-Intelligence in Iraqi EFL Instructors' Tests from their Perspectives. Table (4.10) shows that the highest six weighted means and percentages are those of the items (Linguistic Intelligence, Intrapersonal Intelligence, Logical-Mathematical Intelligence, Interpersonal Intelligence, Visual-spatial Intelligence, and Bodily-kinesthetic Intelligence) with the following weighing means (4.365, 4.16, 3.99, 3.78, 3.72) respectively. show a high level of Intelligence while The (Naturalistic Intelligence and Musical Intelligence) items are moderate with the weighing means (3.66, 2.9).

3.3 Discussion and Comparison of the Previous Studies

The previous related studies have discussed the results as shown below:

The results of the current study showed that Iraqi instructors at universities use multiple intelligences in their tests, All the domains used in testing (Linguistic Intelligence, Intrapersonal Intelligence, Logical-Mathematical Intelligence, Interpersonal Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence) show a high level of Intelligence while The (Naturalistic Intelligence and Musical Intelligence) items are moderate.

The current study's findings all demonstrate the employment of multiple intelligences. Compared to previous studies, this study agrees with most of their findings. Branton (2000) showed how the MI assessment might help teachers become more aware of their weaknesses and develop empathy for difficult students. The MI assessment was

comprehensible to teachers as a story that describes intellectual and creative life. Some instructors' students likewise valued and found encouragement in the MI character. Zahedi (2016) also showed that The result of the correlational study indicated that the total MI score correlated positively with the reading performance test. Sultan (2019) The findings shed light on how instructors' limited experience in academic and professional testing impacted their performance in assessment-related activities and limited their ability to use testing to enhance teaching. Sadiq (2020) the results of the research have shown that there are statistically significant correlations between the interactive domain of multiple intelligence and the objective English test.

As to the results of Sadiq (2019) study, there is a weak significant correlation between the analytic domain of multiple intelligence and the objective English test.

3.4 Conclusions

From the results obtained, the following conclusions can be drawn:

1. The results of the study showed that Iraqi instructors at universities use multiple intelligent in all the domains in their testing. there are eight types of intelligence (Linguistic, Intrapersonal, Logical-Mathematical, Interpersonal, Visual-spatial, Bodily-kinesthetic, Naturalistic, and Musical) according to the results of the study instructors have used (Linguistic Intelligence, Intrapersonal Intelligence, Logical-Mathematical Intelligence, Interpersonal Intelligence, Visual-spatial Intelligence, Bodily-kinesthetic Intelligence) in a high level of Intelligence while The (Naturalistic Intelligence and Musical Intelligence) items are moderate.
2. Results related to gender (males or females), qualification (ph. or MA), age, years of experience, and the subject of teaching (linguistics, literature, and method of teaching), indicate that there is no significant difference between Multiple-intelligence according to variables.

3.5 Recommendations

In light of the results of the research, the study presents a set of recommendations as follows:

1. Encouraging EFL instructors to use multiple intelligences in testing.
2. Paying attention to individual differences among students in the light of multiple intelligences and working to invest in them before the test.
3. eveloping all types of multiple intelligences among students through the test, taking into account the psychological and mental characteristics of students.
4. Including multiple intelligences in testing courses for students in the faculties of education.
5. Preparing a guide for EFL instructors in the light of the multiple intelligences in testing see Appendix (D).

6. Encourage the students to rely on themselves through various tests to satisfy their needs and develops their mental abilities.

3.6 Suggestions for Further Studies

In light of the findings of the study. The study Suggestions for Further Studies are the following :

1. Investigating the effect of multiple intelligences with other variables.
2. making other studies related multiple intelligences to a specific subject such as linguistics, literature ..etc.
3. Correlation of multiple intelligences with other academic subjects such as Arabic, Geographic, etc.
4. Research multiple intelligences in intermediate schools of EFL teachers' tests.
5. Exploring the students' difficulties according to the multiple intelligences of tests.

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الذكاء المتعدد في اختبارات مدرسي اللغة الانكليزية في الجامعات العراقية كلغة أجنبية من وجهات نظرهم

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الملخص:

تهدف هذه الدراسة إلى استقصاء وجهات نظر مدرسي اللغة الانكليزية العراقيين تجاه اختبارات الذكاء المتعدد. عينة الدراسة الحالية هي ٢٠١ مدرس لتدريس اللغة الإنجليزية ذكور وإناث في العام الدراسي ٢٠٢٢-٢٠٢٣ في الجامعات العراقية. يتم اتباع منهج وصفي لتحقيق الهدف من هذه الدراسة وبالتالي ، فإن الأداة عبارة عن استبيان. تم إعداد الاستبيان من (٢٤) فقرة بعد عرضه على أعضاء لجنة التحكيم. وقد كشفت النتائج أن المدرسين العراقيين في الجامعات يستخدمون الذكاء المتعدد في جميع المجالات في اختباراتهم (الذكاء اللغوي، الذكاء الشخصي، الذكاء المنطقي الرياضي، الذكاء الشخصي، الذكاء البصري المكاني، الذكاء الجسدي الحركي) بمستوى عال من الذكاء في حين أن عناصر (الذكاء الطبيعي والذكاء الموسيقي) معتدلة. لذلك ، تمت التوصية بأن يستخدم مدرسو اللغة الإنجليزية كلغة أجنبية العراقيون جميع أنواع الذكاء في اختباراتهم واحترام الاختلافات عند الطلاب عند وضع الاسئلة لاحتواء كافة انواع الذكاء للحصول على تقيم افضل للطلبة.

الكلمات المفتاحية: الذكاء المتعدد ، اللغة الانكليزية كلغة أجنبية ، اختبارات المدرسيين