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*The Effectiveness of Using Multiple Intelligences
Supported Project Based Learning and Participatory
Learning in Developing Prospective Teachers' EFL
Receptive Skills and English Language Learning
Satisfaction*

BY

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Abstract

The present study aimed to investigate the effectiveness of using multiple intelligences supported project based Learning and participatory learning in developing EFL receptive skills and English language learning satisfaction among prospective teachers at the Faculty of Education. The design of the study was a mixed research methodology. It combined both quantitative and qualitative methods of collecting data. The participants of the study were fifty (N= 50) students enrolled in the third -year English section at the Faculty of Education, Benha University, Egypt. They were tested before and after the treatment. They were taught through using multiple intelligences supported project based learning and participatory learning. The instruments of the study included an EFL receptive skills test, an English language learning satisfaction scale and a semi-structured interview. The results of the study revealed a statistically significant difference between the mean scores of the study participants in the pre and post administrations of the EFL receptive skills test and English language learning satisfaction scale in favor of the post administration. These results were ascribed to multiple intelligences supported project based learning and participatory learning.

Keywords: Multiple Intelligences- Project Based Learning- Participatory Learning EFL Receptive Skills-English Language Learning Satisfaction.

فاعلية استخدام التعلم القائم على المشروعات والتعلم بالمشاركة المدعوما بالذكاءات المتعددة فى تنمية المهارات الإستقبالية فى اللغة الإنجليزية والرضا عن تعلم اللغة الإنجليزية لدى الطلاب المعلمين اعداد

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المستخلص باللغة العربية

تهدف الدراسة إلى توضيح فاعلية استخدام التعلم القائم على المشروعات والتعلم بالمشاركة المدعوما بالذكاءات المتعددة فى تنمية المهارات الإستقبالية فى اللغة الإنجليزية والرضا عن تعلم اللغة الإنجليزية لدى الطلاب المعلمين. ويعد هذا البحث من البحوث المختلطة / المدمجة التى دمجت أساليب البحث الكمية والكيفية معا. وتكونت عينة الدراسة من خمسين طالب من الطلاب المعلمين تم اختيارهم عشوائيا من طلاب الفرقة الثالثة شعبة اللغة الإنجليزية بكلية التربية جامعة بنها، جمهورية مصر العربية. هذا وقد تم اختبار عينة الدراسة قبل اجراء المعالجة وبعد تطبيق البرنامج القائم على استخدام التعلم القائم على المشروعات والتعلم بالمشاركة المدعوما بالذكاءات المتعددة. واشتملت ادوات الدراسة على اختبار فى المهارات الاستقبالية فى اللغة الإنجليزية ، ومقياس الرضا عن تعلم اللغة الإنجليزية ومقابلة شبه منظمة. وأشارت نتائج البحث الى وجود فروق ذات دلالة احصائية بين درجات الطلاب (عينة الدراسة) فى القياس القبلى - البعدى فى المهارات الاستقبالية والرضا عن تعلم اللغة الانجليزية لصالح القياس البعدى . وترجع هذه النتائج الى فاعلية استخدام التعلم القائم على المشروعات والتعلم بالمشاركة المدعوما بالذكاءات المتعددة .

الكلمات المفتاحية : الذكاءات المتعددة - التعلم القائم على المشروعات - التعلم بالمشاركة - المهارات الاستقبالية فى اللغة الإنجليزية -الرضا عن تعلم اللغة الإنجليزية

Introduction

English language is one of the most important means for communication and interaction. Nowadays, the idea of incorporating digital technologies in teaching and learning English language has been an important issue. It makes a noticeable changing in the roles of teachers and students. It also helps teachers use more recent methods and techniques in teaching their students. These methods such as problem based learning and collaborative learning, etc. In addition, Information and communication technologies facilitate project based learning (PBL) and participatory learning (PL).

Language learning requires the acquisition of receptive or passive skills (listening and reading) and productive or active skills (speaking and writing). In receptive skills, students receive and process the information but do not need to produce a language to do this. The four language skills (i.e. listening, speaking, reading and writing) should be incorporated to help students have a good command of English language. The relationship between receptive and productive skills is a complex one, with one set of skills naturally supporting another (Harmer, 2007, Ahmed, 2018, Alodwan & Almosa, 2018, Diab, Abdel-Haq & Aly, 2018, Zahran, 2018).

Listening as a receptive skill plays an important role in English language. It is an interactive complex process where the learners interpret what they know and what they hear. It involves deciphering and constructing meaning from verbal and non-verbal messages. It is an effective process that involves understanding and creating meaning from verbal or spoken and non-verbal concept. It includes receiving, memorizing, repeating the actual sounds and involves the capability to describe the content of information or content to which the listener is exposed. In addition, listening comprehension process entails the ability to explain the content of the message that is exposed to the listener. This process requires engagement in a variety of complicated tasks that range between discriminating sounds and full understanding of the speaker's message (Al-Alwan, Asassfeh & Al-Shboul, 2013, Mohammadali & Negin, 2014).

Listening involves a sender, a message and a receiver (the listener). Listeners should process messages and cope with the sender's choice of

vocabulary, structure and rate of delivery. The complexity of the listening process is magnified in language contexts, where the receiver has incomplete control of the language. Thus, listening skill plays a major role in the success of one's communication skills. It involves understanding speakers' accent or pronunciation, their grammar, vocabulary and grasping their meaning. If students do not learn to listen effectively, they will not be able to participate in spoken communication in the target language (Abd Almaksoud, 2012 ,Ebadi & Oroji ,2016 ,Kalantarian, 2016).

Chang (2009) and Coşkun (2010) indicate that listening requires listeners to deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. Listeners use a variety of mental processes to give meaning to the information they listen to. These processes that listeners use to understand spoken English can be described as listening comprehension strategies. Therefore, instructors provide support in listening tasks to help students perform better and not lose confidence in their listening skills. Piamsai (2014) and Ahmed (2018) clarify that listening skill is important in foreign language learning because it is a means to access various sources of knowledge. In addition, Hernandez-Ocampo & Vargas (2013) and Becker (2015) revealed that when listening to an oral text and trying to understand it, learners should focus on bottom-up processes and top-down processes. This is accomplished through interpreting contextual cues and making inferences based on prior or global knowledge to decipher the intended message. Amin (2012) adds that listening is the aural medium that gives the way to language acquisition and enables learners to interact in spoken communication. Therefore, students with good listening skills are better able to participate effectively in class.

It can be noted that as a cognitive process, listening involves reception, processing and manipulation. It is an integrative language skill, including lexical, grammatical and phonetic complexities. Moreover, it is only through listening the individuals recognize the patterns in language which, in turn is the basis of the whole process of language development .It includes the physiological act of receiving and processing the acoustic signal, holding the aural input in the working memory, parsing utterances into their component words, recognizing

words and relating them to existing linguistic knowledge, decoding the syntax of the utterance, making inferences based on prior knowledge and incorporating contextual information among many other operations (Abu El-Magd,2015 , Becker, 2015,Gheith, Mustafa & Yusuf, 2015 ,Dalman, 2016).

Teachers can help learners learn how to use different strategies while listening effectively. When students learn how to plan for a listening task, monitor their comprehension and evaluate their performance, they take on more responsibility for their learning. Listening is a complex process and essential in the development of foreign language competence. Successful listeners are able to interpret what is going on in the speakers' head as well as within the message. Thus, the learner's ability to comprehend spoken language would develop entirely on its own through repetition and imitation. It involves the simultaneous understanding the interlocutors' accent or pronunciation, grammar, vocabulary and meaning comprehension (Birjandi & Rahimi, 2012, Rafie & Nasiri, 2016,Molavi & Kuhi, 2018).

Teaching listening is not an easy task because it involves going through a lot of mental processes, from distinguishing sounds to knowing a grammatical rule. In addition, teachers fall into the habit of having students practice listening, but they do not tend to teach them how to listen. It is a neglected skill . Students face some obstacles in listening classes that make listening skill stressful and disastrous to them such as keeping up with audio while comprehending the meaning. Guessing and inferring the meaning during listening is an obstacle that stops students from getting and keeping up with the next part. Pronunciation problems facing the students can be a hinder for listening because most students are not familiar with the correct pronunciation of some words due to incorrect teaching and pronouncing. Students lag behind to understand the unfamiliar word thus they miss other parts (Carter & Nunan, 2002, Ebadi & Oroji, 2016).

Hernandez-Ocampo & Vargas (2013) clarified that one of the biggest difficulties students have is to comprehend spoken English and obtain good grades on listening exams. In addition, Fahim & Alamdari (2014) indicate that it is common for teachers to tell their students they will improve their speaking ability if their listening skill is enhanced.

However, it is not common that teachers tell the students how they can go about doing it and it is very likely that the students do not know how to practice listening on their own, as teachers have evidenced with them. Despite the fact that teachers implement listening support during listening activities in the classroom, they still target listening product rather than listening process. As a result, there is a need for an essential emphasis on how to listen and even how to engage learners directly in improving their listening comprehension. Also, Kalantarian (2016) clarified that students have deficiency in listening skills exhibited in inability to communicate effectively, follow oral directions and comprehend listening activities, because their teachers' listening instruction is more concerned with testing their comprehension rather than teaching them listen effectively.

