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**The Integration of Multiple Intelligences Theory in
EFL classes.
Case Study: 2nd year FL Students at Athmani
Brahim Secondary School, Kais.**

A dissertation submitted in partial fulfillment of the requirements for the degree of Master in
Language and Culture

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Dedication

One of the most amazing feelings is having your prayers answered, Alhamdulillah for all of his countless blessings.

I dictate this humble work to my dear dad, thank you for being there for me in my every little step with love and guidance I've needed. You have given and still giving me the best things that I could ever wanted: time, care, courage and love; I owe you everything I'm today.

To my sunshine, mom, thank you for the lifetime of things you have done for me, for your love, support, and warmth. I am forever grateful to be your daughter.

To my beloved brother Aissa and sweet sisters Kenza, Hadjer, and Manel, I'm so blessed to be belonging to you.

To my special friend Malak you're such a great blessing, I'm lucky to have you by my side.

Abir,

I would like to expand the gratitude to my family,
To the friend and father who has helped and encouraged me to achieve all of my dreams.
To the soul who supported me in every minute from the beginning, to my mother the only one who strongly stand by my shoulder,
To the two flowers of my heart my sisters, May God bless you,
To my idol and the men who was like a second father to me Mr. Deman
Without forgetting my best friend/ sister Abir I will never be able to thank you enough for being there with me.

Hadjer,

ABSTRACT

Teaching pupils with different learning styles can be a challenging task for many teachers, specifically EFL teachers. This work is conducted with the aim of providing a solution to this problem. One teaching method that can accommodate for this variety of learning styles is Howard Gardner's Multiple Intelligences Theory. This dissertation attempts to provide an overview of the theory of Multiple Intelligences, the teachers' perception of the theory, and its implementations in the educational field specifically in EFL classes in Algerian secondary schools. To collect our data, a questionnaire and a test were administrated to secondary school teachers and learners (2nd year foreign languages class), mainly in Kais, Khenchela. The final results confirmed our first hypothesis which states that MI method is highly applied in the Algerian secondary schools and it is extremely effective in enhancing pupils' performance in learning English as a foreign language and it has a positive impact on their academic achievement. It was also found that the three prominent MI-profiles among EFL second year secondary school learners are as follows: interpersonal intelligence (IP=86, 6%), Musical intelligence (MU= 66, 6%), and kinesthetic intelligence (Kin=63, 3%). The present study provides some recommendations for further studies on the subject matter.

Key words: learning styles, Multiple Intelligences theory, EFL, secondary schools, Foreign languages.

List of Abbreviations:

EFL: English as a foreign language.

ESL: English as a second language.

IP: Interpersonal

IQ: Intelligence Quotient.

IR: Intrapersonal

Kin: Kinesthetic

LL: Language learning.

LM: Logical mathematical

MI: Multiple intelligences.

MIT: Multiple Intelligences Theory.

MU: Musical

N: Naturalistic

SV: spatial visual

TL: Teaching languages.

VL: Verbal linguistic

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General Introduction

1. Background of the study:

Most of Algerian secondary schools apply traditional teaching methods which are merely teacher-centered and in which students are taught in the same way. Unlike these approaches, Gardner's MI theory that is learner-centered and focuses more on students' individual differences, needs, and points of strength. It also helps educators to create a more varied curriculum where the instruction is matched to the learning styles and different intelligences of each student. "Seven kinds of intelligence would allow seven ways to teach, rather than one. And powerful constraints that exist in the mind can be mobilized to introduce a particular concept (or whole system of thinking) in a way that children are most likely to learn it and least likely to distort it. Paradoxically, constraints can be suggestive and ultimately freeing". (Gardner, 1993, as cited in Renata. B, 2010. p. 16)¹. Although he did not refer directly to foreign language teaching and learning, MI has been successfully used in EFL classes and has resulted in a positive way for students' perception of the language. Thus, it is high time Algerian teachers provide MI-inspired lessons and activities to meet the different needs of all pupils and to provide an enjoyable environment to acquire the language.

2. Statement of the problem:

Interestingly, the problematic issue we are trying to investigate within the scope of this research is to explore the effectiveness of the MI theory in EFL classes. The precise question is: Is MI really effective in TLs? Is it applicable in secondary school English classes? What activities are more likely to provide to meet the needs of all pupils?

3. Research Questions and Hypothesis:

The present dissertation attempts to answer the following research questions:

- 1- To what extent is MI theory applied in Algerian secondary schools?
- 2- How effective is MI in EFL classes?
- 3- What is the relationship between students' MI and their academic achievement?

➤ In order to answer the above questions, the following hypotheses are articulated:

a- Hypothesis one (alternative):

MI method is highly applied in the Algerian secondary schools and it is extremely effective in enhancing pupils' performance in learning English as a foreign language and it has a positive impact on their academic achievement.

¹ Renata. B (2010), towards creative foreign language teaching: the theory of multiple intelligences in use. The Higher School of Pedagogy of the Society of Public Knowledge in Warsaw, Poland. Versita. <http://dx.doi.org/10.2478/v10195-011-0029-2>

b- Hypothesis two (null):

MI method is not effective in learning English as a foreign language classes. Hence, it has a negative impact on pupils' academic performance and achievement. In other words:

- ❖ Applying MI method can be challenging in the Algerian secondary education context.
- ❖ The current curriculum of the English language has no consideration to the MIT.
- ❖ Teachers are still depending on the traditional methods of teaching (i.e. using only verbal linguistic/ logical mathematical intelligences).

4. Aim of the study:

The conducted research paper aims at providing an overview on multiple intelligences theory to investigate its implementation and effectiveness in the educational field more specifically in EFL learning and teaching in Algerian context. Also, to shed the light on how would Algerian secondary pupils respond [positively / negatively] to MI-based activities.

5. Research methodology and design:**a- Choice of the method:**

In this study, a quantitative approach was utilized. This approach aims at explaining, investigating relationships between variables, describing or testing possible impacts of the subject of the study on designated outcomes. It plays a significant role in helping researchers to identify students' needs and to provide them with the necessary tools to improve their academic performance.

b- Sample of the study:

The population of this study consists of EFL learners and teachers in secondary education, at Kais, Khenchela. A sample of 30 EFL learners and 5 teachers were randomly chosen, collecting data by testing the learners' response to the MI- based activities and the teachers' perception of the theory and its application in their classes.

c- Data gathering tools:

The process of data collection was conducted through the use of two main tools: a questionnaire for teachers and a test for students. Both were submitted directly to the population of the study. The questionnaire consists of 13 questions (11 closed-ended questions and 2 open-ended questions) reviewing the EFL teachers' perception and application of the MIT. For the test, it contains 8 different activities; each activity tackles different intelligence. Both (questionnaire & test) were reviewed by our supervisor and the appropriate modifications were made before administering them to the participants.

6. Limitations of the study:

Inevitably, our conducted research went through some limitations. The study is limited to EFL secondary school teachers and to 2nd year FL students. To add more, the limited time and lack of materials affected negatively the data collection process and therefore the final results.

7. Structure of the dissertation:

The present dissertation is divided into a general introduction, two main chapters (theoretical and practical), and a general conclusion.

The first chapter is devoted to the theoretical framework of the study. It includes a brief overview on how intelligence was seen before the emergence of MI theory; definition of MIT and its implementations in the educational field more specifically in EFL classes, its effectiveness and importance in EFL learning and teaching, what challenges that educators may face while applying it in their classroom practices. Finally, a criticism of this theory was provided.

The second chapter represents the practical part. It constitutes of data collection, description and analysis in addition to the pedagogical outcomes and implementations.

CHAPTER ONE: THEORETICAL FRAMEWORK OF THE STUDY

Introduction

For a long period of time, educators have been following traditional teacher-centered approaches. Yet, there have been noticeable changes in the recent years: a shift from teacher-centered approaches to learner-centered ones. These new methods highlight the learners' needs and their individual differences. To add more, recognizing each learner's strong areas and affective factors may optimize more the learning process.

The emergence of the "humanism" in the 1960s fostered learner-centered pedagogy in general and in language learning in particular. From that time on, scholars started to lend more credence to learner variables such as motivation, age, gender, learning styles, intelligence...etc.

Intelligence as a substantial variable in the learning process has captured scholars' attention such as Alfred Binet who studied the mental abilities then came up with idea of Intelligence Quotient (IQ). Many other linguists believed in the importance of this variable in the learning process in general and in EFL classes in particular like Rod Ellis who claimed that efficient LL relies on the combination of an "academic ability with some cognitive qualities" which serve as an important elements of the so-called intelligence. Thus, intelligence is a key factor in successful LL. (Ellis, 1985, as cited in Renata. B, 2010, p14).²

Like several scholars, Howard Gardner studied the concept of intelligence in the 80s and came up with the idea of multiple intelligence by claiming that each human possesses 7 intelligences (VL – LM – SV – IP – IR – Kin – Mu); and each person has a higher intelligence and a lower one. After 12 years of publishing his famous book *Frames of mind: the multiple intelligences theory* in 1983 in which he defined the 7 types of intelligence mentioned above, Gardner added an eighth intelligence: naturalistic intelligence (N). The ideas of Gardner made a significant breakthrough in the educational field as it helped educators to lend more attention to the learners' individual differences and strengths and to create more diverse curriculums to meet the needs of all students.

1. Literature review:

This part reviews the studies on the application and effectiveness of MIT in learning and especially in foreign language learning, thus, highlighting the role of MI theory in education. The literature on the status of MIT in Algerian secondary schools' textbooks is also reviewed.

1.1. Effectiveness of MIT in education:

Many studies showed how effective is MIT in fostering student's academic achievement and their language acquisition (English language).

² Renata. B. (2010). towards creative foreign language teaching: The Theory of Multiple Intelligences in Use. The Higher School of Pedagogy of the Society of Public Knowledge in Warsaw, Poland, Research Gate. <http://dx.doi.org/10.2478/v10195-011-0029-2>

As an example, Ghamrawi (2014, as cited in Zahra. D and Abdurraza.T, 2017, p 2) studied the teachers' application of MIT in their classes and its relationship with students' vocabulary acquisition during ESL classes in Lebanon. To collect the data, observations, teacher surveys, and students' interviews were used. The final results showed that the participants learned new vocabulary throughout traditional methods, while they retain less vocabulary items than that of using MI-inspired classes. This study stressed the important role of MIT in ESL classes, particularly in vocabulary teaching and learning.

Tahiri and Yamani (2010, as cited in Zahra. D and Abdorreza. T, 2017, p 2) conducted a quasi-experimental study on a group of 10 intermediate female students using a MI based instruction. The participants' MI profiles and their level in English were dictated at the beginning of the study. The study was divided into two phases: control phase where the participants received MI-poor instruction and an experimental phase in which they received a MI-inspired instruction. After the experimental phase, the results indicated that the participants' performance had increased positively which proves the effectiveness of MI-inspired instructions in EFL classes.³

1.2. MIT in Algerian context:

In Algerian context, the theory gained more interest in the last years. Many researchers investigated the application and effectiveness of the MIT in the Algerian education more specifically, EFL teaching and learning. Most of the results had shown that the textbooks do not consider the theory nor do teachers apply it in their activities and exams except for the verbal/ linguistic and logical-mathematical intelligences.

As an example, Mohammed Hadj Said (2021, p 1) in his study: *The inclusion of Multiple Intelligences (MI) Theory in 2nd year secondary school Algerian EFL Textbook "Getting Through"* found that: "The MI theory was not considered when designing the current textbook". The study also showed that the textbook highly relied on verbal/linguistic intelligence and neglects the other ones.⁴

To add more, Mohammed Hadj Said (2022, p 3) in his study "*The Incorporation of Multiple Intelligences Theory in Algerian EFL Classes: A Case Study of 2nd Year Secondary School EFL Classes*" investigated the application of MIT in Algerian EFL classes and examined the teachers' perception of incorporation of MI theory in their classes and the textbooks they use. The study aimed also at examining the incorporation of MIT in the 2nd year secondary school official exams. The findings of the study revealed that teachers lack the knowledge about MI theory; however, they incorporate it in their classroom practices unconsciously. Moreover, teachers' perceptions showed confusion between learning styles

³ Zahra. D and Abdorezzak.T (2017). EFL Teachers' Multiple Intelligences and Their Classroom Practice. sage journals. <https://doi.org/10.1177/2158244017722582>

⁴Hadj Said. M (2021) The inclusion of Multiple Intelligences Theory in The Algerian EFL Textbook: a content analysis of 2nd year Secondary School Textbook "Getting Through". 283-292 ,)1(5, *اللسانويات النظرية*, <https://www.asjp.cerist.dz/en/article/155634>

and MI theory. The results also showed that both 2nd year textbook “Getting Through” activities and official exams focus 100% on verbal/Linguistic (VL) intelligence.⁵

2. What is intelligence?

Traditionally, intelligence is defined as an innate cognitive capacity that can be simply measured by using short-answer tests such as IQ test suggested by Alfred Binet. Although, his main concern was about measuring intelligence rather than defining it; yet, he viewed intelligence as a ‘ ‘ collection of processes’ ’ rather than as a single entity. Binet also claimed that intelligence is changeable within limits and a good education will raise its level (Gale, 2015).⁶

Another definition of the concept that of Howard Gardner: intelligence is a set of skills that enable a person to solve problems in life. Also, having the potential to discover or create solutions for problems, including the acquisition of new knowledge : “To my mind, a human intellectual competence must entail a set of skills of problem solving—enabling the individual to resolve genuine problems or difficulties that he encounters and, when appropriate, to create an effective product—and must also entail the potential for finding or creating problems—thereby laying the groundwork for the acquisition of new knowledge” (Gardner, 1993 as cited in Renata. B, 2010, p14).

3. IQ Test:

It is an assessment that tends to measure various cognitive abilities (intelligence) and seeks to provide a certain score that identifies the intellectual ability and potential of an individual.

4. Multiple intelligences theory (MIT): A new perspective of intelligence

Multiple intelligences theory (MIT) is a new understanding of the intelligence concept which was first proposed by Howard Gardner in his book: “*Frames of mind: the theory of multiple intelligences (1983)*”. Gardner challenged the classical notion of intelligence by claiming that there are several types of intelligence: “I argue that there is a persuasive evidence for the existence of several relatively autonomous human intellectual competences, abbreviated hereafter as “human intelligences”. (Gardner, 1993, pp. 8-9). He also suggested that each person has different abilities and tendencies in different areas, and that these intelligences function in distinct ways and with different percentage: “We all have these intelligences— that’s what makes us human beings, cognitively speaking. Yet at any particular moment, individuals differ for both genetic and experiential reasons in their respective profiles of intellectual strengths and weaknesses”. (Gardner, 1993, p.13).⁷

⁵Mohammed. H.S (2022). The Incorporation of Multiple Intelligences Theory in Algerian EFL Classes: A Case Study of 2nd Year Secondary School EFL Classes. Dspace at Kasdi Merbah University Ourgela. <https://dspace.univ-ouargla.dz/jspui/handle/123456789/30296>

⁶ Alfred B. A Study Guide for Psychologists and Their Theories for Students Gale, Cengage Learning (2015).

⁷ Howard, G (1993). Frames of the mind: the theory of multiple intelligences 2ND edition (2011). New York: Basic Books.

5. The eight intelligences

Intelligence	Definition
Verbal/ Linguistic	People with a high linguistic intelligence are sensitive to the spoken and written language, it is the ability to learn and use words. Careers (lawyers, authors, journalists...etc.)
Logical/ Mathematical	Some people can solve abstract math problems; the logical intelligence is the ability to develop equations, proofs and calculations. People with a high logical intelligence are good at reasoning, recognizing patterns and use numbers. Careers (accountant, computer analyst, mathematician)
Interpersonal	It is the capacity to understand, connect and empathize with others, it requires to be capable of recognizing people's moods , intentions and desires Careers (teacher, manager, psychologist ...)
Musical	The ability to think in sounds, musical patterns and rhythms , use pitch and tone, recognize melodies and harmonies Careers (singer, composer, musician...etc.)
Spatial/ Visual	This intelligence is the ability to recognize, use and manipulate patterns, images , maps , charts and videos Careers (pilot, surgeon, architect, graphic artist ... etc.)
Intrapersonal	Individuals who have a high intrapersonal skill are aware of their own emotions, feelings, thoughts and fears. Careers (therapist, counselor, psychologist ...etc)
Kinesthetic	The potential of performing actions, body movements and physical body control. Careers (dancer, athlete, mechanic...etc.)
Naturalistic	Being able to classify and use the various plants and species, identify animals in the nature. Careers (biologist, geologist... etc.)

Table1. Howard Gardner's eight multiple intelligences⁸

6. Merits of MI in the Field of Education:

The multiple intelligences theory has several merits in education. Here are some of them:

- **Individualization of Learning:** The multiple intelligences theory recognizes that students have different strengths and learning styles. Therefore, it emphasizes the need for individualized instruction and assessment to cater to the diverse needs of students. By providing different learning experiences, educators can help students engage with material more effectively, improve their understanding, and enhance their overall academic performance.

⁸ Michele. M (2023), Howard Gardner's Theory of Multiple Intelligences, Simply Psychology.
https://www.simplypsychology.org/multiple-intelligences.html?fbclid=IwAR3uf8H_X48dk-loTv8NWE-WuI547P0EkO20bcbAXtnPKmJVfy76I2zXCAk

- **Student Engagement:** The theory emphasizes the importance of incorporating different teaching strategies and methods that cater to different types of intelligence. By doing so, students are more likely to be engaged and motivated to learn. When students are engaged in learning, they are more likely to participate actively, ask questions, and take an interest in the subject matter.
- **Promotes Creativity:** By recognizing that there are different types of intelligence, the theory promotes creativity and innovation in teaching and learning. Teachers can use range of approaches to teaching, including visual aids, music, and hands-on activities, which can stimulate students' creativity and promote deeper learning. By promoting creativity, the multiple intelligences theory can help students develop critical thinking skills and foster a lifelong love of learning. (Shepard, 2004)⁹
- **Inclusion of Students:** The theory emphasizes the importance of recognizing and valuing diverse forms of intelligence. It promotes the inclusion of all students, regardless of their strengths or weaknesses. By recognizing the different forms of intelligence, educators can create inclusive learning environments that value and celebrate diversity.
- **Holistic Development:** The multiple intelligences theory recognizes that intelligence is not just about cognitive ability, but also includes emotional and social intelligence. Therefore, it emphasizes the need to promote holistic development of students, including their emotional and social development. By doing so, educators can help students develop a range of skills and abilities that will help them succeed in all aspects of life. It fosters learners' competencies and skills (Gallup, 2019).¹⁰

Overall, the multiple intelligences theory has several advantages in education. By recognizing that students have different strengths and learning styles, it promotes individualized instruction and assessment, promotes creativity, fosters inclusion, and promotes holistic development of students.

7. The Theory of Multiple Intelligences in Foreign Languages Teaching:

According to Annold & Fonseca, (2004, as cited in Renata. B, 2010. p.17) learners who possess a well-developed Verbal/Linguistic intelligence are highly expected to exile languages. However, those who have low VL intelligences can still succeed and achieve good results in LL, as it can be supported by their other intelligences (Spatial/Visual, Musical, Logical/Mathematical, Naturalistic, Interpersonal, Bodily/Kinesthetic, Intrapersonal) as they constitute.

Undoubtedly, in the field foreign language teaching, many teachers find that MIT has a positive effect and considered as a perfect addition to school curriculum. Palmberg (2002, as cited in Renata. B, 2010, p.17) stated that for teachers, recognizing the learners' differences in learning plays a significant role to encourage them to achieve better results and to make the

⁹ Shepard, J. S. (2004). Multiple ways of knowing: fostering resiliency through providing opportunities for participating in learning, *Reclaiming children and youth*, 12, 210-216. Retrieved March 6, 2008, from EBSCO Host Database .

¹⁰ Gallup (2019). *Creativity in learning*. Washington DC: Gallup.

learning environment enjoyable¹¹. Hopefully, the MI theory will succeed and be used by teachers during their lessons and classroom activities due to its worthiness, positive impact and effectiveness in the educational field in general and in FL teaching and learning in particular.

8. Challenging Problems of Implementing MIT in the Field of Education:

Implementing the Multiple Intelligences theory in education can create some challenges, which include:

Limited Resources: Incorporating a variety of instructional methods and assessment approaches to cater to different types of intelligence can be resource-intensive. It may require additional funding to purchase materials or invest in specialized equipment and technology.

Lack of Teacher Training: To implement the multiple intelligences theory effectively, teachers need to have the knowledge and skills to identify and cater to different types of intelligence. However, many educators may not have had sufficient training on this theory, which can make it challenging for them to implement it in their teaching practice.

Standardized Testing: The emphasis on standardized testing in many education systems can be a challenge for implementing the multiple intelligences theory. Standardized tests typically assess only linguistic and logical-mathematical intelligence, and may not accurately measure other types of intelligence. This can lead to a disconnection between what is being taught and assessed and can make it challenging to demonstrate student progress using traditional assessment methods. (Ellis, 2010).¹²

Time Constraints: Incorporating a variety of instructional methods and assessments can take time, which can be a challenge in the context of a busy classroom. Teachers may need to balance the need for individualized instruction and assessment with the time constraints of a standard curriculum.

Assessment Bias: Educators must ensure that assessments are fair and unbiased for all students, regardless of their strengths or weaknesses. However, assessments that cater to specific types of intelligence may inadvertently favor students with those strengths, leading to assessment bias. (Gardner, 2001).

To sum up, implementing the multiple intelligences theory in education can pose some challenges, including limited resources, lack of teacher training, standardized testing, time constraints, and assessment bias. However, by recognizing these challenges and addressing them, educators can successfully implement the multiple intelligences theory and create inclusive and effective learning environments that cater to the diverse needs of all students.

9. Criticism of MI theory:

¹¹ Renata. B. (2010) .towards creative foreign language teaching: The Theory of Multiple Intelligences in Use. The Higher School of Pedagogy of the Society of Public Knowledge in Warsaw, Poland, Research Gate. <http://dx.doi.org/10.2478/v10195-011-0029-2>

¹² Ellis, A. K. (2010). Teaching and learning elementary social studies. New York: Pearson Education

The theory of multiple intelligences (MI) has received a lot of attention (Fogarty, 2005)¹³, but it has also been criticized. Howard Gardner, the originator of the theory, has addressed these criticisms in various ways, including responding to specific critiques by coauthoring articles. One criticism is that the theory is not grounded in empirical evidence, but Gardner and other proponents argue that it is. Another common objection is the use of the word "intelligence," with some critics arguing that "talent" would be more appropriate. Gardner has countered that limiting the definition of intelligence in this way would devalue abilities that don't fit within that narrow definition. Overall, while MI theory has faced criticism, its proponents continue to defend it and respond to critiques (Gardner, 2001)¹⁴. Another critique of the theory of Multiple Intelligences concerns the interrelationships among various faculties. Some scholars contend that there exists a general level of intelligence among individuals because of the correlations found between tests of ability. However, Gardner has expressed doubt about these correlations, arguing that most tests mainly emphasize logical and linguistic faculties. He noted that individuals who possess strong logical and linguistic intelligences are likely to perform well on assessments that measure musical and spatial abilities. Conversely, those who lack logical and linguistic skills are likely to perform poorly, even if they possess the abilities that these tests claim to measure. Gardner also stated that the degree to which different types of intelligence are interrelated remains uncertain (Gardner, 2011).¹⁵

Conclusion:

MIT has been successfully used in the educational field, it has helped educators to know and lend more attention to students needs and differences which fosters the learners' academic performance and make the learning process joyful and encouraging; however, to a successful application of MIT teachers have to overcome some challenges such as time limitation, lack of materials...etc.

¹³Fogarty, R. (2005). Understanding the theory of multiple intelligences. *Early Childhood Today*, 20, 12-14. Retrieved March 3, 2008, from Academic Search Premier Database.

¹⁴Gardner, H. (2001). *Cracking open the IQ box*. The American Prospect.

¹⁵Gardner, H. (2011). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

CHAPTER TWO: Practical frame work (Data collection and analysis)

Introduction:

After reviewing the literature related to the MIT in EFL learning and teaching in the first chapter, this second one is devoted to analyze the collected data and findings.

Section one: Analysis and interpretation of the questionnaire:

This section is devoted to the analysis and interpretation of the questionnaire. It targeted Algerian secondary school EFL teachers' perception and application of the MIT in their classes. It consists of both closed-ended and open-ended questions in order to elicit teachers' views about the subject matter. The analysis of the questionnaire will give an overview on issues such as teachers' knowledge about MIT, its application in classes...etc.

Q1: how long have you been teaching?

After asking the participants about their teaching experience in secondary schools, we have found that the majority of them (4 teachers) were experiencing teaching more than 10 years, while only one participant declared that they have been teaching for less than 10 years. The results reveal that the majority of the participants have a large experience in teaching.

Table 02: Teaching experience.

Teachers	4	1
Answers	More than 10 years	Less than 10 years

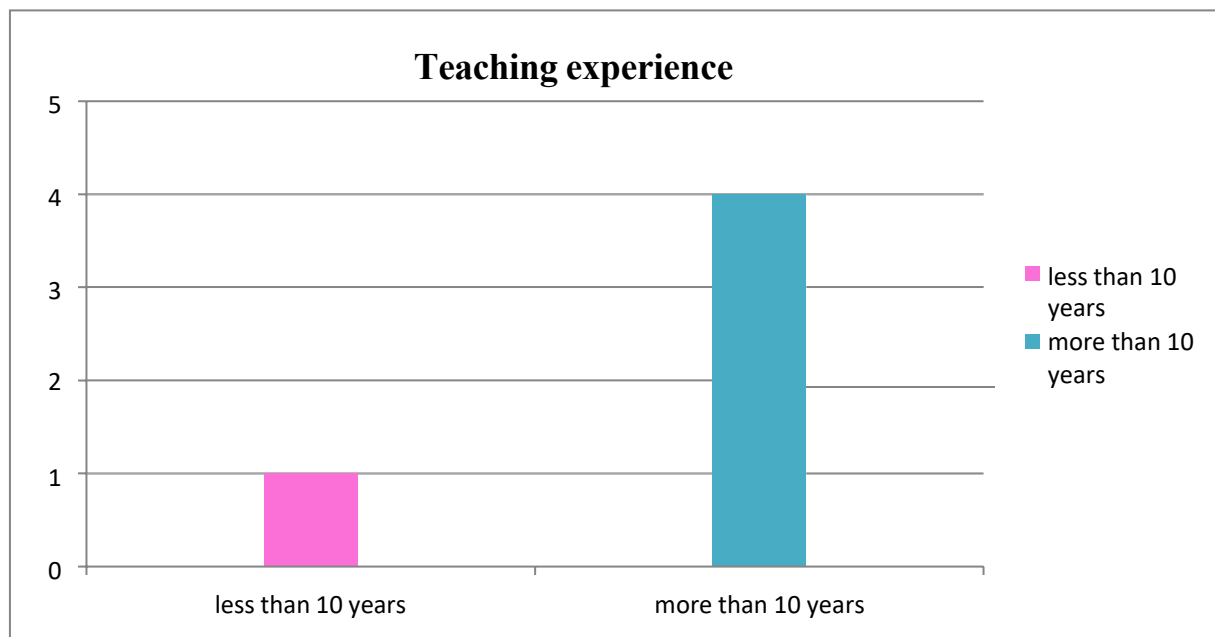


Figure 01: Teaching Experience.