Because of the importance of EFL receptive skills (listening and reading), many researchers conducted several studies to develop EFL receptive skills as a whole or listening and reading separately. According to EFL listening skill as one of the receptive skills, many researchers conducted various studies to develop it at the university level such as Abu El-Magd (2015) ,Chen (2015) ,Kalantarian (2016) , Kim (2017) , Mahran (2017) and MohyAldin & Omer (2018) .Thus , it can be concluded that EFL listening skill is an important variable that should be developed among prospective teachers .

The other receptive skill is reading. It enables learners to receive a significant comprehensible input that can be used in speaking or writing. It is not a skill that can be acquired naturally or in an automatic way, but it should be learned and practiced through formal instruction and experience. Therefore, a conscious effort is required to analyze and comprehend the ideas within the continuous development of a text. The primary objective of reading is to achieve comprehension. It is a highly complex, interactive and constructive process where students actively reconstruct the writers' original intentions by drawing on what they already know to make use of the new knowledge (Al Shammari, 2017, Chavangklang & Suppasetsee, 2018).

Balikcioglua and Efe (2016) clarify that reading is a process including several interrelated aspects in it. Readers physically recognize the words and decode them, realize the syntactic order of sentences by combining

their background information with them and gain semantic awareness of the text. In addition, reading process includes a reader, a text and an author. This process begins with the thoughts and beliefs of the author and ends with the interpretation of ideas and interaction between the reader and the author. In the same context, Alfallaj (2017) indicated that in a reading class, most teachers help their students reach the right answer by matching words in the question with those in the text. Therefore, the type of reading should contain four components: extensive reading, comprehension skills, reading fluently and vocabulary building. In other words, students should gain such skills when they are studying the reading course. It is mostly the skill where students build their vocabulary, grammar and communication skills. El-Tonsi (2018) reveals that reading comprehension is essential to succeed in reading. It is the process of constructing meaning of the text. It also includes several skills such as identifying the main idea and supportive details, paraphrasing, summarizing, sequencing events, identifying causes and effects, comparing and contrasting, drawing conclusions and making inferences.

Reading is one of the most significant skills a student must possess. It is the basis of all English language skills and an interaction between a reader and a printed text. It helps students to communicate, listen and express themselves freely. It also allows them to acquire specific language skills. It is a source of information and helps in clarifying inaccurate points, solution of problems and a target of language acquisition. It enables learners to be engaged in the learning process that occurs subconsciously without stress or special effort. It is major factors in language learning that can help learners develop their language proficiency. When learners read more and begin to understand, their attitude towards foreign language learning will become more positive as well. Thus, of all the four language skills, reading is the last competence that language learners acquire, because they have to accumulate sufficient lexical, semantic and syntactic knowledge to comprehend written messages (Ceylan & Baydik, 2018, Öztürk, 2018).

Chaichompoo (2017) reported that while students read, they make an attempt to translate, interpret and analyze what is explicitly and implicitly presented in the text to understand what the writers mean and the messages they attempt to put across. When reading, students should learn how to separate main ideas from supporting details, since the latter

only elaborates the former. This skill should help them focus mainly on the gist of the reading passage. Moreover, this competency enables them to summarize the passage more effectively. In addition, Goctu (2016) clarified that students are engaged in reading not because they have to, but because they satisfy their need in getting information. Through a significant amount of reading learners see the relationship between words and sentences and understand how words work in sentences. This relationship will enable learners to use the language effectively.

Chattel (2002), Brushaber (2003), Scharlach (2008) & Pang (2008) indicated that the poor readers cannot know how to construct the main ideas and macro structure of the texts. They are not familiar with the text structure and do not make use of the text structure to organize the main ideas, have little prior knowledge and do not know how to activate their knowledge to facilitate text comprehension. They have difficulties in drawing inferences to achieve in-depth understanding of the texts and lack meta-cognitive ability and are not aware of the problems that emerge during reading and do not know how to monitor their reading process. Moreover, Cubukcu (2008) clarifies that poor readers are often unaware that they should make sense of text and focus on the decoding process. They may exhibit emotional difficulties, such as poor self-concept and low frustration. They often view themselves in a negative way. They are less aware of effective strategies and monitoring activities during reading. They are weak in processing more complex ambiguous sentences. This weakness resulted from their lack of syntactic knowledge in the target language that constrained their reading.

Moreover, it can be said that learning a language requires mastering four skills: listening, speaking, reading and writing. Because of the importance of receptive skills (listening and reading), many researchers conducted several studies to develop EFL receptive skills as a whole such as Diab (2018) and Diab, Abdel-Haq & Aly (2018). In addition, other studies develop receptive skills (listening and reading) separately. According to EFL reading skill as one of receptive skills, many researchers conducted various studies to develop it at the university level such as Al Fageeh (2014), Bajoolvand, Mahmoodi & Vafaeeseresht (2014), Gheytsi, Azizifar & Gowhary (2015), Balikcioglua & Efe (2016), Aliasin & Amanlu (2017), Bataineh & Mayyas (2017), Sanad & Ahmed (2017), Taj, Ali, Sipra & Ahmad (2017), Chavangklang &

Suppasetsee (2018), Khubyari & Narafshan (2018), Rad (2018) and Espinoza-Celi, Morocho Pintado, & Ulehlova (2018). Thus, it can be concluded that the EFL reading skill is an important variable that should be developed among prospective teachers.

Moreover, it can be concluded that listening and reading are complex processes as they involve different sub- skills. They are necessary skills for many foreign language learners. Teachers often spent most of the time in text explanation and seldom taught strategies in class and students did not learn how to apply the various strategies actively (Fu, Chen, Wey & Chen, 2014, Alkhilili, 2018). In the same context, Kuo, Walker, Belland & Schroder (2013) and Kırmızı (2015) clarify that listening and reading skills can be influenced by students' satisfaction. Student satisfaction means the perceptions of learners about the value of a course and their experiences in the learning program. McWherter (2012) states that teacher and student's satisfaction is one thing that may be overlooked by school and related to academic performance. Teacher's or student's satisfaction is a personal matter and not something to cause concern. After all, teachers are to teach and students are to learn. Satisfaction is one of the most important measures that determine the quality of learning.

Alzahrani (2017) indicates that student satisfaction is a fundamental requirement in the learning process. It appears if students enjoy the learning experience in a particular setting. Powless (2011) and Abbas (2017) define students satisfaction as how they perceive their learning experiences in any learning institution. The instructor, the interconnectivity and interactivity along with technology are essential in affecting student's satisfaction. Thus, student satisfaction reflects the relationship between students and their college experience. Karatas & Şimşek (2009) defined students satisfaction as the satisfaction and blessedness of the students related to the various aspects of the service they receive. In their study, they determine whether equivalent learning experiences ensure equivalency in the Internet-based and face-to-face interaction methods on learning results and student satisfaction.

It can be said that interaction in online and face-to-face classes, feedback, student and teacher behaviors, activities, online discussions, instructional and technical support, technological features, students'

learning styles, online discussions, self-efficacy, knowledge and skills are considered essential factors that affect student satisfaction. Student satisfaction refers to the level of contentment that the learners have with their online learning environment. It is influenced by the quality of learner interactions with the other learners, the instructor, the content and the technology in their online course .Moreover, teachers who are friendly and supportive toward their students may assist students in feeling that they belong or are cared for while also increasing student satisfaction. Teachers who take the time to have quality individual interactions with their students also increase the student's sense of a supportive environment, as well as satisfaction. Students also view teachers who use diverse and best teaching practices that help foster collaboration as being supportive and show increased levels of satisfaction (McWherter, 2012, Alston, 2014, Yilmaz, 2017).

Student satisfaction is widely recognized as an indicator of the quality of students' learning and teaching experience. It is a complex phenomenon that allows students to evaluate the diversity of educational expectations and experiences. A higher level of satisfaction reveals how adequately educational methods are succeeding in stimulating thinking and learning. On the other hand, a below satisfactory level often indicates a lack of balance between academic requirements and the abilities that empower the students to accomplish them. Therefore, a perceptible interest in gaining a high level of student satisfaction, regarding the learning experience, leads to an improvement in the teaching and learning process and even to the improvement of the evaluation and self-evaluation process (Ciobanu & Ostafe, 2014).

In the same context, Kuo, Walker, Belland and Schroder (2013) clarify that listening and reading skills can be influenced by students' satisfaction. Student satisfaction with asynchronous learning is a complex blend of elements that mediates students' perceptions about their educational experiences. It is an important indicator of learning experiences quality. Lack of confidence in using information and communication technology (ICT) may decrease students' satisfaction during online instruction and in turn lower their performance. Student satisfaction is related to several outcome variables such as persistence, retention and course quality and student success. High satisfaction leads

to lower attrition rates, higher persistence in learning and higher motivation in pursuing additional online courses.

Alsowat (2016) clarifies that student satisfaction is the positive attitude toward the teaching and learning activities. In face-to-face learning, some students are dissatisfied for many reasons. The main reason is the instructor's dominance over the classroom causes boring and passivity of students. Another reason is the lack of interaction between students that result in isolation and unfriendly learning environment. The third reason is the large amount of duties that students have to perform in and out the classroom. The fourth one is the fear of committing mistakes inside the classroom which may prevent students from participation and questioning. Moreover, EFL student learning satisfaction is an important factor in generating the motivation for student performance, measuring the teaching environment from the students' point of view and promoting their willingness to learn. McWherter (2012) clarified the relationship existed between satisfaction levels and student achievement. In her study, Qutob (2018) shows a connection between student satisfaction and their performance.

It can be said that student satisfaction in learning a foreign language is essential for learning and teaching process. It is an indicator of the quality of students' learning and teaching experience. It also promotes motivation and engagement among EFL learners. Because of the importance of student satisfaction, many researchers conducted various studies to develop it at the university level such as Alston (2014), Rashidi & Moghadam (2014), Alsowat (2016), Al Hassan & Shukri (2017), Alzahrani (2017) and Fischer (2017). Thus, it can be concluded that the student satisfaction is an important variable that should be developed among prospective teachers.

Using technology to support teaching and learning makes it possible to use powerful methodologies such as cases, projects and problems that are meaningful, holistic and representative of authentic and real-world tasks. Their use requires teachers to design and develop learning tasks and activities that enhance the classroom curriculum. Several learning theories and teaching strategies can create the conditions for active learning in the classroom. These include anchored instruction, case-based learning, cooperative learning, participatory learning, inquiry learning,

problem-based learning and project-based learning. Teachers can use a project-based learning and participatory learning to create learning activities in which students use the information resources on the Internet to construct knowledge (Mills, 2006, Maingi, 2019).

Project-based learning (PBL) is a type of student-centered constructivist instruction, where EFL learners actively involve, discover and produce information collaboratively and individually. Students also have greater autonomy regarding their learning. PBL enables students to develop not only the knowledge, but also the skills necessary for success in school and life. It provides students with choices about their own learning experience. It requires a complex and authentic task one that is interesting to the students as well as the community outside the classroom. It also requires learners to engage in authentic and challenging projects and collaboratively work to develop some comprehensive skills by integrating multi-disciplinary knowledge towards their resolution (Liu, 2016, Kimsesiz, Dolgunsöz & Konca, 2017, Carrabba & Farmer, 2018).

PBL organizes learning around projects that are complex tasks based on authentic, challenging problems or questions that involve students in critical thinking. Mills (2006) indicates that PBL resembles problem-based learning in the use of authentic content, authentic assessment, teacher facilitation, cooperative learning and reflection. It is distinctive in using problems that are better structured or better defined. PBL allows teachers to guide students through in-depth studies of real-world topics. Wengerd (2009) reveals that PBL is a student-centered way of teaching that follows many of the constructivist and social constructivist ways of thinking. It helps to actively engage students in deeper levels of thinking, comprehension and interpretation. It is a pedagogy that prepares students for the real world through active process that teaches critical thinking, problem solving, teamwork, negotiation skills, technology and responsibility for learning. It involves real-life simulations, critical thinking, goal setting, problem solving and collaborative skills. It can create a positive and authentic learning environment for students to increase the students' understanding and motivation level

PBL is characterized by long-term investigation, a solution to a main question or problem and the development of project artifacts that

demonstrate an understanding of the question or problem. Thus, PBL is an intensive resource and requires adequate tools in the classroom (Mills, 2006). A key component of PBL is the presentation of a real world problem solving opportunity for which students must develop a solution. It enhances collaboration between the students and the recognition that as a member of a team, each has responsibilities towards the other members (Mahasneh & Alwan, 2018). It allows students to explore issues, concepts or themes without predefined answers (Johnson & Cuevas ,2016).

Sirisrimangkorn (2018) indicates that PBL relies on a learner-centered approach that focuses on learner independence and learner autonomy. It is student-centered and focuses on the end-product so it is useful for learners' language skills development. Moreover, it is appropriate with mixed ability class and provides learners with opportunities for individuals to contribute in ways which reflect their different talents and creativity. It is used to promote learners' language skills. It is advantageous for both teaching and learning of English as the integration provides learners with opportunities to use language and encourage them to function language through communicative activities in an active learning environment. Moreover, Hung, Hwang & Huang (2012) clarifies that PBL is an instructional strategy where learners encouraged to cooperate with their group members, discuss and share opinions.

PBL is used in higher education to develop students' competencies for problem solving, group work and self-management. It involves students in generating, evaluating and implementing project ideas. It also improves communication skills, problem-solving skills, computer literacy, information literacy, ability and willingness to learn and teamwork (Koha, Herring & Hew, 2010, Musa,et al.,2012). Therefore, it can be noted that PBL helps students generate ideas based on the real life contexts by assigning them to work with other. The project should be challenging and motivating, thus students can develop and have the flexibility to work at their own level (Irawati, 2015 ,Pilten, Pilten & Sahinkaya, 2017).

Hasani, Hendrayana & Senjaya (2017) clarified that PBL encourages students to think reflectively. Sulisworo & Santyasa (2018) stated that students became the center of learning that managed their success on

knowledge. Thus, by using PBL, students will have an experience on how to design knowledge and experience and engage in online learning. As a result in their study, they made an integration of mobile learning interaction with PBL activities. In PBL, students gain knowledge and skills by investigating open-ended questions to make meaning from what they transmit in purposeful ways. They are likely to read, research, work in teams, consult experts, use a variety of technologies, write, create media and speak publicly in the process of the learning cycle .Lam, Cheng, & Choy (2010) and Krauss & Boss(2013) clarify that PBL is a teaching strategy that enables students to connect knowledge, skills, values and attitudes and construct knowledge through a variety of learning experiences. It also develops their competencies for problem solving, group work and self-management.

Thompson & Beak (2007) reported that the project provides a comprehensive approach for linking the concepts and engaging students in a collaborative learning activity that challenges them as both individuals and group members. Baúbay & Ateú (2009) added that PBL allows students learn by doing and applying their ideas while engaging in real-world activities through investigating questions, proposing hypotheses and explanations, discussing their ideas and finally developing solutions or outcomes. Moreover, Railsback (2002) & ÖzdamlÕ (2011) indicate that PBL is a model for classroom activity that shifts away from the classroom practices of short, isolated teacher-centered lessons and instead emphasizes learning activities that are long term, student-centered, and integrated with real world issues and practices. It motivates students by engaging them in their own learning. It provides opportunities for students to pursue their own interests and questions make decisions about how they will find answers and solve problems. Thus, in the classroom, PBL provides many unique opportunities for teachers to build relationship with students. It also helps in increasing motivation, developing higher order thinking skills and deeper levels of understanding among students.

Thompson & Beak (2007) ,Bell (2010) & Maulany (2013) clarify that there are four stages of PBL implementation .The first is speculation where teachers provide the choice of project topics initially based on curriculum and discuss them with the students. In this stage, teachers and students speculate possibilities that lead to the

projects smoothly. The second stage is designing the project activities, referring to organizing the structure of a project activity that includes group formation, role assigning, concerning methodology decision and information source . The third is conducting the project activities where the students work what had been planned and designed in the previous stage. At this stage, the students gather information, discuss it with their group member, consult problems encountered in their work with the teachers and exhibit their final products that might be in form of presentation, performance, product and publication to wider community such as other classes and teachers. The last stage is evaluation referring to the assessment of activities from the participants and discussion about whether the initial aims and goals have been achieved, implementation of the process and final products.

Bas (2008) clarified that PBL is a way of working with students as they discover more about themselves and the world. It requires teachers facilitate and manage the process of learning. Thus, students help choose their own projects and create learning opportunities based upon their individual interests and strengths. Projects assist students in succeeding within the classroom and beyond, because they allow learners to apply multiple intelligences in completing a project they can be interested. Supadol,et al,(2014)clarify that PBL approach with learner-centered activities should assist learners in developing thinking skills. Through PBL, learners will develop both their right and left brains. The project helps to create work outcomes that are evidence of sustainable and in-depth understanding. It also trains learners to perform thinking processes.

Beckett (2002), McCarthy (2010) and Cusen (2013) indicate that implementing PBL is effective in teaching English language. It gives contextual and meaningful learning for students, makes them engage actively and enhances their interest, motivation, engagement and enjoyment. It promotes social learning, collaborative skills and give an opportunity to improve students' language skills. It stimulates students' interest and allows students to develop critical thinking and decision-making skills. Chang & Lee (2010) and Martinez (2010) clarified that PBL keeps students motivated and inspired them to learn and leads to higher levels of achievement. Incorporating PBL into any curriculum provides students with many benefits such as increased skills in problem-solving, communication, motivation, self-esteem, ability to work with

others and preparing students for the workplace. Moreover, Grivaa, Semogloua & Geladaria (2010) , Lee & Kim (2013) and Elsadek (2018) clarified that PBL helps students increase social and communication skills. With PBL, students learn to plan and research, ask questions, make choices within alternatives and apply knowledge gained within their regular classes.