Q2: Are you familiar with Multiple Intelligences Theory?

Interestingly, the majority of the participants representing 4 teachers were familiar with Multiple Intelligences Theory, while only one of them declared that he has no idea about it. Unexpectedly, the results revealed that MIT is quite familiar among EFL teachers.

Table 03: Teachers’ knowledge about MIT

Options	YES	NO
Answers	4	1

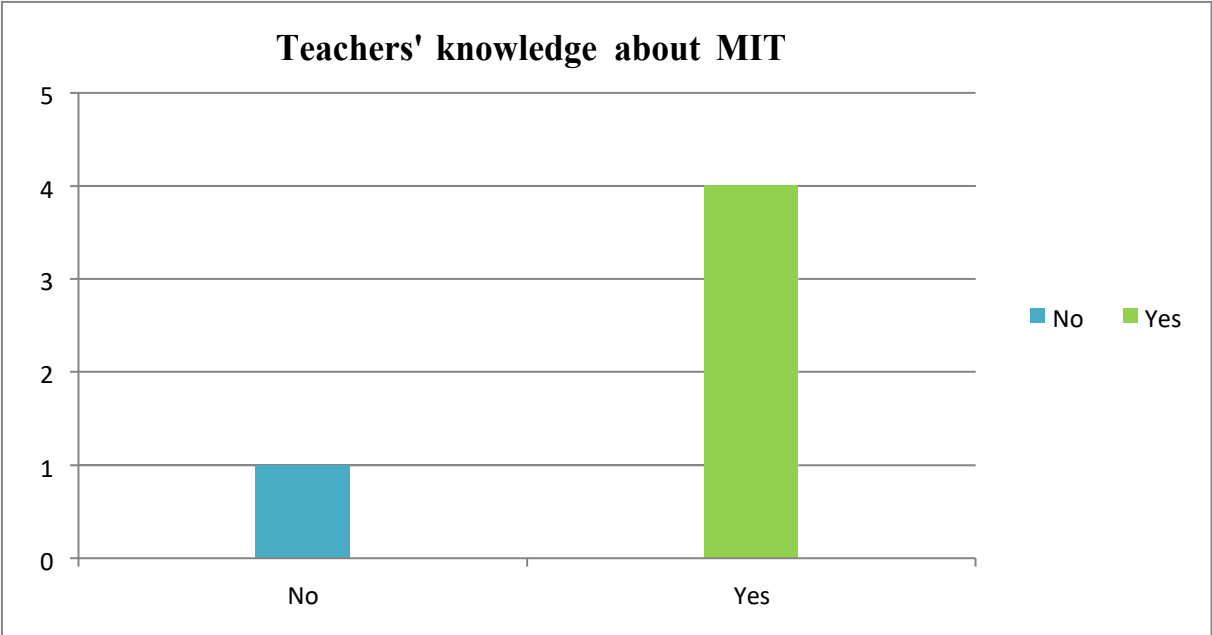


Figure 02: Teachers’ knowledge about MI.

Q3: If yes, how did you know about it?

When asking the teachers on how they knew about the Multiple Intelligences Theory by giving them several options (university – free-reading – internet – others). The results revealed that there are 3 main sources from which the participants knew about MIT. 2 respondents declared that they learnt about the theory from the internet, 1 through free reading, and 1 from other sources than the ones mentioned; while none of them had the opportunity to study it at university. Review of the results shows that some of Algerian universities do not take MIT into consideration while teaching.

Table 04: how did teachers know about the theory?

OPTIONS	University	Free reading	Internet	Others
ANSWERS	0	1	2	1

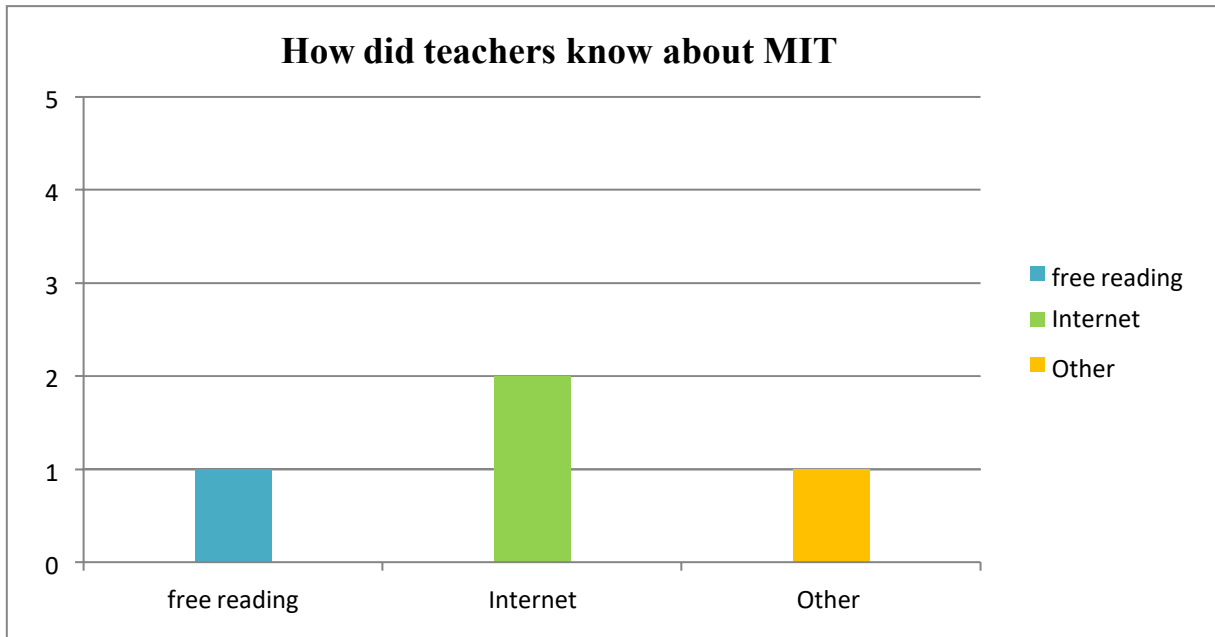


Figure 03: how did the participants know about MIT

Q4: If no, would you like to read about it?

Unexpectedly, the only participant who stated that he does not know about MIT showed interest towards knowing and learning about the Multiple Intelligences Theory. We can conclude that teachers are open to MIT and the new methods of teaching.

Table 05: participants' willingness to learn about the MIT

Options	YES	NO
Answers	1	0

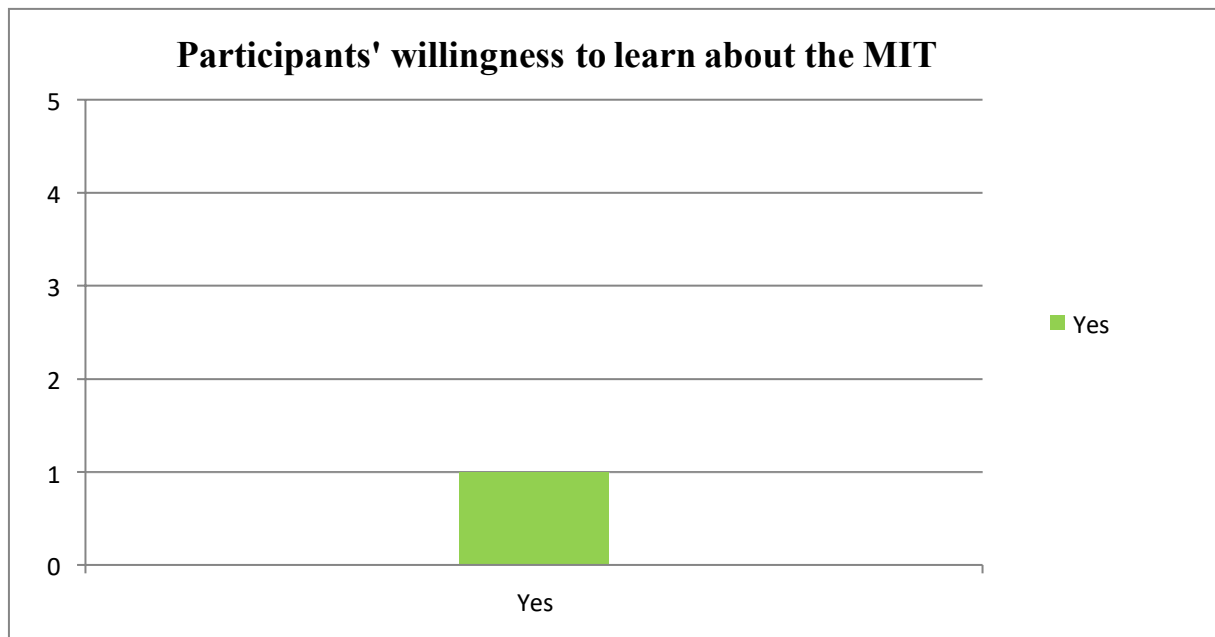


Figure 04: participants' willingness to learn about the MIT.

Q5: How often do you apply it in the classroom?

Most of the participants (4) stated that they rarely or sometimes apply MIT in their classroom activities. While none of them use it 100%. The results show that MIT is quite applicable in secondary schools.

Table 06: MIT application in the classroom:

Options	Never	rarely	Very often	always
Answers	0	2	2	0

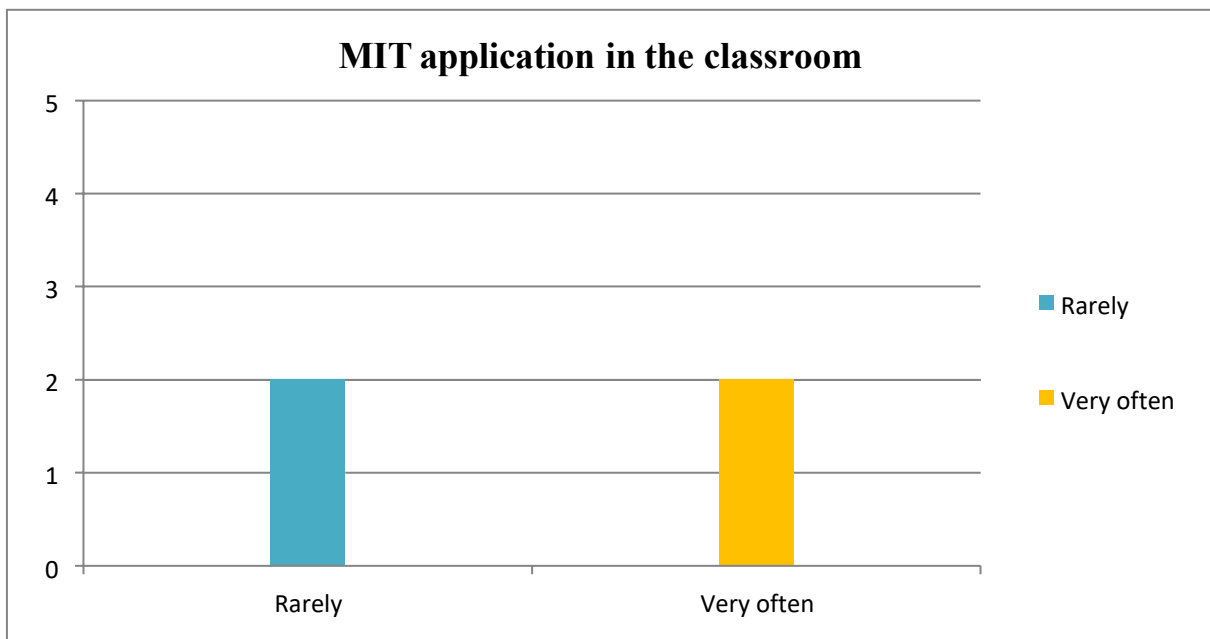


Figure 05: MIT application in the classroom.

Q6: Which of these activities do you rely on frequently?

While asking the teachers about the kind of activities they rely on mostly; by providing the following options: filling in the gaps- writing short compositions – matching sentences – reading out loud – all of them. 3 of them said that they use all of kinds, while 1 declared that she used writing composition and filling in the gaps frequently, and another one relies more on reading activities. We conclude that secondary school EFL teachers are trying to integrate diverse kinds of activities to meet the needs of their students.