Moreover, Participatory Learning (PL) has been used in teaching and learning the four language skills such as listening. In PL, the learners are organized in pairs, small groups or even large groups during the teaching and learning process. This helps them to look for solutions to the problems they encounter in the language learning process. The teacher acts as a facilitator in the learning process. Some of the activities which the learners use in the activities the learners are engaged in learning listening skill include riddles, storytelling, proverbs, narrations, drama and role playing among others. After learner's participation in all these activities, the teacher evaluates the attainment of the listening skill through oral questions (Maingi, 2019).

In addition, learners are encouraged to take ownership of their learning experiences as well as collaborate with the teacher, including participating in all group activities for learning to be effective. A classroom using PL uses two-way dialogue problem solving strategies while using language learning as a vehicle to solve their daily problems. Problem solving activities help in developing critical thinking and creative ways to address learners' issues. PL tends to be more process based than product based in its outcome. Students are encouraged to work with other students either in pairs, small groups or in whole group for collective participation. Some of the activities that may be included in the learning process are role plays, dramatizing, reciting and narrations while using the target language and language domains to make an important facet, while liberating learners from their own problems (Brown , 2004).

PL enables a meaningful interaction where the learners are able to reflect on their relationship to their environments and provide themselves with solutions to their problems. It seeks to provide equal opportunities for people in deciding how something is done. It involves participation and giving equal opportunities for participation and democracy. In

addition, it is a teaching strategy that engages themes that are of interest to the learners. It aims to enable a kind of deliberative democracy in the classroom which is a collective and interactive process. It is an effective way to draw upon student expertise as a resource and also to challenge students to analyze and apply their existing knowledge and expertise in new ways and thus extend it (Maingi, 2019).

Dastyar (2019) clarified that PL is a method in which students are divided into small groups and discussed within each group. Then small groups present their summaries of the topics discussed in the classroom at the end of the teacher's lesson by designing enrichment questions and encouraging students to think and respond are trying to deepen their learning. It involves the learner taking part in the whole process of learning. Each learner is provided with an equal opportunity to decide how the learning is done. According to Madar (2015) , PT promotes a deep approach to learning, encourages higher order thinking, foster self-directed learning and increases collaborative interaction between students and teachers. It is believed to be a method that enhances the development of generic skills. It is the action of taking part in teaching and learning activities in the classroom. It also encourages learning to participate in classroom teaching/learning activities where teacher acts as a facilitator. In PL, students are active, and demonstrate different activities including; group discussions, self-directed learning, peer-teaching, presentation and role plays.

PL engages students as active participants in the full life cycle of homework, projects and examination. PL's core idea is that students design the questions or projects, execute them, and then assess and grade their peers' solutions. Each stage can be performed by individuals or by teams. Students should be able to observe and read everything their peers do so they can learn further from others' efforts. PL is designed to work for a wide range of students from different educational stages. Participatory technologies are impacting teaching and learning. Instructors have access to tools that can enhance reflective and dialogical learning, increase student autonomy and help create learning communities in the classroom. PL consists of two essential aspects: developing meaningful words and themes that are contextualized from learners' lives and enabling learners to activate their literacy skills in ways that grant social empowerment and the confidence to effect positive

change in their lives. In PL, students actively engage in their own learning process and collaborate with others to achieve their goals (Shen, et.al, 2004, Burkart, 2009 ,Farkas, 2012, Rad , Sahragard ,Razmjoo & Ahmadi ,2017).

According to Shen, et al. (2004) and Fernando & Marikar (2017) PL incorporates several opportunities for learning in designing problems, answering them, grading them, disputing results and in observing/reading what everyone else does. It enhances collaboration and interactive learning experience. Moreover, PL can help a student to view a given subject from different points of view. It involves the designing of problems by students. The designing of problems by students can improve their grasp on the subject and can begin to focus their attention on the assessment of knowledge on the subject. The input of students can also help the instructor or teacher improve the course materials. The progress of the PL process through problem design, solution design, solution evaluation and dispute arbitration can facilitate a thorough internalization or absorption of the given subjects by the students. The reading of other students' work can facilitate a broader understanding of the given subjects.

PL is based on the constructivist theory of learning. It is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work and it has been described as structuring positive interdependence. Students should work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning. Everyone succeeds when the group succeeds. In PL , students are actively exchanging, debating and negotiating ideas within their groups. It increases students' interest in learning. Through engaging in discussion and taking responsibility for their learning, students are encouraged to become critical thinkers (Rad , Sahragard ,Razmjoo & Ahmadi ,2017).

It can be noted that PL is a successful teaching technique in which small groups, each with students of various levels of ability, use a

multiple of learning activities to improve their understanding of a subject. Each member of a team is answerable not only for what is taught but also for helping other team members to learn, thus developing an environment of success. Students work from beginning to end the assignment until all group members successfully comprehend and complete it. They work in group to gain from each other's efforts. They share a common fate, work in cooperation and feel proud for group success. Participatory approach heightened motivation and new forms of engagement through meaningful play and experimentation (Reilly, 2011, Rad, Sahragard, Razmjoo & Ahmadi, 2017).

Moreover, Bas (2008) clarified that PBL is a way of working with students as they discover more about themselves and the world. It requires teachers facilitate and manage the process of learning. Thus, students help choose their own projects and create learning opportunities based upon their individual interests and strengths. Projects assist students in succeeding within the classroom and beyond, because they allow learners to apply multiple intelligences in completing a project they can be interested. In addition, Yusri (2018) clarified the relation between PBL and multiple intelligences through his a study that focused on the effects of problem solving, PBL , linguistic intelligence and critical thinking on the students' report writing.

Bas (2008) indicates that traditional teaching strategies tend to focus on verbal/linguistic and mathematical/logical intelligences alone. This can create frustration for people who are comfortable with less traditional learning modalities, such as kinesthetic, visual, interpersonal, intrapersonal, musical or naturalist. PBL allows teachers to incorporate numerous teaching and learning strategies into project planning and implementation. Supadol,et al,(2014)clarify that PBL approach with learner-centered activities should assist learners in developing thinking skills. Through PBL, learners will develop both their right and left brains. The project helps to create work outcomes that are evidence of sustainable and in-depth understanding. It also trains learners to perform thinking processes. Assisting learners in developing all of their intelligences will make learning a part of living, not just a preparation for it. Thus, the theory of Multiple Intelligences offers eight ways of teaching and learning styles.

Gardner (1993) clarified that humans possess a number of intelligences that manifest themselves in different skills and abilities. All human beings apply these intelligences to solve problems and create things. According to multiple intelligences theory, intelligence is being able to apply one or more of the intelligences in ways that are valued by a community or culture. Verbal \ linguistic intelligence refers to the ability to use language effectively both orally and in writing. Logical/mathematical intelligence refers to the ability to use numbers effectively and reason well. Visual/spatial intelligence is the ability to recognize form, space and shape and graphically represent visual and spatial ideas. Bodily/kinesthetic intelligence refers to the ability to use the body to express ideas and feelings and solve problems. Musical intelligence is the ability to recognize rhythm, pitch and melody. Interpersonal intelligence refers to the ability to understand another person's feelings, motivation and respond effectively. Intrapersonal intelligence is the ability to know about and understand oneself and recognize one's similarities and differences from others. Naturalist intelligence refers to the ability to recognize and classify plants, minerals, and animals.

While everyone might possess eight intelligences, they are not equally developed in any individual. Larsen-Freeman(2000) reveals that some teachers feel that they need to create activities that draw on all eight, not only to facilitate language acquisition amongst diverse students, but also to help them realize their full potential with all eight. One way of doing so is to think about the activities that are frequently used in the classroom and categorize them according to intelligence type. In order to clarify the importance of using multiple intelligences with PBL, Baş & Beyhan (2010) revealed the effects of multiple intelligences supported PBL and traditional foreign language-teaching environment on students' achievement and their attitude towards English lesson. The results revealed that the students who are educated by multiple intelligences supported PBL method are more successful and have a higher motivation level than the students who are educated by the traditional instructional methods. Abdel-Gawad (2019) revealed that multiple intelligences theory is effective in EFL language skills and systems.

It can be concluded that PBL and PL are effective in the teaching and learning process. They help learners to communicate, collaborate and engage with each other to perform their goals. Because of the importance of PBL and PL in teaching and learning English language and its skills, researchers conducted studies through using them at the university level such as Eid (2008), Poonpon (2011), Al-Sabagh (2012), Al-Neguly (2013), Marwan (2015), Shehata (2015), El-Shehawy (2017), Kimsesiz, Dolgunsöz & Konca (2017), Mahmoud (2017), Pilten, Pilten & Sahinkaya (2017), Mahasneh & Alwan (2018), Carrabba & Farmer (2018), Duman & Yavuz (2018), Sirisrimangkorn (2018), Elsadek (2018), Zahran (2018), Abu Bakar, Noordin & Razali (2019) and El-Sayed (2019).