Table 07: The frequent activities used in the classroom

ACTIVITY	filling in the gaps (A)	writing short compositions (B)	matching sentences (C)	reading out loud (D)	all of them (E)
USE	1	1	0	1	3

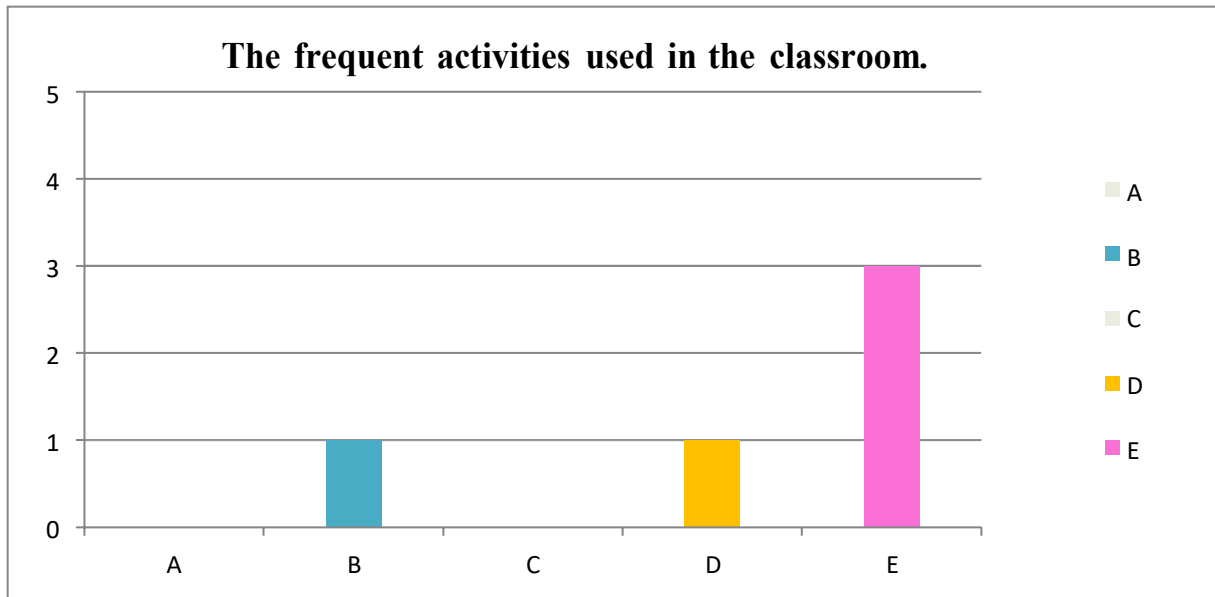


Figure 06: The frequent activities used in the classroom.

Q7: How often do you use writing activities?

2 of our participants declared they use writing activities *very often*, whereas 2 of them *always* use it and only 1 *sometimes* relied on this kind of activities. While none of them *never* use it. Results from question 7 indicate that teachers noticeably depend on writing activities i.e. they highly addresses VL intelligence.

Table 08: Teachers' use of writing activities

Options	Never	Rarely	Sometimes	Very often	Always
Answers	0	0	1	2	2

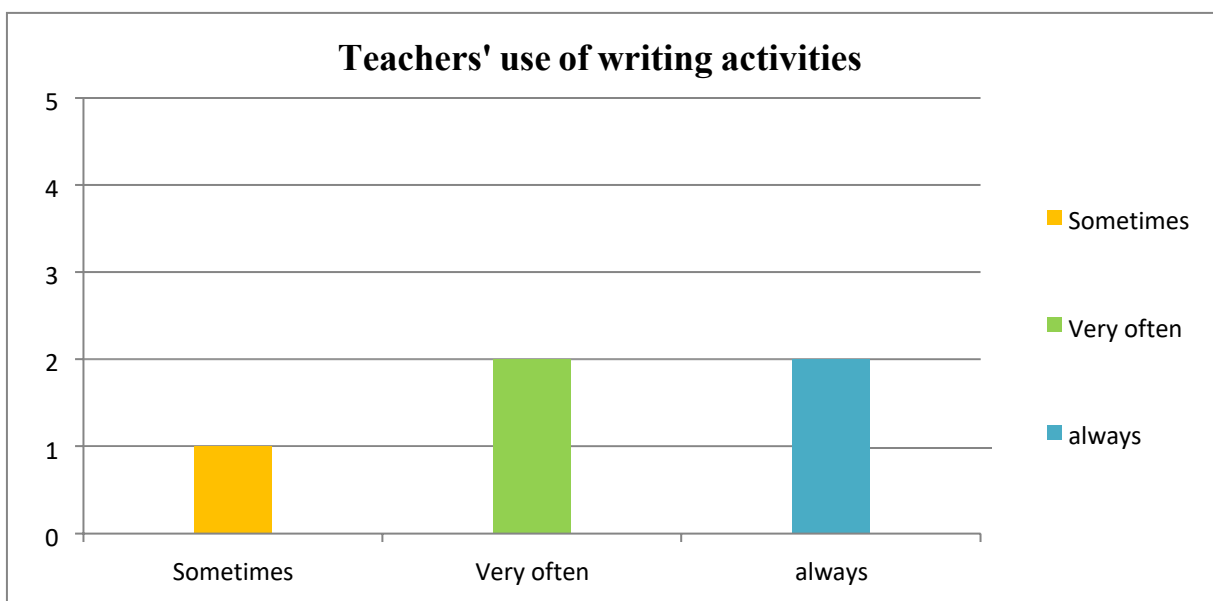


Figure 07: Teachers' use of writing activities

Q8: How do students respond to this kind of activities?

Interestingly, while asking how students responded to writing activities, 2 participants said that their students show a *positive* attitude; while 3 of them declared that their students respond *negatively*. We can conclude that students react differently to VL-based activities. This result highly suggests that the use of VL alone in TL is not sufficient.

Table 09: Students’ response to writing activities

Options	Positively	Negatively
Answers	2	3

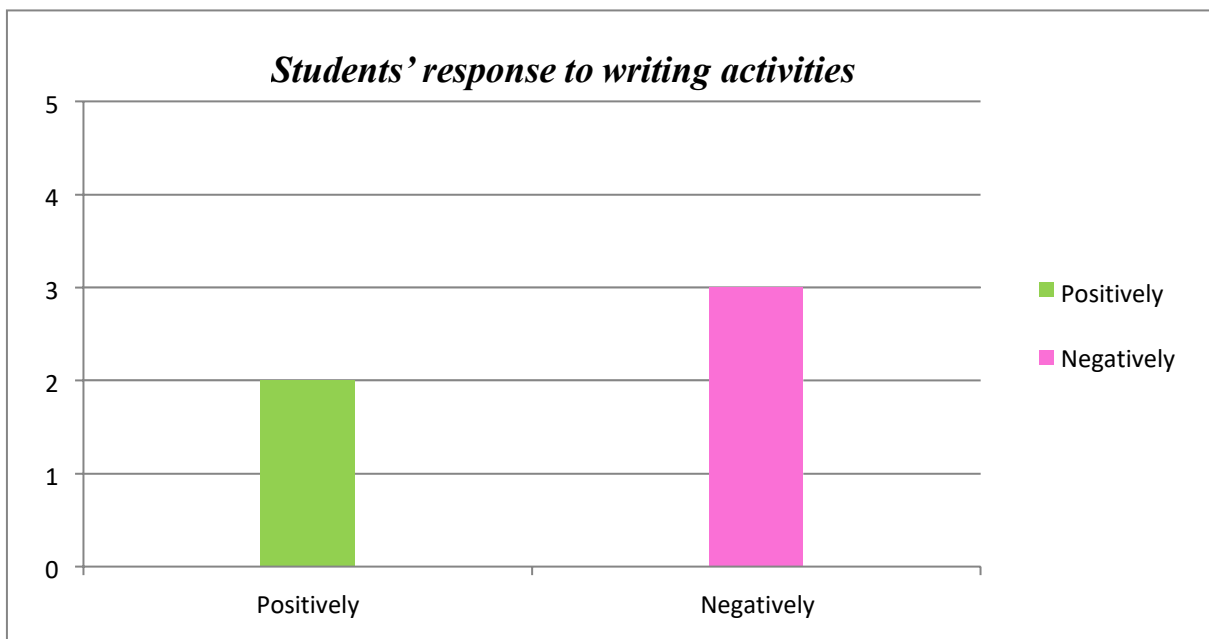


Figure 08: Students’ response to writing activities

Q9: Do you use pair/ group-work activities (debates, role-play, dialogues... etc.)?

Remarkably, the majority of the participants representing 4 teachers declared that they used pair/group-work activities. While the minority representing 1 teacher said they did not use them. After reviewing the results, it was clear that teachers highly depend on IP intelligence while designing activities.

Table 10: teachers’ use of pair/group-work activities

Options	YES	NO
Answers	4	1

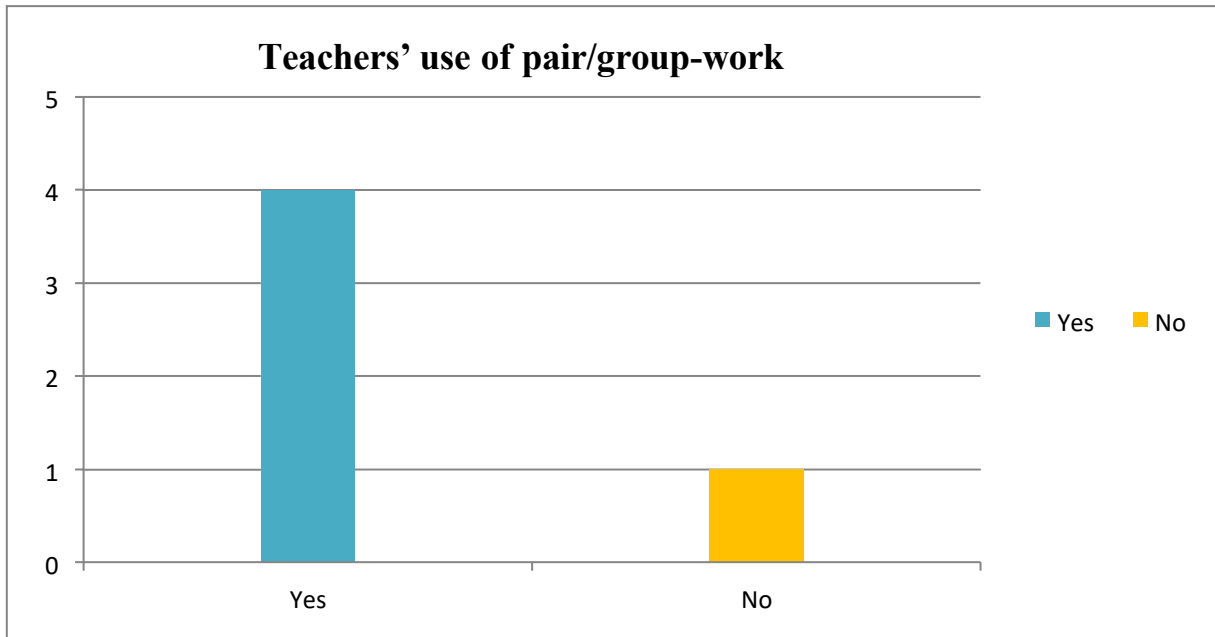


Figure 09: teachers' use of pair/group-work activities

Q10: do you use any other types of activities? Provide examples.

All participants (5) use other types of activities such as solving games, group challenging, oral expression, MCQ, table completion, quizzes, brainstorming, discussions, 'think, pair and share', and interactive demonstration. The results showed that teachers are really integrating MIT in their classroom activities even if it was implicitly (unintentionally).

Table 11: Use of different activities

Options	YES	NO
Answers	5	0

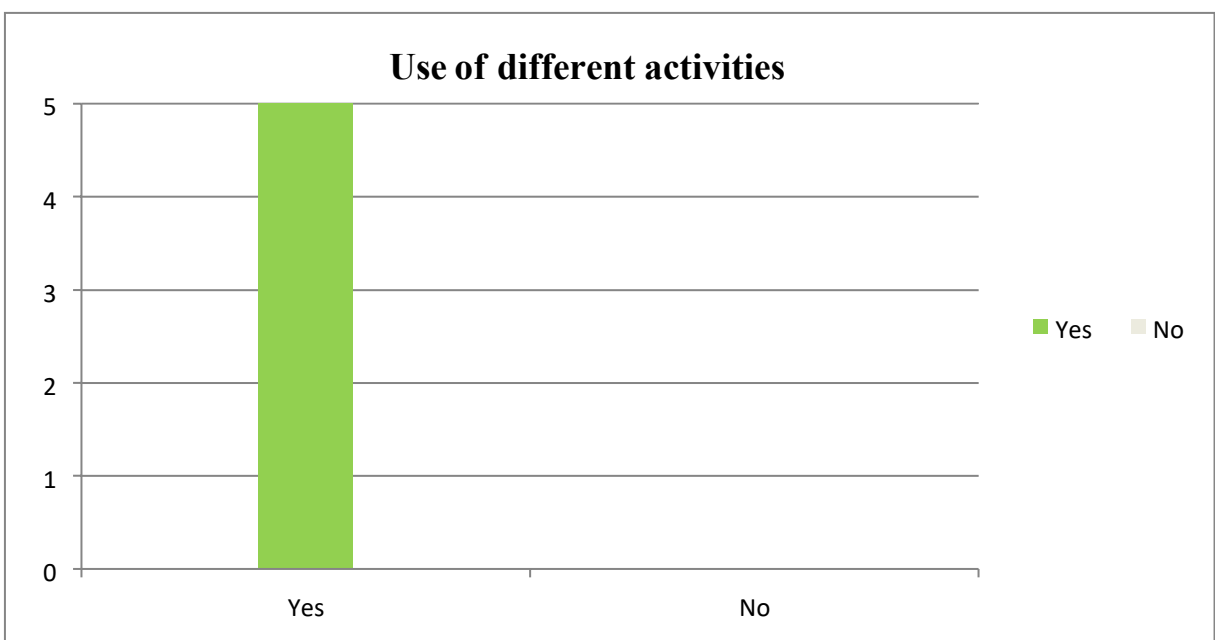


Figure 10: Use of different activities

Q11: How often do you use these activities?

2 participants use these activities *very often*; only 1 relies on them *sometimes*, while 2 others *rarely* use this kind of activities. We conclude that secondary school EFL teachers are using several kinds of activities tackling the different intelligences.

Table 12: Teachers' use of different activities frequency

Options	Rarely	sometimes	Very often
Answers	2	1	2

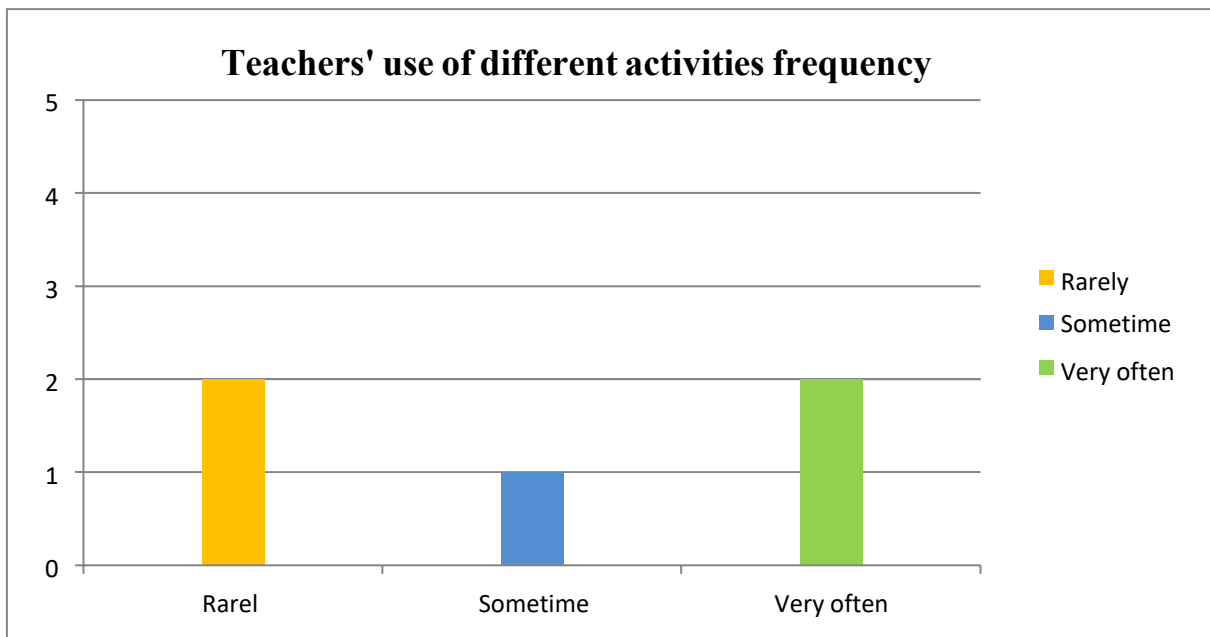


Figure 11: Teachers' use of different activities frequency

Q12: Do you think that MIT has a positive or a negative impact on students' academic achievement? Explain.

All of our respondents' answers indicate that MIT has a positive impact on students' academic achievement as it makes the learning process more joyful by using different materials and diverse activities and it helps them improve their capacities. The result of this question consolidates our first hypothesis which states that MIT has a positive impact in the learning process.

Table 13: Teachers' opinion about MIT impact on students' academic achievement

POSITIVE IMPACT	NEGATIVE IMPACT
4	0

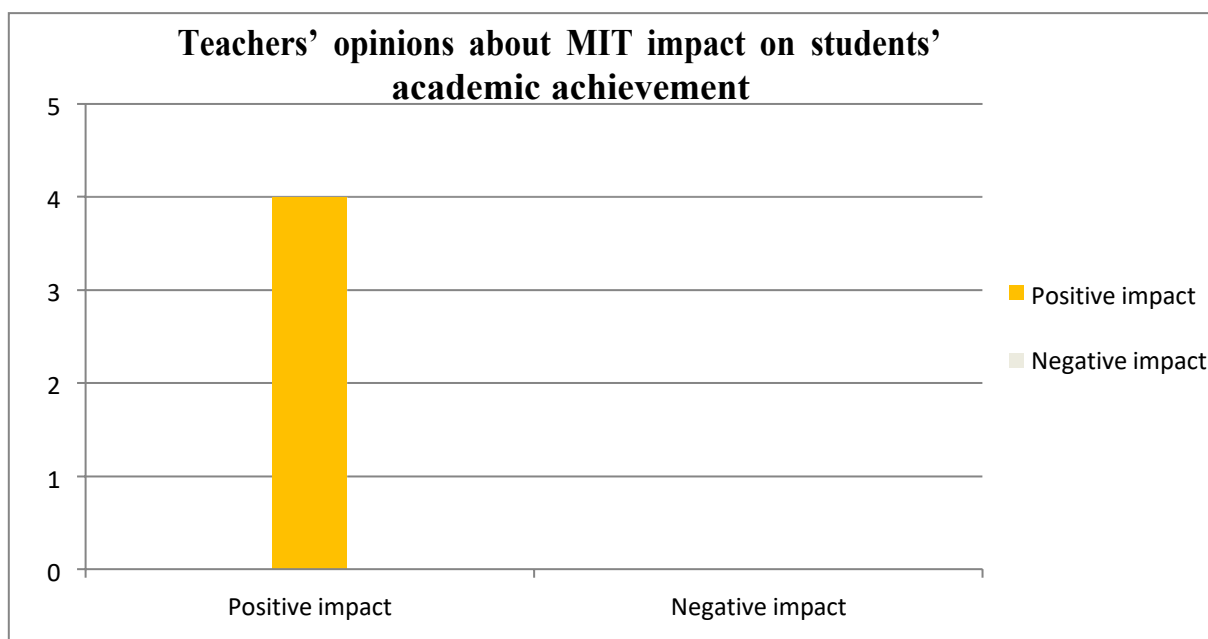


Figure 12: Teachers' opinions about MIT impact on students' academic achievement

Q13: Do you prefer traditional methods or MI method? Why?

3 of the participants stated that they prefer MI method over the traditional ones due to its several advantages in enhancing students' academic performance and achievement; yet, they declared that this method consumes a lot of time which leads them to use traditional methods more in their classroom. Some teachers said that they choose the method to use according to the class they deal with and the students' perception of information. While 2 others prefer traditional methods as it helps them to finish the lessons in a short period. These answers lead us to conclude that MIT is successful in language teaching and learning. Yet, several challenges such as limitation of time, lack of materials may prevent them from applying it in their classroom practices. Consequently, teachers support the integration of MIT in FL classes; however, many obstacles prevent them from using it more frequently.

Table 14: MI method VS Traditional methods

MI Method	Traditional methods
3	2

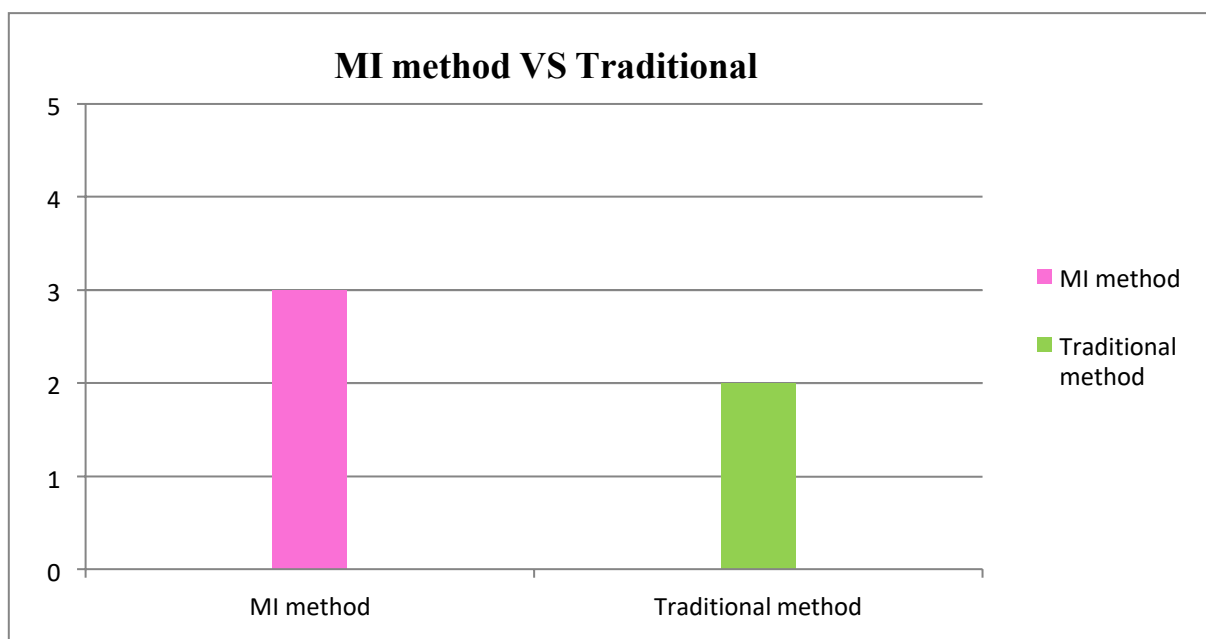


Figure 13: MI method VS Traditional methods

Section 02: Analysis and interpretations of the test

This section is devoted to the analysis and interpretation of the test. It targeted Algerian 2nd year secondary school foreign languages learners in order to investigate their response to MI-based activities. It consists of 8 activities; each activity tackles one of the eight intelligences. The analysis of the test will give an overview on students' most relevant intelligence and their reaction to these kinds of activities (MI-based activities).

Task one: Verbal/Linguistic intelligence.

1- Linguistic/verbal intelligence:

The first task of the test addresses the VL intelligence. It aims at testing students' VL intelligence and developing their writing skills.

Procedure: The students were asked to complete a small paragraph with given words.

Results: Out of 30 participants, 17 showed a positive result, while 13 of them put the words in incorrect order. The results reveal that an average number of students have a high VL intelligence.

Table 15: Students' response to VL intelligence-based activity

	Correct order	Incorrect order
Number of students	17	13

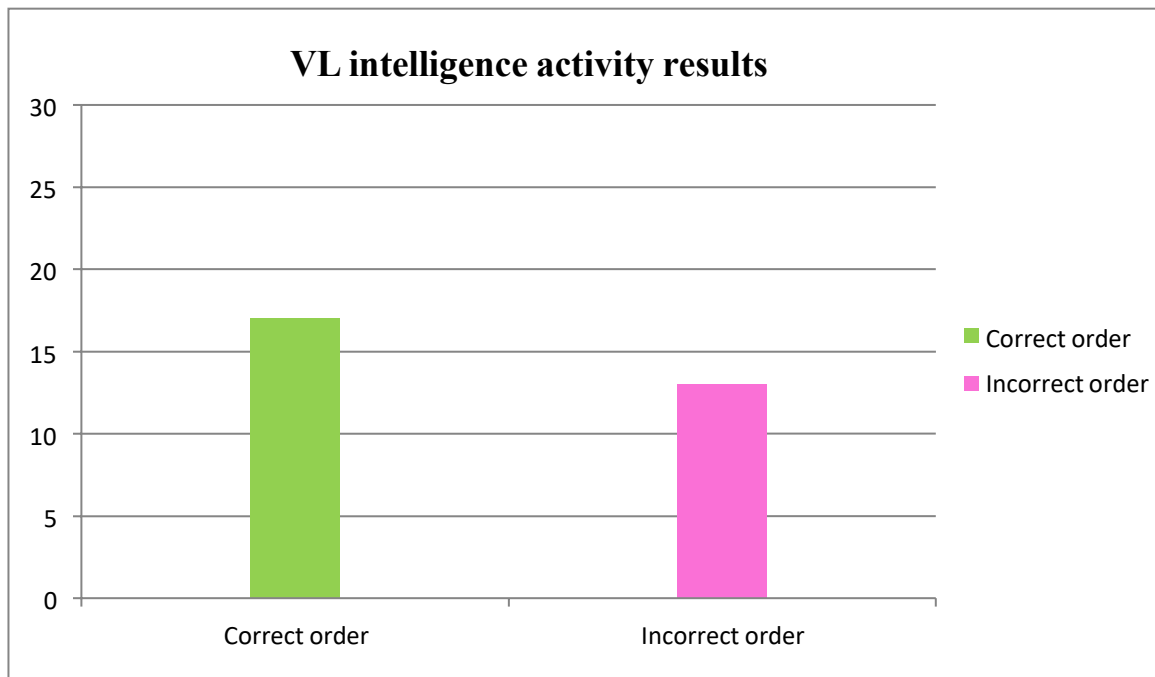


Figure 14: Students' response to VL intelligence-based activity.