Based on the previous review, it can be concluded that both EFL receptive skills and English learning satisfaction are important variables that should be developed among prospective teachers. Moreover, using multiple intelligences supported project based learning and participatory learning is effective in teaching listening and reading skills. This is due to the fact that both ensure the learners full participation hence addressing their interests and making their learning a meaningful experience. Accordingly, the present study focused on using multiple intelligences supported project based learning and participatory learning to develop prospective teachers' EFL receptive skills and English language learning satisfaction.

Context of the Problem

In light of the researcher's experience in teaching at the university level, she noticed that students' level in EFL receptive skills (listening and reading) and English language learning satisfaction is low. In addition, reviewing related studies confirmed the problem. The previous studies revealed that students faced problems in EFL receptive skills as a whole such as Diab (2018) and Diab, Abdel-Haq & Aly (2018) or separately (listening and reading). In the case of listening skill as one of the receptive skills, previous studies revealed that students had problems in listening skills such as Abou-Hadid (2000) clarified that listening is a neglected skill. Al Ba'aly (2006) clarified the weakness of EFL listening skills and sub-skills among pre-service teachers of English at Ismailia Faculty of Education. Abo El-kassem (2009) clarified that listening is a

receptive skill that students find it difficult to handle in their English courses.

Amin (2012) stated that listening is necessary for fostering language learning but there is little emphasis on teaching it. This lack of instruction causes deficiency in students' listening comprehension skills. In addition, both teachers and students are exam-oriented and since exams are in the form of pencil and paper, some teachers completely neglect teaching listening comprehension skills. Other times teachers change listening comprehension tasks into reading passages by reading the transcript orally to the students or by giving them a written copy to read and answer questions. Another problem that may hinder students' ability to comprehend listening materials is students' low level of awareness in listening strategies.

Gheith, Mustafa & Yusuf (2015) clarified that listening comprehension plays a role in verbal communication inside and outside the classroom. Sometimes, individuals use listening at home, at work for social communication or for educational and academic purposes. In the field of learning and teaching language, listening plays a significant role to increase students' proficiency. Listening comprehension has been neglected for some reasons. It may be difficult and less attractive skill. Teaching English in Egypt concentrates on the skills needed for exams with a little attention for listening. Elghotmy (2017) revealed that students have difficulty in understanding the audio messages or distinguishing between different sounds. They could not understand what they listen to well. They failed to respond correctly and naturally. Moreover, Mahran(2017) revealed that English majors at the faculty of education faced problems in listening comprehension.

In addition, students faced problems in reading skill as one of the receptive skills. They usually focused on answering the reading questions that required answers from the passage. They felt frustrated when they did not know the meaning of difficult words. They cannot guess the meaning, make inference or draw conclusions. In addition, reviewing literature related to reading skills confirmed that students faced problems in reading skills such as. Masoud (2017) clarified that in reading classes, students had only reading passages followed by different questions to be answered without referring to any specific reading skills. In her study,

Barakat (2017) clarified that many students were unable to read accurately. Not only do students have difficulty selecting author's major points of view, but they are also unable to synthesize and restructure ideas. Besides, their lack of ability is a lack of interest in reading. Moreover, El-Shourbagy (2017) , El-Tonsi (2018) and Mansy (2018) confirmed in their studies that students' level in EFL reading skills is low. Also, Mohammed (2019) reported that students who have difficulties in their reading comprehension usually tend to read texts emphasizing only words but not meaning, use fewer reading strategies, concentrate on the surface aspects of reading and have limited vocabulary.

To document the problem, the researcher conducted a pilot study on thirty third-year students (N=30) enrolled in English section at the Faculty of Education, Benha University. The pilot study consisted of an EFL receptive skills test and an EFL learning satisfaction scale. The results of the pilot study revealed that students had difficulties in EFL receptive skills. In the case of listening, students faced problems in listening to the texts. They could not understand the pronunciation and accents. They did not have the ability to communicate effectively, follow oral directions and comprehend listening activities, because their teachers' listening instruction concerned with testing their comprehension rather than teaching them to listen effectively. In addition, most of the reading practices were centered on reading short texts with questions at the end of the texts. They focused only on answering the direct reading questions where the answers are stated explicitly. They did not know the meaning of some words, therefore they left the answer blank. Thus, the correct answer of the students centered all on the comprehension questions at the literal level. According to the English language learning satisfaction, the pilot study revealed that some students are dissatisfied with learning English. This dissatisfaction may be related to teaching methods and teachers who dealt with students in aggressive way. Some teachers did not provide students with opportunities for collaboration with each other and asking questions. Thus, there is a need for improving EFL receptive skills and English language learning satisfaction among prospective teachers.

Statement of the Problem

Based on the researcher's observation and experience, the results of the pilot study and taking into consideration some recommendations of previous studies, she noticed that prospective teacher's level in EFL receptive skill and English language learning satisfaction is low. In spite the importance of EFL receptive skills and English language learning satisfaction, the third -year students enrolled in English section at Benha Faculty of Education have difficulties in EFL receptive skills and English language learning satisfaction. Therefore, the present study aims at examining the effectiveness of using a program based on multiple intelligences supported project based learning and participatory learning in developing EFL receptive skill and English language learning satisfaction among prospective teachers at the Faculty of Education.

Questions of the Study

1. How far a program based on multiple intelligences supported project based learning and participatory learning is effective in developing EFL receptive skills among prospective teachers at the Faculty of Education?
2. How far a program based on multiple intelligences supported project based learning and participatory learning is effective in developing English learning satisfaction among prospective teachers at the Faculty of Education?

Hypotheses of the Study

Based on the related studies and research questions, the following hypotheses were formulated:

1. There is a statistically significant difference between the mean score of the study participants in EFL overall receptive skills and sub-skills on the pre and post administrations of EFL receptive skills test in favor of post administration.
2. There is a statistically significant difference between the mean score of the study participants in English learning satisfaction on the pre and post administrations of English learning satisfaction scale in favor of post administration.

Methodology of the Study

A. Participants

The participants of the study consisted of fifty students (N=50). They were chosen from the third -year students enrolled in English section at Benha Faculty of Education. The participants represented one group and taught through using multiple intelligences supported project based learning and participatory learning .

B. Design

The present study is a partially mixed research methodology. It combines both quantitative and qualitative methods of collecting data to help in bridging the gap between quantitative and qualitative research. To conduct the quantitative analysis, the pre- post experimental group design was used. The study participants were tested before and after conducting the program. In addition, a qualitative analysis of the students' performance is provided.

C. Instruments

In order to fulfill the purposes of the study, the following instruments were designed.

A. An EFL Receptive Skills Test

The EFL receptive skills test was prepared by the researcher to measure the EFL receptive skills among the third -year students enrolled in English section at the Faculty of Education, Benha University (**See appendix A**).It was used as a pre-posttest (applied before and after implementing the program). The test consisted of two sections: listening section and reading section (**see appendix B**).The listening section consisted of fifty multiple choice questions suitable for students' level and background knowledge. It consisted of three parts ranging from short to long talks. Part A includes (30) short conversations between two persons (a man and a woman) and at the end of each conversation the narrator asks a question and the students were asked to read the four possible answers and choose the suitable one. Part B consists of two conversations between two persons and the students were asked to listen carefully to the conversations and answer the questions (four questions for each conversation). Part C contains three long talks between two persons. In this part the students were given hints at the beginning of each conversation about what the conversation will be about and then

they were asked to listen carefully and answer the questions (four questions for each conversation) .The total mark of the test is 50 marks (1) mark for the right answer and (0) for the wrong one. The reading section is consisted of five reading passages followed by fifty multiple questions. Students required to read the passages and answer the questions followed them. The time of the EFL receptive skills test lasted two hours. The researcher calculated time taken by each student finishing the test and the average was found to be two hours. The test was graded by the researcher. The total mark of the EFL receptive skills test is **(100)** marks. The questions of the test are multiple choice questions, thus the researcher gave **(1)** mark for the right answer and **(0)** for the wrong one.

B. An English Language Learning Satisfaction Scale

The English language learning satisfaction scale was prepared by the researcher to measure English language learning satisfaction among the third -year students enrolled in English section at the Faculty of Education, Benha University (**see appendix C**). It was used as a pre-posttest (applied before and after implementing the program). The scale consisted of (40) statements with five options for each statement. The options were completely VU = very unsatisfactory, U = unsatisfactory, N = neutral, S = satisfactory, VS = very satisfactory .Students had to mark their response in any one of the options stated. Score allotted to the responses were 1,2,3,4 and 5. The time of English language learning satisfaction scale lasted one hour. The researcher calculated time taken by each student finishing the scale and the average was found to be one hour.

C .A Semi-Structured Interview

The interview was constructed to examine the importance of using multiple intelligences supported project based learning and participatory learning among prospective teachers enrolled in English section at Benha Faculty of Education and its effectiveness in developing EFL receptive skills and English language learning satisfaction. The interview took the format of face to face semi-structured interview. The researcher interviewed students three times; at the beginning of the study, in the middle and at the end of the study to gain greater insight on their EFL receptive skills and English learning satisfaction throughout ten weeks. The researcher generally asked the students about their participation in the program. She used open -ended questions to avoid responding with

yes-no (See Appendix D). Seven students participated in the interview and their responses were video recorded. The interview lasted for one hour. At the beginning of the interview, the researcher greeted students and asked them to give brief self-introduction as a way to set the goal for the interview. Then, she told them the purpose of the interview and their own roles. If students did not understand any question, she could simplify it or change it .At the end of the interview, the researcher thanked the students for their participation.