Task 02: Logical/Mathematical intelligence

The second task handles LM intelligence. Its main focus is to examine students' ability to arrange patterns or sentence in a logical order.

Procedure: Students were asked to arrange 4 phrases logically to have a meaningful sentence. By providing 3 wrong choices (a – b – d) and 1 correct choice (c).

Results: As it is mentioned below, 15 students had successfully arranged the phrases, whereas 15 others had set them incorrectly. The results indicate that an average number of FL learners have a high LM intelligence.

Table 16: students' response to LM based activity

choices	a	B	c	d
answers	5	3	15	7

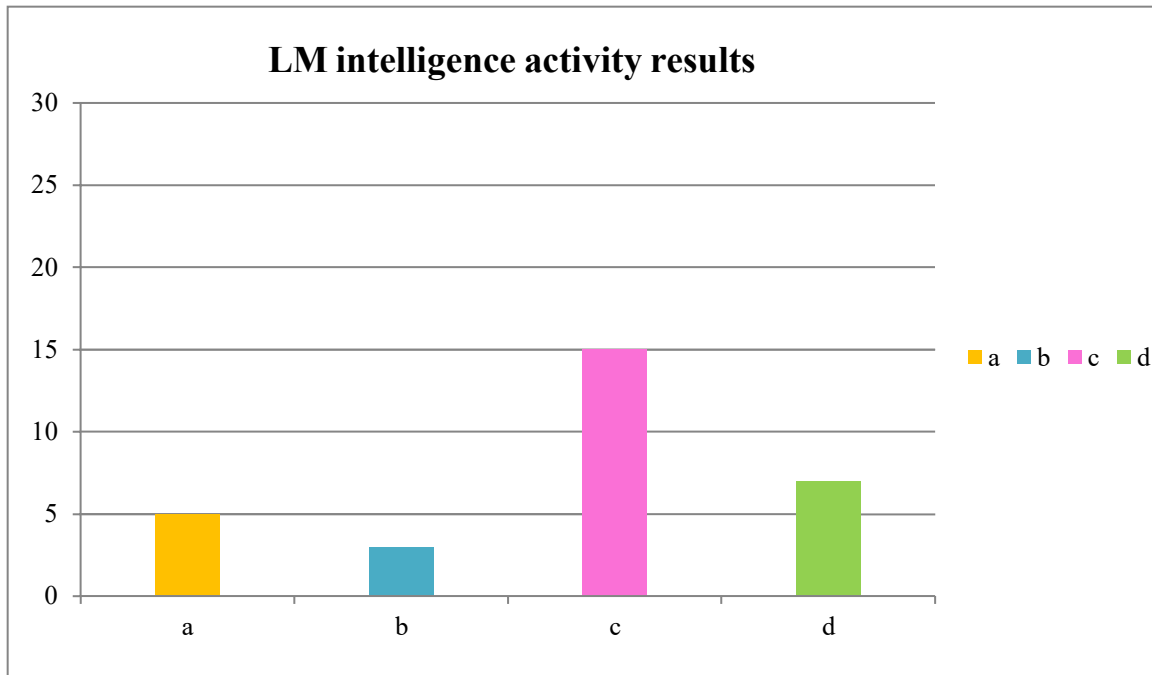


Figure15: Students' response to Logical Mathematical-based activity.

Task 03: Visual/Spatial activity

VS activity was made to develop students' ability to establish mind maps and recall their information visually.

Procedure: students were ordered to create a mind map about making peace and avoiding war (based on what they have already studied in class).

Results: 14 of students had created a mind map using relevant words about making peace and avoiding war; while 16 participants gave irrelevant words. We conclude that VS intelligence-based activity can foster learners' ability to learn and recall information through the use of mind maps.

Table 17: students' response to VS-based activity

Relevant words	Irrelevant words
14	16

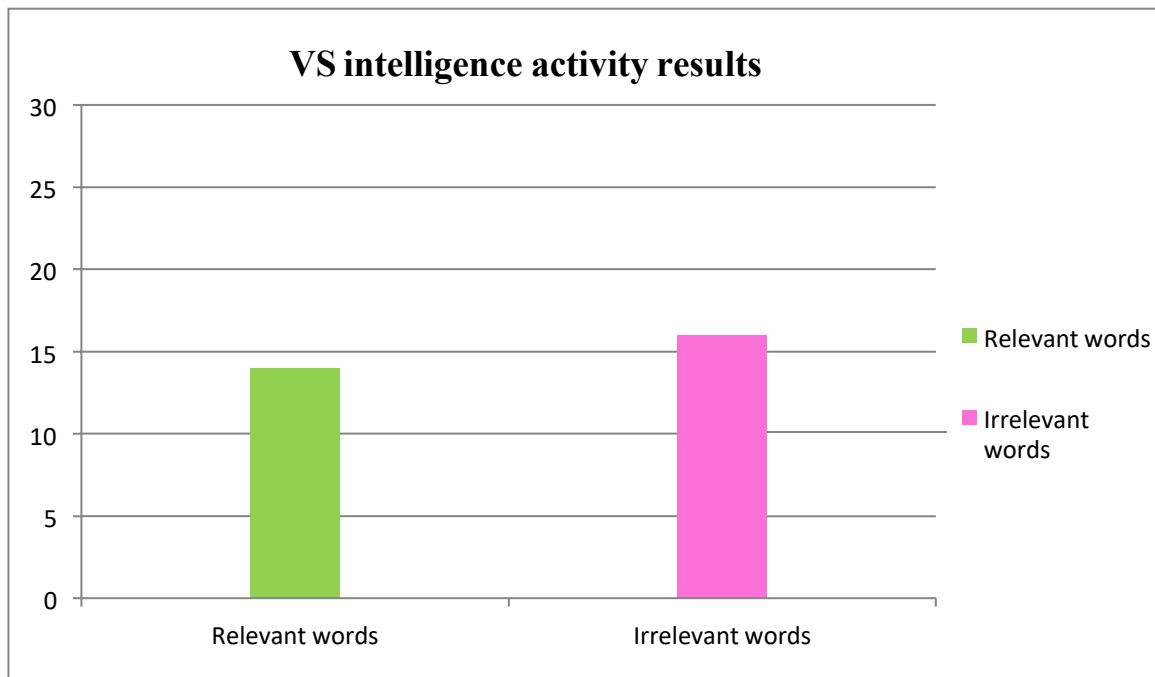


Figure 16: students' response to VS-based activity

Task 04: Interpersonal intelligence

Task 04 deals with interpersonal intelligence; its main purpose is to examine students' ability to interact with others and work in pairs or groups.

Procedure: students were ordered to write a dialogue in pairs talking about their routine in Ramadan.

Results: according to the answers, 24 students had shown a positive interaction with each other; while 6 of them refused to work in pairs and asked if they can work individually. This result indicates that secondary school learners have good interacting skills.

Table 18: students' response to interpersonal intelligence-based activity

High interacting skills	Low interacting skills
26	4

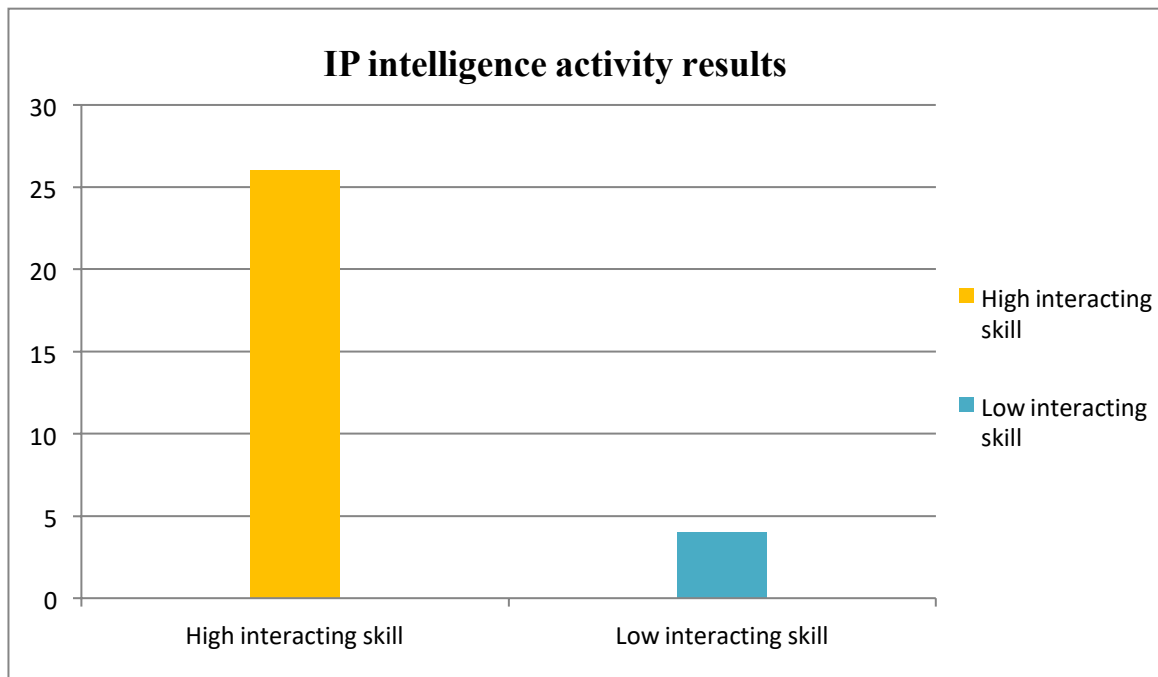


Figure 17: students' response to interpersonal intelligence-based activity

Task 05: Intrapersonal intelligence

Task 05 tackles the intrapersonal intelligence. Its main purpose is to examine students' ability to express their opinions and thoughts.

Procedure: the pupils were given a chance to express their thoughts about studying during Ramadan.

Results: among 30 pupils 14 of them said that they enjoy studying during Ramadan; yet 16 others find it hard to study and focus in class. According to the findings, most students refuse to study during Ramadan.

Table 19: students' response to intrapersonal intelligence-based activity

Positive Opinion	Negative Opinion
14	16

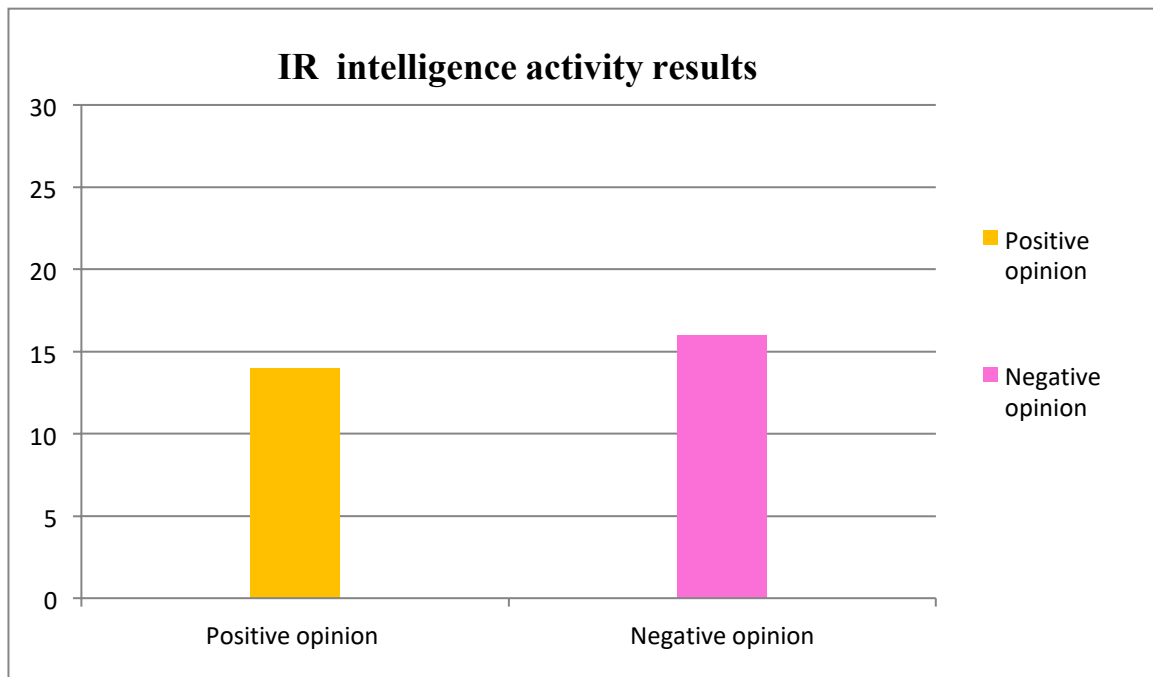


Figure 18: Students' response to Intrapersonal intelligence-based activity

Task 06: Musical intelligence

This task addresses the musical intelligence; it focuses on the student's listening skills

Procedure: the students were asked to listen to a musical poem and then fill in the gaps with the right word.

Results: Out of 30 students 20 knew the right answer while 10 of them answered with the incorrect word. These results showed that an average number of participants have a good listening skill.

Table 20: Students' response to musical intelligence-based activity

	Correct Answer	Incorrect answer
Number of students	20	10

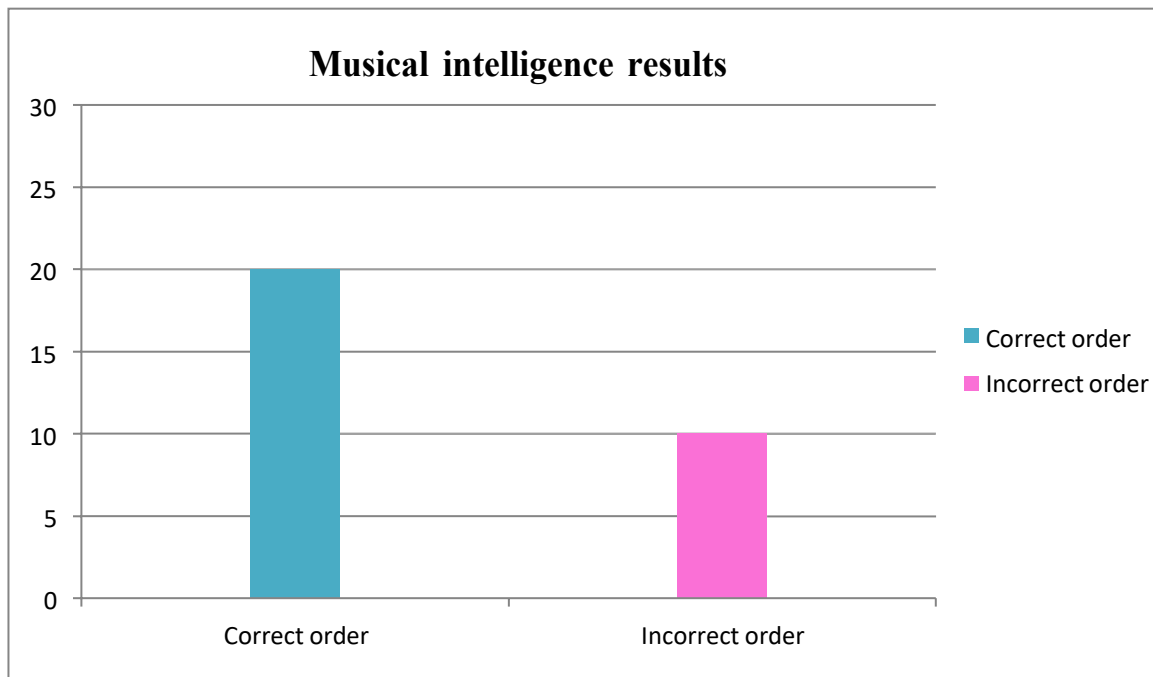


Figure19: students' response to musical intelligence-based activity.

Task07: Naturalistic Intelligence

This task addresses the naturalist intelligence; it aims at developing students' ability to identifying objects and words based on their nature

Procedure: the students were given a list of objects and asked to classify them into groups and name each group according to its nature.

Results: based on the results, 18 of the students showed a positive answer, whereas 12 of the students answered with the wrong order. These findings reveal that most of the pupils chose the correct answer.

Table 21: Students' response to the naturalistic based-activity

	Correct Answer	Incorrect Answer
Group 01	12	18
Group 02	17	13
Group 03	11	19

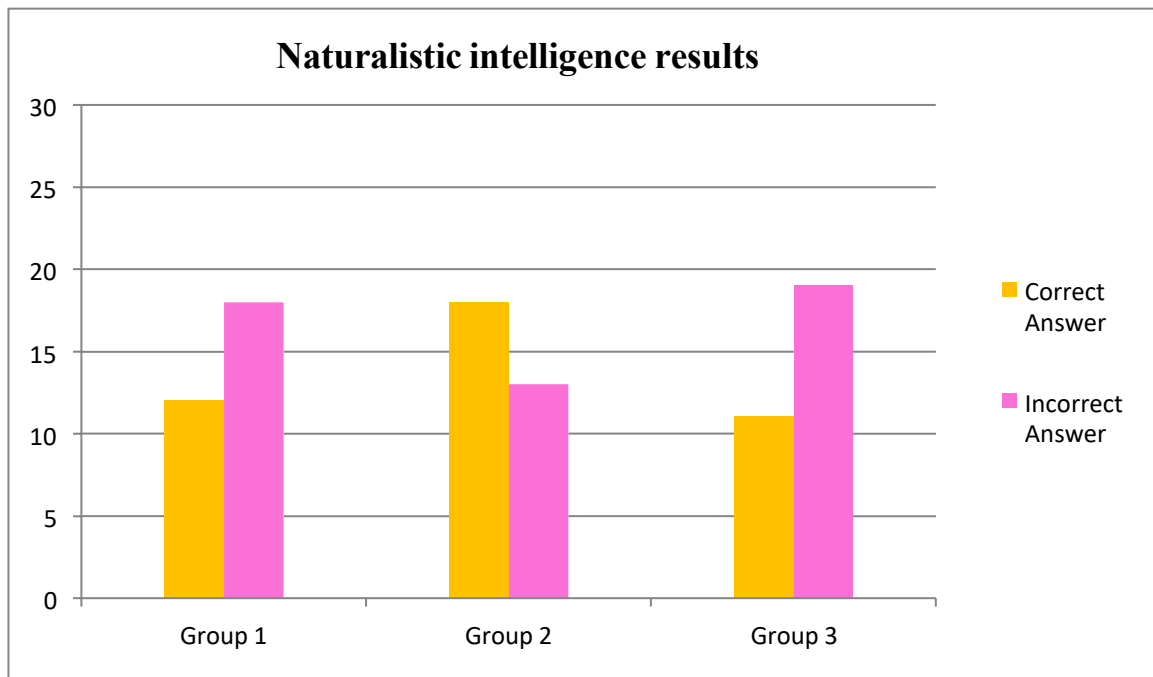


Figure 20: Students' response to the naturalistic based-activity

Task 08: Kinesthetic intelligence

This task deals with the kinesthetic intelligence, it focuses on testing students' ability to use and deliver information through their body language.

Procedure: the students were given eight emojis representing some feelings, then were supposed to work in pairs; one of them uses facial expressions to describe a certain emoji, while the other tries to figure it out.

Results: the results showed a high score in this kind of activities

Smiling: 23 of 30 students figured out the appropriate expression while 7 of them failed in figuring it out.

Happy: 21 of 30 students figured out the appropriate expression while 9 of them failed in figuring it out.

Laughing: 18 of 30 students figured out the appropriate expression while 12 of them failed in figuring it out.

Surprised: 25 of 30 students figured out the appropriate expression while 5 of them failed in figuring it out.

Distressed: 22 of 30 students figured out the appropriate expression while 8 of them failed in figuring it out.

Sad: 19 of 30 students figured out the appropriate expression while 11 of them failed in figuring it out.

Enraged: 26 of 30 students figured out the appropriate expression while 4 of them failed in figuring it out.

Vomiting: 20 of 30 students figured out the appropriate expression while 10 of them failed in figuring it out.

The final findings revealed that the majority of the participants have a high kinesthetic intelligence.

Table 22: students’ response to the kinesthetic-based activity

Emoji	Correct Answer	Incorrect Answer
Smiling	23	7
Happy	21	9
Laughing	18	12
Surprised	25	5
Sad	22	8
Distressed	19	11
Enraged	26	4
Vomiting	20	10

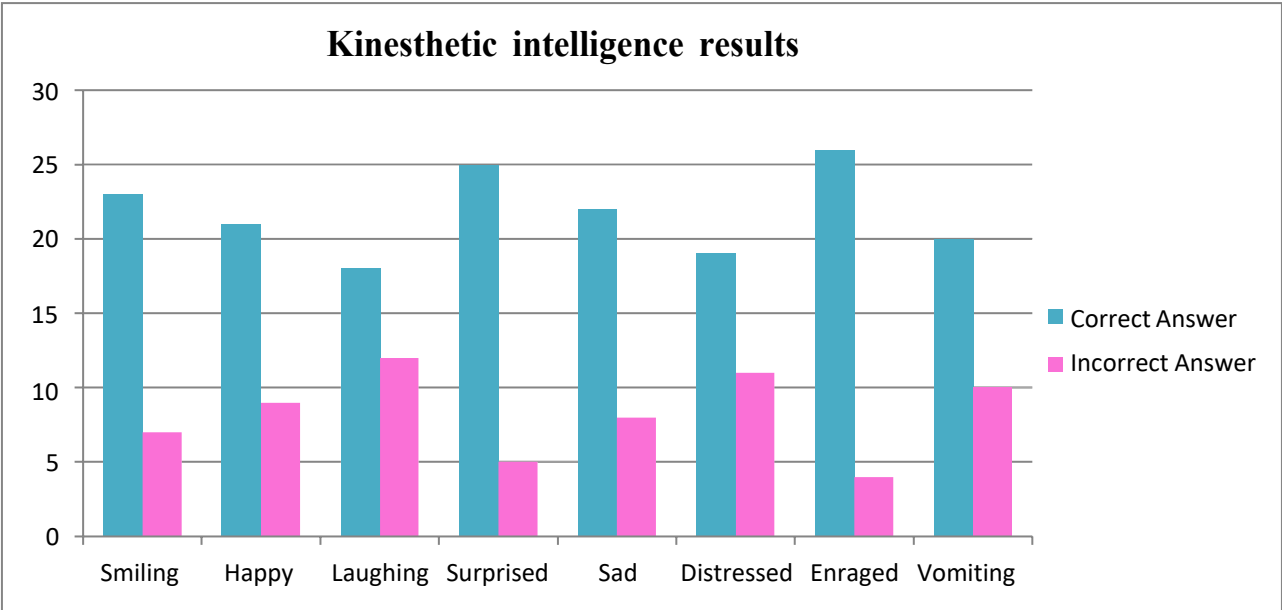


Figure21: students’ response to the kinesthetic-based activity

A comparison of students’ response to MI-based activities:

After analyzing the results from students’ response to MI-based activities, we proceeded to compare the results in order to ascertain the prominent intelligences amongst secondary

school students as a whole, with a particular focus on EFL learners. Based on the results, the MI profile denoted as interpersonal intelligence (IP) was observed to possess the highest proportion of 86, 6%. Whereas the musical intelligence profile ranked as the second highest MI profile with a percentage of 66, 6%; Kinesthetic/bodily intelligence ranked third accounting for 63, 3%. Verbal/linguistic (VL) and logical/mathematical (LM) intelligences have demonstrated an average ranking of 56, 6% and 50%. Both visual/spatial (VS) and intrapersonal (IR) intelligences were classified with equal proportion, specifically at 46, 6%. Naturalistic intelligence (N) accounting for 40% was ranked as the least prominent MI profile among the population of the study.

Table 23: students' dominant MI-profiles

intelligence	VL	LM	VS	IP	IR	MU	N	KIN
Positive response	17	15	14	26	14	20	12	19
percentage	56,6%	50%	46,6%	86,6	46,6%	66,6	40%	63,3

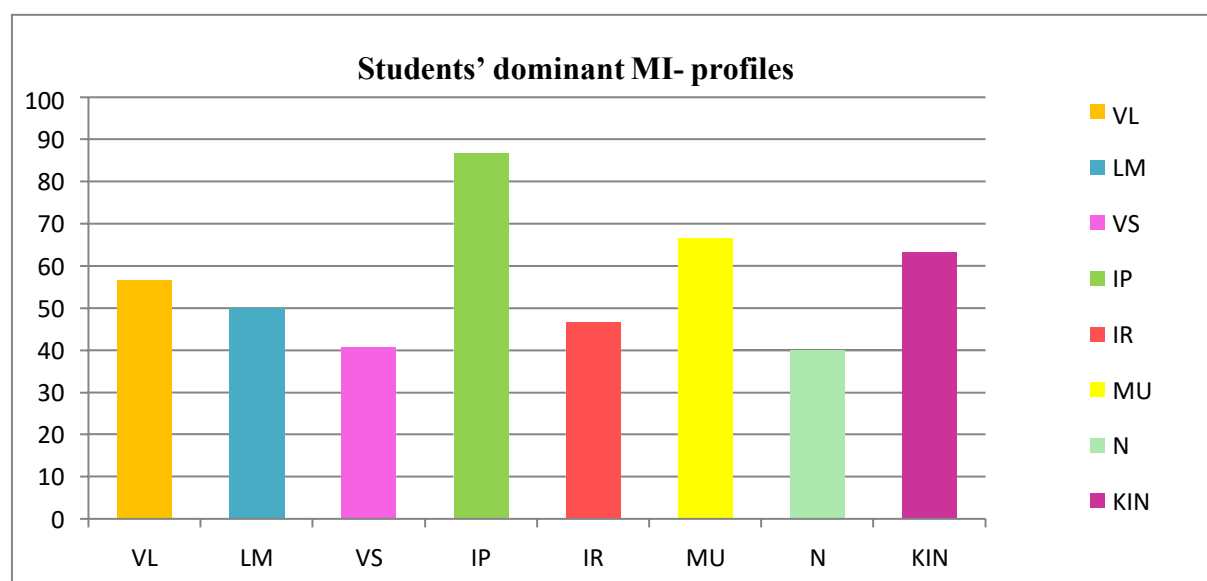


Figure 22: students' dominant MI-profiles

Findings:

Upon conducting a thorough analysis and review of the data collected, it was found that:

- 1- MIT is quite applicable in Algerian secondary schools. Most EFL teachers are aware of the use of MI-based instructions in their classroom practices; while others are applying it unconsciously i.e., even the participants who declared that they have no knowledge about the MIT are using some of the MI principles without being aware of it.
- 2- Based on the findings of this study, teachers' classroom activities and practices meet, to a great extent, with MI theory principles.