Determining the Validity of the Research Instruments

The EFL receptive skills test, English language learning satisfaction scale and the interview were submitted to jury members. They were asked to determine the validity of the instruments in terms of clear instructions, items and its suitability for the students' level. They indicated that the test, the scale and the interview instructions were clear and suitable for students' levels and background knowledge. Therefore, the test, the scale and the interview were considered valid measures of EFL receptive skills and English language learning satisfaction (Face Validity).To ensure the content validity of the test, scale and interview, they were developed in the light of a systematic and accurate review of literature and previous studies. This accurate and systematic review determined the general form of the test, the scale and the interview questions and methods of correction. Therefore, the content of the test, the scale and the interview was representative of the skills that were intended to be measured. Thus, the test, the scale and the interview were valid and having a content validity.

Determining the Reliability of the Research Instruments

The reliability of the instruments was measured by using the test-retest method. The instruments were administered to a group of the third-year students enrolled in English section at Benha Faculty of Education. Then, they were administered to the same group again after two weeks. The Pearson correlation between the two administrations was (0.85) at the 0.01 level. Therefore, the instruments were reliable.

The Program Based on Multiple Intelligences Supported Project Based learning (PBL) and participatory learning (PL)

For achieving the purpose of the study, the researcher designed a program based on multiple intelligences supported PBL and PL. After assessing the third -year English section students' EFL receptive skills and English learning satisfaction at Benha Faculty of Education, the study participants were required to attend a program based on multiple intelligences supported PBL and PL (**See appendix F**).

The Aim of the Program

The program aimed at developing EFL receptive skills and English language learning satisfaction among the third -year students enrolled in English section at Benha Faculty of Education.

The Objectives of the Program

By the end of the program, third- year students will be able to:

- Listen for gist (main idea).
- Listen for detailed information.
- Guess the meaning of unfamiliar words.
- Make inferences based on their listening.
- Listen for answers in order.
- Identify the main idea in the reading text.
- Identify the author's purpose in the reading text.
- Make Prediction based on reading the text.
- Draw Conclusion based on reading the text.
- Infer the meanings of new words based on reading the text.

The Content of the Program

The topics chosen for the program were selected from books and studies enriched with topics that motivate students. The program contained variety of topics, situations and discussions designed for developing EFL receptive skills and English language learning satisfaction. They were suitable for the third- year students enrolled in English section at Benha Faculty of Education such as; Bas (2008), Poonpon (2009) ,Osakue & Thomas(2011) ,ÖzdamiÖ(2011) ,Powless (2011) ,Pilten, Pilten, & Sahinkaya (2017) ,Diab (2018),Lubis , Lubis & Ashadi (2018) and Abu Bakar, Noordin & Razali (2019).

The Framework of the Program

The treatment conducted in the first semester of the academic year 2020-2021. The researcher met the students for three hours per week for eight weeks and also communicated with them via what's app messages, Microsoft Teams and Zoom application. Week (1) was used for pre-testing and week (8) was used for post testing. Each session was devoted to the following: introduction, objectives, procedures, the role of the researcher and students and finally the performance. During the instructional procedures, different sessions had different learning goals and different methods were applied. The program was taught to the study participants by the researcher herself. It lasted eight weeks with sixteen instructional sessions and each session lasted for 90 minutes. At the beginning of the program, the researcher introduced to the students what they are going to do. First, she told them about the objectives of the program and what they are supposed to gain as a result of their participation in the program (Goal Setting). After that she told them about the importance of EFL receptive skills and English learning satisfaction. Then, she began to introduce the concept of multiple intelligences supported PBL and PL and its importance for language learning and EFL receptive skills and English learning satisfaction.

Following the introduction of the program, the rest of the program were instructional sessions through which the EFL receptive skills and English language learning satisfaction were introduced .At the beginning of each session, the researcher told students the objectives of the session, the researcher's role, the student's role, the instructional materials that will be used, the activities they will perform and ways of evaluating their progress .At the end of each session, the researcher gave students some activities related to what they had learned in order to be sure that they mastered the skills in each session (formative evaluation). At the end of the program, the researcher assessed students' achievement after implementing the program using EFL receptive skills test and English learning satisfaction scale (summative evaluation).

The procedures of the Program

Based on Bas (2008), Lubis , Lubis & Ashadi (2018) & Sirisrimangkorn (2018), the researcher used the following stages for implementing multiple intelligences supported PBL and PL as follows:-

Stage (1): Planning and Orientation

- The researcher explained and decided the purpose of multiple intelligences supported PBL and PL.
- She divided the participants into groups and created what's app group, Microsoft Teams and Facebook page for communicating with her students.
- She stated the topics and sub-topics and organized the groups.
- Students explored the resources and stated the questions in order to create a frame for the project.
- The researcher presented the general topic of the project and guided the explorations of the topics and sub-topics in groups.
- Students created interesting questions and categories of the problems. Also, they helped creating project groups.

Stage (2): Formulating the problems and Groups create projects

- The researcher gave her students the opportunity to decide the theme\ topic.
- Group members made a project plan. They asked questions such as Where are we going? What will we learn? They chose their roles in the project.
- The researcher participated in formulating the students' projects and conducting meetings with group members. She also helped students find the necessary materials and equipment.
- Students plan what they work on, select the roles and define the contents of these roles.

Stage (3): Creating the idea of presentation

- The researcher explained things the students would undertake such as; deciding the idea of video or making a presentation.

Stage (4): Collecting the Data

- The students collected the data needed, such as; the object of the presentation and the researcher evaluated each step undertaken.

Stage (5): Application of the project

- Group members were organized and analyzed the data and information.
- The researcher helped the students and also controlled the groups.
- Students explored questions for answers. Also, they organized the information and synthesized the findings and summarized them.

Stage (6): Planning and Designing the presentation

- The researcher let the students work on the project in two weeks. As long as the process, she kept monitoring students' project for several times.
- The students defined the essential points in their presentation and then decided on how to present the project.
- The researcher made the students debate on the lesson plans and also they made them organize the presentations.
- The students made decisions on the key points and concepts of the project and made a project preparation plan. Also, they develop materials for the project.

Stage (7): Using Activities.

The researcher used several multiple intelligences activities such as:-

- **Linguistic-Verbal Intelligence:** Write an email to friends that told them about the target country.
- **Interpersonal-Social Intelligence:** Act out a play that presented a daily life in the target country.
- **Personal Intelligence:** Listen to a cassette and then reflect some of the parts of daily lives in the target country by writing on a piece of paper.

Stage (8): Making the presentation

- Presentations can be made in any place. The researcher coordinated the students' presentations.
- Students presented their project and gave feedback to their classmates.

Stage (9): Performing the Presentation

- The students are allowed to upload their presentation on what's app group , Microsoft Teams and Facebook page. Then they showed it in front of classroom.

Stage (10): Taking the Note

- The students formulated the short explanation they had experienced during project making.

Stage (11): Evaluation

- Students shared the feedback on their project. Both the students and the researcher shared the projects with everyone.
- The researcher evaluated the project summaries and students.
- With the group members the students reflected what they learnt in the project process. They also joined in the evaluation process of their own project.

Findings of the Study

A . Quantitative Analysis of the Findings

The findings of the present research are presented in the light of the hypotheses of the research using the Statistical Package for Social Sciences (SPSS). The findings are stated as follows:

Testing Hypothesis (1)

The first hypothesis states; there is a statistically significant difference between the mean score of the study participants in EFL overall receptive skills and sub-skills on the pre and post administrations of EFL receptive skills test in favor of post administration .

The first hypothesis has the following sub-hypotheses

- There is a statistically significant difference between the mean score of the study participants in EFL listening for gist (main idea) on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL listening for detailed information on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL guessing the meaning of unfamiliar words in listening on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL making inferences in listening on the

pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.

- There is a statistically significant difference between the mean score of the study participants in EFL listening for answers in order on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL identifying the main idea in reading on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL identifying the author's purpose in reading on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL making prediction in reading on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL drawing conclusion in reading on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.
- There is a statistically significant difference between the mean score of the study participants in EFL inferring the meanings of new words in reading on the pre-and post- administrations of the EFL receptive skills test in favor of the post- administration.

Table (1) presents the students' mean scores, standard deviations, t -value and level of significance of the pre and post assessments of the study participants in EFL overall receptive skills and sub-skills.