- 3- The feedback provided by teachers indicates that the MI approach has a positive influence on learners' academic performance as it provides several ways to learn and make the learning process joyful. Thus, supporting our initial hypothesis: MI method is highly applied in the Algerian secondary schools and it is extremely effective in enhancing pupils' performance in learning English as a foreign language and it has a positive impact on their academic achievement.
- 4- Results from the evaluation of the test's outcomes reveals that the majority of our participants had excelled in most activities, hence, we can assume that MIT reinforces and helps the learners to gain positive academic achievements.
- 5- The three dominant MI profiles among EFL learners were as follows: interpersonal intelligence (IP), Musical intelligence (MU), and kinesthetic intelligence (Kin); unexpectedly, verbal/linguistic (VL) and logical/mathematical (LM) intelligences were less dominant than (IP) and (MU) intelligences; whereas the three least prominent intelligences were visual/spatial (VS), intrapersonal (IR), and naturalistic intelligence (N). These results prove that depending only on traditional methods (i.e., using only verbal/linguistic and logical/mathematical-based instructions) is not sufficient enough in enhancing students' academic performance and outcomes.

Nevertheless, the implementation of the MI method in Algerian EFL secondary classes may pose certain challenges, such as time constraints, lack of materials, class size, motivation ... etc.

Pedagogical Recommendations:

Applying MIT in the learning process can result in more positive impacts on learning languages in classes than the use of traditional methods. Hence, it's high time Algerian schools adopt more MI-based curriculums to meet all the students' needs and differences.

Integrating MIT not only in secondary schools but in Algerian course books of all levels may result in a more successful performances and achievements; hence, improving the Algerian educational system and it will benefit both students and teachers for several reasons. Most importantly, the relationship between textbooks curriculums and class instructions should be dynamic and continuous in order to facilitate the teaching task. Moreover, including MIT method instruction in the course books lessons and activities allows teachers to identify their students' MI-profiles to motivate them to be more active and engaged in the class; in addition, recognizing the intelligences profiles enables the learners to understand more their needs and increases their awareness of their strengths and weaknesses. When it comes to assessment, engaging MIT principles in both course books and classroom activities will increase the learners' joy and motivation towards the assessment process and gives them the opportunity to show their skills. Also, instead of focusing on how intelligent are the students, the theory pays more attention to their real potentials and differences in different areas. Furthermore, the incorporation of MIT principles helps teachers to be more productive to create various ways of teaching and assessment as it enhances their teaching capacities.

Certainly, additional and comprehensive studies are needed in order to determine the effectiveness of MIT in Algerian secondary schools in general, and in EFL teaching and learning in particular. Further replication can include a representation of a larger population, and one example is implementing it in different schools in different areas. It would also be relevant to develop interactive applications or worksheets for activities related to the different

multiple intelligences and to control the environmental variables to a better generalization of the findings.

Conclusion:

This chapter elaborated the analysis of EFL teachers' perceptions and pedagogical integration of MIT and students' reaction to MI-based activities. In addition to that, the researchers' goal was to investigate the MI-profiles of Algerian secondary school students. Both data collection tools (questionnaire and test) results indicate the effectiveness of MIT in EFL teaching and learning.

Considering the limitations of this study, such as the restricted time, it is recommended to replicate the study within a larger period of time to get better observation of the teachers' integration of MIT in their classes and the learners' feedback.

General conclusion

The teaching task can be challenging for many teachers as they have to pay attention to the different needs of all students; accordingly, teachers have to adopt a more learner-centered lessons in order to help the learners accomplish a better academic performance and achievement. MI method is one of the methods that can fulfill this aim.

MIT is one of the strategies that can help educators to make the learning process more successful as it can improve the students' academic performance and achievement. Also, the MIT enables the teacher to understand the different interests, thoughts and needs of each learner. Moreover, this theory enables students with different abilities to succeed because it deals with all of the intelligences at the same time; thus, motivating students to perform better in the classroom.

The changes in LT methods and strategies can be remarkably observed all over the world. Learners' styles and intelligence profiles are considered as two major variables in all LT programs. EFL teachers are shifting from the use of old-fashioned LT methods to more modern ones such as MIT method. MI theory promotes the multifaceted learning through the use of lesson plans and models that look upon almost all individual differences among learners in the classroom.

In the Algerian context and based on the findings of the present study, it is proved that applying this theory aids in improving the learning process. Moreover, the results indicate that EFL teachers are integrating MIT in their classroom practices even if unconsciously. Furthermore, results from the analysis of pupils' responses to the MI-based activities reveal that there are three dominant MI-profiles among secondary school students (FL students): IP intelligence positioned as the highest common MI-profile whereas the MU intelligence ranked as the second highest MI profile and KIN intelligence classified as the third highest. The results confirm that the use of traditional methods can be insufficient enough in learning in general and in FL in particular.

To conclude, the Multiple Intelligences theory can be a revolutionary addition to the educational field as a whole and to EFL teaching and learning in specific. This significant method is considered as an unlimited tool to enhance students' skills and talents. Although this theory was hardly criticized and faced many obstacles; yet, it impressively succeeded as a modern teaching way.

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APPENDICES

Appendix 01: Teachers' questionnaire

The following questionnaire revolves around Multiple Intelligences Theory (MIT) and its integration in the educational field. It represents the prominent source of data helping us carrying our M2 dissertation. Would you please respond sincerely and your feedback is highly appreciated.

1- How many years have you been teaching?

.....

2- Are you familiar with Multiple Intelligences Theory?

Yes

No

3- If yes, how did you know about it?

University

Free reading

Internet

Others

4- If no, would you like to read about it?

Yes

No

5- How often do you apply it in the classroom?

Never

Rarely

Sometimes

Very often

Always

6- Which of these activities do you rely on frequently?

Filling in the gaps

Writing short compositions

Matching sentences

Reading out loud

All of them

7- How often do you use writing activities?

Never

- Y **Rarely**
- Y **Sometimes**
- Y **Very often**
- Y **Always**

8- How do students respond to these kinds of activities?

- Y **Negatively**
- Y **Positively**

9- Do you use pair/group-work activities (debates, role play, dialogues...etc.)?

- Y **Yes**
- Y **No**

10- If yes, How often?

- Y **Never**
- Y **Rarely**
- Y **Sometimes**
- Y **Very often**
- Y **Always**

11- Do you use any other types of activities?

- Y **Yes**
- Y **No**

Provide examples:

-
-

12- Do you think MIT has a positive or a negative impact on students' academic achievement? Explain.

.....

13- Do you prefer traditional methods or MIT method? Why?

.....

Thank you for your collaboration

Appendix 02: students' test activities

Exercise 01: Fill in the blanks with words from the list. (Linguistic)

Homeless – rights – independent

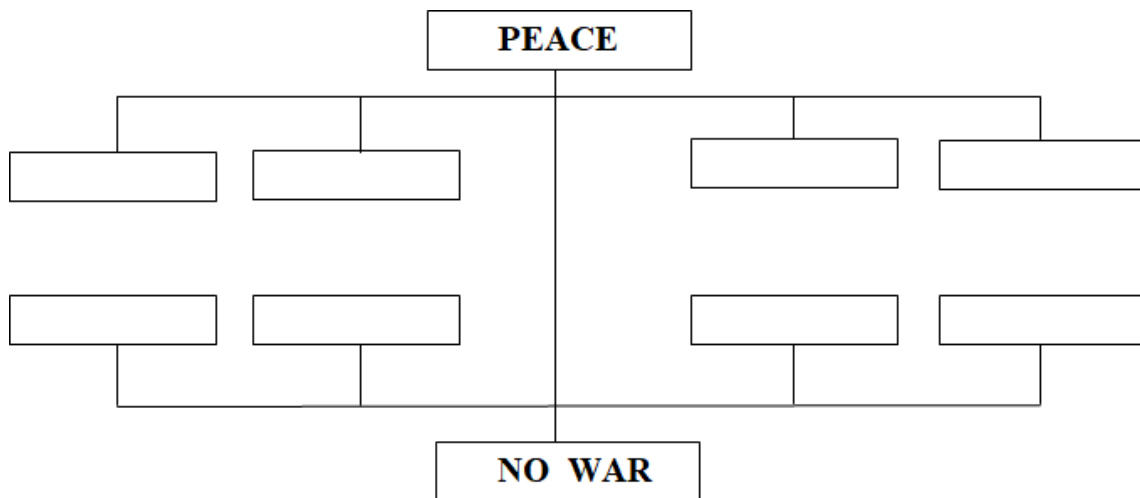
Charities areorganizations that help the poor, the, children, old people and animals. They are involved with human....., education, medical research and conservation of the environment.

Exercise 02: Arrange the words below in a meaningful sequence. (Logical)

1. Poverty 2- population 3- death 4- unemployment 5- disease

- a) 2, 3, 4, 5, 1
- b) 3, 4, 2, 5, 1
- c) 2, 4, 1, 5, 3
- d) 1, 2, 3, 4, 5

Exercise 03: Create a mind map about the importance of making peace and avoiding war. (Visual /spatial)



Exercise 04: In pairs, write a dialogue about your routine in Ramadan. (Interpersonal)

A:

B:

A:

B:

A:

B:

Exercise 05: Give your opinion about studying during Ramadan. (Intrapersonal)

.....
.....
.....

Exercise 06: Listen to the couplet then fill in the gaps with the given words. (Musical)

Do not stand at my grave and weep

I am not there; I do not.....

I am a thousand winds that blow,

I am the diamond glints on,

I am the sun on ripened grain,

I am the gentle autumn.....

When you awaken in the morning's hush

I am the swift uplifting.....

Exercise 07: Classify these objects according to their nature and name the group.
(Naturalistic)

Pencil – circle – cell phones – eraser – tesla – oval – board – television

Group 01(.....):

Group 02(.....):

Group 03(.....):

Exercise 08: Match the given words with its corresponding Emoji. (Kinesthetic)

Smiling, enraged (angry), happy, laughing, vomiting, distressed, surprised, sad.



ملخص

ان تدريس مختلف التلاميذ الذين يتمتعون بأساليب تعلم مختلفة بعد مهمة صعبة للعديد من المدرسين خاصة مدرسي اللغة الانجليزية كلغة ثانية. تم تنفيذ هذا العمل بهدف توفير حل لهذه المشكلة . تعتبر نظرية الذكاءات المتعددة لهاورد فاردنر احدى طرق التدريس التي يمكن ان تشمل هذه الاساليب المتنوعة. كما تتطرق الدراسة الحالية الى تقديم لمحة عامة عن نظرية الذكاء المتعددة وكذا انطباع المعلمين عن هذه النظرية وتطبيقاتها في إطار التعليم وعلى وجه الخصوص اقسام تعليم اللغة الانجليزية كلغة ثانية في طور التعليم الثانوي الجزائري. ولهذا الغرض تم إجراء استبيان واختبار لمدرسي التعليم الثانوي وتلاميذهم قسم اللغات الاجنبية السنة الثانية وبالتحديد في قايس/خنشلة. أكدت لنا النتائج النهائية صحة فرضيتنا والتي تنص على انه يتم تطبيق نظرية الذكاءات المتعددة بشكل كبير في الطور الثانوي، كما انها فعالة بشكل مبهٍر في تعزيز اداء التلاميذ في اكتساب اللغة الانجليزية كلغة اجنبية والتي بدورها لها تأثير ايجابي على نجاحاتهم الاكاديمية. أكدت النتائج النهائية فرضيتنا الاولى التي تنص على أنه يتم تطبيق منهجية الذكاءات المتعددة في المدارس الثانوية الجزائرية كما انها فعالة في تحسين اداء التلاميذ في تعلم اللغة الانجليزية كلغة ثانية، كما ان لها تأثير ايجابي على تحصيلهم الأكاديمي. كما تم التوصل الى ان الذكاءات البارزة والمشاركة بين تلاميذ قسم اللغة الانجليزية السنة الثانية ثانوي مرتبة كالتالي: في المرتبة الاولى الذكاء الاجتماعي بنسبة 86,6% ثم الذكاء الموسيقي بنسبة 66,6% وبعدها في المرتبة الثالثة الذكاء الحركي بنسبة 63,6%. تم التوصية بضرورة تبني نظرية الذكاءات المتعددة من قبل المؤسسات التعليمية الجزائرية لتلبية جميع احتياجات الطالب واختلافاتهم وتقدم هذه الدراسة بعض التوصيات لاجراء مزيد من الدراسات بشأن هذا الموضوع.

الكلمات المفتاحية: اساليب التعلم، نظرية الذكاءات المتعددة، تدريس اللغة الانجليزية كلغة أجنبية، التعليم الثانوي، اللغات الاجنبية.