Table (1):

"t" test between the mean scores of the study participants in the post assessment of the overall EFL Receptive Skills and Sub-Skills

Skills	Assessment	N	Mean	S.D	T- Value	D.F	Sig.																																																																																																									
Listening for gist (main idea)	Pre	50	3.6400	1.38151	15.131	49	0.01																																																																																																									
	Post		7.3600	1.41075				Listening for detailed information	Pre	50	3.9400	1.57026	18.859	49	0.01	Post	6.9400	1.62141	Guessing the meaning of unfamiliar words	Pre	50	3.4600	0.97332	22.073	49	0.01	Post	7.2800	1.37083	Making inferences in listening	Pre	50	3.1000	1.26572	30.658	49	0.01	Post	6.4800	1.41767	Listening for answers in order	Pre	50	3.4800	1.07362	25.588	49	0.01	Post	7.6600	1.11776	Identifying the main idea in reading	Pre	50	3.7000	0.97416	17.595	49	0.01	Post	7.9600	1.27711	Identifying the author's purpose in reading	Pre	50	3.5800	1.26314	26.600	49	0.01	Post	7.3800	1.57649	Making prediction in reading	Pre	50	3.6000	.94761	24.161	49	0.01	Post	7.3200	1.26878	Drawing conclusion in reading	Pre	50	3.2200	1.43271	27.135	49	0.01	Post	7.9000	1.35902	Inferring the meanings of new words in reading	Pre	50	3.2600	.80331	25.376	49	0.01	Post	7.8000	1.34012	EFL Overall Receptive Skills	Pre	50	34.9800	4.40542	80.465
Listening for detailed information	Pre	50	3.9400	1.57026	18.859	49	0.01																																																																																																									
	Post		6.9400	1.62141				Guessing the meaning of unfamiliar words	Pre	50	3.4600	0.97332	22.073	49	0.01	Post	7.2800	1.37083	Making inferences in listening	Pre	50	3.1000	1.26572	30.658	49	0.01	Post	6.4800	1.41767	Listening for answers in order	Pre	50	3.4800	1.07362	25.588	49	0.01	Post	7.6600	1.11776	Identifying the main idea in reading	Pre	50	3.7000	0.97416	17.595	49	0.01	Post	7.9600	1.27711	Identifying the author's purpose in reading	Pre	50	3.5800	1.26314	26.600	49	0.01	Post	7.3800	1.57649	Making prediction in reading	Pre	50	3.6000	.94761	24.161	49	0.01	Post	7.3200	1.26878	Drawing conclusion in reading	Pre	50	3.2200	1.43271	27.135	49	0.01	Post	7.9000	1.35902	Inferring the meanings of new words in reading	Pre	50	3.2600	.80331	25.376	49	0.01	Post	7.8000	1.34012	EFL Overall Receptive Skills	Pre	50	34.9800	4.40542	80.465	49	0.01	Post	74.0800	3.37965						
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Table (1) showed that the study participants outperformed in the post administration of the overall EFL receptive skills, where "t-value" is (80.465) which is significant at the (0.01) level. Moreover, the study participants were much better in the post administration than the pre administration in EFL receptive sub-skills where "t" value is (15.131) for EFL listening for gist (main idea), (18.859) for EFL listening for detailed information, (22.073) for EFL guessing the meaning of unfamiliar words, (30.658) for EFL making inferences in listening, (25.588) for EFL listening for answers in order, (17.595) for EFL identifying the main idea in reading , (26.600) for EFL identifying the author's purpose in reading, (24.161) for EFL making prediction in reading, (27.135) for EFL drawing conclusion in reading, (25.376) for EFL inferring the meanings of new words in reading , which is significant at the (0.01) level. Thus, the first hypothesis was supported.

Testing Hypothesis (2)

The second hypothesis states that; there is a statistically significant difference between the mean score of the study participants in English learning satisfaction on the pre-and post- administration of the English language learning satisfaction scale in favor of the post-administration. Table (2) presents the students' mean scores, standard deviations, t-value and level of significance of the pre and post assessment of the study participants in English language learning satisfaction.

Table (2):

"t" test between the mean scores of the study participants in the post administration of the English Language Learning Satisfaction

Item	Assessment	N	Mean	S.D	T-Value	D.F	Sig.
English Language Learning Satisfaction	Pre	50	61.2000	17.59986	37.792	49	0.01
	Post		184.3000	13.24841			

Table (2) indicated that the mean scores of the study participants on the pre administration are lower than that of the post administration, where "t-value" is (37.792) which is significant at the (0.01) level .Thus, the third hypothesis was supported. Before implementing the program most of the students were not satisfied enough. After the implementation, they became motivated, confident and interacted with each other. Therefore, the second hypothesis was confirmed.

B . Qualitative Analysis of the Findings

At the beginning of the program, the students were afraid of listening and reading. They have problems in understanding listening and reading texts, following oral instructions, understanding the accents, getting the main idea of the reading text, guessing the meaning of unknown words and making inference. In addition, their learning satisfaction towards English language is low.

After participating in multiple intelligences supported PBL and PL, students gained more confidence and began to listen and read in a better way. They became able to identify the main idea of the listening text and supporting details through listening with the purpose of understanding. They can also guess the meaning of unknown words and make inference based on their listening attentively. Their reading skills are improved. They became able to identify the main idea by reading the first line of each paragraph then looking for the common idea between them. They can draw conclusion and guess the meaning of unknown words. In the interview data, seven students had similar positive reaction towards using multiple intelligences supported PBL and PL. They clarified that in multiple intelligences supported PBL and PL, everyone is contributing to move forward in a clear direction. Everyone works to achieve common, shared goals. They also worked together, collaborating and co-operating to make progress.

To understand how students perceived the importance of multiple intelligences supported PBL and PL in developing EFL receptive skills and English language learning satisfaction, some interview questions were asked. Examples from the researcher's transcripts provided insight into the students' perception about the activities in multiple intelligences supported PBL and PL. Students clarified that their receptive skills were improved because of the various activities that increased their abilities to listen and read. Therefore, it can be suggested that the steps of the multiple intelligences supported PBL and PL included activities and tasks that are effective in improving EFL receptive skills and English language learning satisfaction. The students' views in this regard are as follows:-

Student (1): Using multiple intelligences supported PBL and PL helped me a lot in listening to texts and feeling more confident.

Student (2): Multiple intelligences supported PBL and PL included a variety of activities that helped me a lot in reading and listening.

Student (3): Participating in multiple intelligences supported PBL and PL helps me to engage more and more in reading tasks and activities.

Student (4): Participating in the program motivated me more and more while participating in listening tasks and activities.

Student (5): Participating in multiple intelligences supported PBL and PL is motivating and interesting experience.

Student (6): Multiple intelligences supported PBL and PL helped us to communicate freely with our professor and enhances the rapport between us.

Student (7): The program developed our listening skills. Really it was a good chance for us.

Discussion of the Results

The primary purpose of the study was to develop EFL receptive skills and English language learning satisfaction among the third -year students enrolled in English section at Faculty of Education, Benha University through using multiple intelligences supported PBL and PL . The program included variety of tasks and activities to help the students enhance their EFL receptive skills and English language learning satisfaction. The results of the study revealed that the program proved to be statistically and educationally significant in developing EFL receptive skills and English language learning satisfaction among third -year students enrolled in English section at Faculty of Education, Benha University.

It can be clarified that using multiple intelligences supported PBL and PL in language teaching in general and receptive skills and English language learning satisfaction in particular helped to develop students' receptive skills and English language learning satisfaction. In addition, multiple intelligences supported PBL and PL highlighted the role of various English learning satisfaction levels in enhancing receptive skills. The use of multiple intelligences supported PBL and PL particularly in

language classroom provided non-threatening and motivating learning environment which is one of the essentials of language learning. It offers various means such as sound, animation, pictures when presenting the information. Thus, it will make learning more interactive, effective, interesting and fun.

PBL helps students collaborate and interact with each other. It also helps them to be more autonomous and confident enough. These results are in line with Yusri (2018) who stated that in the learning process, projects are complex tasks, based on challenging problems or questions, involving students in the design, problem solving and decision making or investigating activities and giving students opportunities to work within a certain period of time. Duman & Yavuz (2018) clarified that PBL is a process where students' knowledge and skills support lifelong learning and encouraging autonomous learning. It emphasizes the period in which the learners, either individually or as a group, plan their own learning process, do research, and improve the skills of working cooperatively, taking responsibility and obtaining information as well as organizing the information.

It can be said that using multiple intelligences supported PBL and PL increases learning satisfaction, interaction, self-regulation and engagement among students through presenting activities and tasks that help students to participate and interact with each other. Through multiple intelligences supported PBL and PL students can learn by experience and become more confident and autonomous. These results are consistent with Baş & Beyhan (2010) who investigated the effects of multiple intelligences supported project-based learning and traditional foreign language-teaching environment on students' achievement and their attitude towards English lesson. The results revealed that the students who are educated by multiple intelligences supported project-based learning method are more successful and have a higher motivation level than the students who are educated by the traditional instructional methods.

It can be concluded that using multiple intelligences supported PBL and PL helps EFL third-year students at Benha Faculty of Education in listening and reading processes. Through participating in multiple intelligences supported PBL and PL, students' receptive skills are

developed. Therefore, these results are consistent with Diab (2018) and Diab, Abdel-Haq & Aly (2018). In their study they focused on developing EFL receptive skills. Students become competent in listening skills. Through participating in multiple intelligences supported PBL and PL students' skill in identifying the main idea of the listening text is improved. They became able to understand the listening text and get the main idea and supporting details. They also trained on how to listen carefully to guess the meaning of unknown words. Their skill in making inferences during and after listening is improved. They knew how to anticipate the answer and drawing conclusion. The results are line with Chapman and Cap (2004) who clarified the effect of PL on reading progress and self-confidence. Liu, Tseng & Wu (2013) investigated the effect of the participatory learning model on learning-to-read activities. In their study , Rad , Sahragard ,Razmjoo & Ahmadi (2017) examined the impact of PL implementation on EFL students' achievement and performance and its effectiveness on teaching and learning from both teachers' and students' point of views. The results revealed that both the students and the teachers had positive attitudes towards implementing PL and they were willing to use at least some of the tasks and activities in their future courses. This confirmed the effectiveness of PL in teaching and learning.

According to multiple intelligences theory, teachers should focus on how the student is smart not how smart the student is .During the implementation of the program, the researcher presented the value of respecting individual differences in learning and expression among her participants. The program based on multiple intelligences supported PBL and PL provides a wide range of instructional activities that allow students to learn and demonstrate their understanding in a variety of ways. The students' EFL listening skills developed through using different activities that helped them a lot in understanding the main idea of the listening text. Throughout the program, the students used the musical intelligence activities. They listened to the information attentively in order to understand the main idea of the listening text, the supporting details and infer the information. These results are relevant with Mahdavy (2008) who clarified that multiple intelligences activities are effective in developing listening skills. Sensitivity to tone, intonation and stress had strong links with the musical intelligence. In addition, the

imagination of facial expression, gesture, posture and head movements used in communication related to bodily-kinesthetic intelligence. The ability to draw inferences and using analogies in rule construction is influenced by logical mathematical intelligence .Spatial intelligence enhanced sensitivity to attitudes about personal space and helped listeners spatially organize the incoming information. Furthermore, linguistic intelligence seems be required at all stages of processing from sound perception to syntactic parsing and semantic analysis.

The results revealed that through participating in interpersonal intelligences activities, the students worked with each other and discussed what they understood from the listening text in order to guess the unknown information. They learnt best through group work, team involvement and sharing their ideas. These results are consistent with Naeini & Pandian (2010) and Kok (2013) who clarified the relationship between listening comprehension and multiple intelligences. Listening is a complex and an active process of receiving and giving feedback to verbal and sometimes nonverbal messages. This involves understanding the person's way of pronunciation, his grammar and his choice of words and understanding his meaning. The results agree with those of Williter ,et al (2013) which indicate that use of participatory approach enhances language learning. Performance of the learners improves upon the use of participatory approach in learning.

In the case of reading skills, the student's EFL reading skills were developed through participating in multiple intelligences supported PBL and PL . They become able to identify the main ideas ,rearrange ,summarize, paraphrase them, infer cause and effect relationship, interpret figurative language, identify the author's purpose, make inference, give opinion and viewpoints, predict outcomes and agree or disagree with the author. By reading, students were able to identify which information was relevant to main ideas, resulting in an improved ability to answer the questions more correctly, drawing up more orderly and more precise mapping, and summarizing the passages more accurately. According to multiple intelligences theory, teachers should focus on how the student is smart not how smart the student is. The students' EFL reading skills developed through using different activities that helped them a lot in understanding the main idea of the reading text. They used different activities of interpersonal intelligence while they

participated in making a presentation related to different topics as a project .They began to search for resources on the websites and read them with their colleagues. They interviewed their colleagues about the resources they are reading in order to focus on the main points. They also tried to know the authors' purposes of the texts they read. They used the linguistic intelligence activities. They began to read the texts, retell and discuss the information .They work best through reading, retelling, teaching or following along with the information given.

They also used activities of logical/mathematical intelligences in order to develop their skills in predicting the upcoming events and drawing conclusion related to their reading. These activities helped them to compare and contrast two different texts, distinguish facts and opinions within the text, identify and explain cause-and-effect relationships from the text, identify missing information from the text.The results revealed that through participating in interpersonal intelligences activities, the students worked with each other and discussed what they understood from the reading text in order to guess the unknown information and predict the upcoming events. They learnt best through group work, team involvement and sharing their ideas.

Through participating in the program, students used visual/spatial intelligence to help them to make mind and concept maps or diagrams to help them in understanding the reading texts. This type of multiple intelligences helped the participants in clarifying the relations between the ideas and understanding the meaning of different vocabularies. These results are consistent with Heidari & Khorasaniha (2013) who revealed that students with visual intelligence would perform better, while decoding meaning due to their ability in providing mental images that would facilitate recall of the items, especially when it comes to long reading passages. They also applied reading strategies such as skimming and scanning reading strategies. Furthermore, they had the ability to form mental images out of the reading passages they are exposed to which may increase retention. In addition, Neil (2017) clarified that visual/spatial intelligence focused on helping student to use graphs, pictures, maps, or making their own visuals to process information. In his study, he revealed that in reading students had visual/spatial intelligence as their strongest intelligence. The instructional activity that was chosen for them was to create a comic strip drawing of the chapter that they

read. This activity helped them to remember and understand the information they read.

Students began to apply the activities included in multiple intelligences supported PBL and PL. They were trained in how to identify the main ideas in the passage by skimming the passage to get an overview of it then scanning it to get the main idea by reading the first sentence of each paragraph then look for the common theme between the sentences to get the main idea. They become able to rearrange the main ideas according to their importance in the passage . They summarized the information in the passage by focusing on the most important information and avoid redundant ones. They paraphrased the information by changing the words or the verbs ,make inference by matching the prior knowledge with the new ones, interpret the figurative language, expression and words the author uses to know its significance and infer the cause and effect relationship in the passage. They were trained on how to identify the author's purpose by reading the first line of each paragraph, then looking for common theme or idea in the first lines and pressing their eyes quickly over the rest of the passage to know why the author wrote this passage. They were trained in how to draw conclusion by putting together information gathered from several sources, studying any pictures found in the text or asking questions about sentences that imply certain information in order to draw conclusion for the text. They also were trained on giving points of view through reading the passage well and critically and beginning to give their own point of views and opinions about the author's method of presenting the information or anything related to the text.

It can be said that participating in multiple intelligences supported PBL and PL had an effect on increasing students' satisfaction towards learning English language . The students' interest towards English language learning increased, so they become more motivated and learn the language more effectively with a proactive attitude. They also become more confident enough to learn language and aware that English is very important for them in the future. Using multiple intelligences supported PBL and PL helps in enhancing students' engagement, self-regulated and satisfaction through providing more activities and situations that motivate the students. Therefore, these results are consistent with Alsowat (2016) and Al Hassan & Shukri (2017).

Conclusions

The results of the study revealed that the participants' EFL receptive skills developed after the implementation of multiple intelligences supported PBL and PL. In addition, their satisfaction towards learning English language increased, they became much more motivated and encouraged to express their own confidently without fearing. The effectiveness of multiple intelligences supported PBL and PL may be due to the various activities, tasks and strategies the researcher presented to the students. Through the implementation of multiple intelligences supported PBL and PL , major findings of the study were considered as the students' chances for learning by doing and experiences, their belief for better learning and development of learning skills with fun and enjoyment.

In conclusion, using PBL and PL through multiple intelligences help students more and more in their learning. It provided students with opportunities to learn English language and its four skills. The students' listening and reading skills are developed. They became able to communicate and interact with others easily. In the case of listening skills, their fears from listening are decreased. Their skills in getting the main idea and specific details from the listening texts are developed. They also trained on how to draw conclusion from what they listened to, make inferences and guess the meaning of unknown words. In the case of reading skills, their inferential and creative levels of reading are developed. They became able to get the main idea of the reading passages, identify the author's purpose and present their point of view.

It can be concluded that considering the advantages and positive outcomes of multiple intelligences supported PBL and PL, it is clear that the treatment is effective in developing EFL receptive skills and English learning satisfaction among prospective teachers at the faculty of education. Thus, multiple intelligences supported PBL and PL was more successful than the traditional teaching methods.

Recommendations of the Study

In the light of previous results, the following recommendations could be presented:

- English language teacher should be trained on using multiple intelligences supported PBL and PL, while teaching English to their students in different educational stages.
- English language teacher should emphasize the development of the students' receptive skills in the early educational stages to develop them in the following stages.
- Curriculum designers should make use of multiple intelligences supported PBL and PL when designing English language courses and overcoming any teaching or learning problems.

Suggestions for Further Research

Based on the findings of the present study, the following implications for further research are suggested:-

- The effectiveness of multiple intelligences supported PBL and PL in English language learning among students at secondary level.
- The impact of multiple intelligences supported PBL and PL on other language skills such as speaking and writing.
- The effectiveness of multiple intelligences supported PBL and PL in enhancing students' communicative competence and self-efficacy.
- The effect of using other strategies on developing students' EFL receptive skills and English learning satisfaction.

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