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**Investigating EFL Teachers' and Learners' Perspectives Towards the
Role of Multiple Intelligences Theory in Improving Teaching and Learning:
Case Study of First-year Master Students at the Department of Letters and English
Language, University of 8 Mai 1945, Guelma.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for a Master Degree in Language and Culture**

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DEDICATION

"And my success is not but through Allah. Upon Him I have relied, and to Him, I return."

(Surah Hud, 11:88).

I dedicate my work to:

My beloved father, Diabi Mohammed, to the precious gift of my life, my mother "Touidjine Wafia" I express deep gratitude for the unwavering presence and support I am committed to never letting you down.

My soul mate, Zaineb, my idol, Meryouma, and my humorous brother, Ayoub, who collectively embody my strength and signify that love knows no bounds.

My cherished grandmother, "Zahiya", whom I adore unconditionally. Additionally, I pay homage to the soul of my unforgettable grandfather "Abdel Hamid", and hold dear the memories we created together.

My exceptional aunties, Samia, Hanene, Houneyda, and Amira, as well as my charismatic uncles, Yacer and Anouar. Their love, patience, and unwavering support have played an instrumental role in shaping my journey.

I firmly believe that people enter our lives for a reason, and I am grateful for the fortunate crossing of paths with my dear ones: Asma, Wafa, Wala, Lina, and Amina. Special thanks go to my closest friends, Chaima, Lina, and my lifelong friend, who have been there for me in times of need, creating beautiful memories and sharing countless stories.

Last but not least, I would like to thank me in believing in me. Thanks for me for my all hard work, for having no days off.

Nouha Hidaya

DEDICATION

In the Name of Allah, the Most Gracious, the Most Merciful.

I dedicate this work to

My soul, my heart, my mother “**Oumeddour Oureida**”, the rose of my life, my superwomen, who has endless faith in me, who has shared my joys and sorrows, my achievements and failures and taught me to believe in hard work. I would not be here without you. This is our success.

The memory of my grandmother, “**Boumar Laatra**”, for her selfless and unconditional love. Although you are not here today, I will always love and remember you “Mimouna”. I am grateful to you for everything my precious blessing.

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Thank you for the support, the beautiful memories and the laughs.

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ABSTRACT

Recognizing and understanding the potential abilities of EFL learners is of paramount importance for teachers. The present research then attempts to investigate teachers' and learners' perspectives towards the role of the Multiple Intelligences Theory in improving EFL teaching and learning process. By gaining insights into their Multiple Intelligences (MI) profiles, teachers can effectively identify and foster students' strengths. Therefore, the primary objective of this study is to explore the effectiveness of integrating the Multiple Intelligences Theory (MIT) for improving EFL teaching and learning process. In addition, it aims to provide valuable insights into the potential benefits of such integration in EFL context. Consequently, the hypothesis proposes that teachers and learners believe the Multiple Intelligences Theory have significant role in improving EFL teaching and learning. To investigate this hypothesis, a quantitative descriptive method is employed. Specifically, two questionnaires are administered for both (20) teachers and (100) first-year Master students at the Department of Letters and English Language, University of 8 Mai 1945, Guelma. This methodology has allowed for a comprehensive analysis of the research questions. Consequently, the obtained results strongly insinuate the positive correlation between students' MI and their learning styles. Furthermore, the findings revealed that students' MI has a significant impact on EFL teaching and learning process. For this reason, the importance of developing Multiple Intelligences-based instruction and integrating it in EFL teaching/learning context is required; to improve students' learning outcomes. Accordingly, some pedagogical implications are provided for teachers and learners about the application of MIT in EFL classroom including activities, materials and ways of assessment. Moreover, it is highly recommended to create websites or applications based on this theory.

Keywords: EFL Learning, learners' profiles, Multiple Intelligences Theory, Teaching Process

LIST OF ABBREVIATIONS

- AI:** Artificial Intelligence
- ALM:** Audio-Lingual Method
- CBA:** Competency- Based Approach
- CBE:** Competency -Based Education
- CCA:** Cognitive-Code Approach
- CL:** Cognitive Linguistics
- CLL:** Communicative Language Learning
- CLT:** Communicative Language Teaching
- DM:** Direct Method
- EFL:** English as a Foreign Language
- FLL:** Foreign Language Learning
- G:** General Factor
- IQ :** Intelligence Quotient
- LAD :** Language Acquisition Device
- MI :** Multiple Intelligences
- MIT :** Multiple Intelligences Theory
- S:** Specific Factor
- UG:** Universal Grammar
- VAK:** Visual, Auditory and Kinesthetic
- VAR:** Visual, Auditory, Read or write and Kinesthetic
- ZPD:** Zone of Proximal Development

LIST OF TABLES

Table 3.1: Teachers' English Teaching Experience.....	61
Table 3.2: Teachers' Specialty.....	61
Table 3.3: The Modules that Teachers are currently Teaching (this year).....	62
Table 3.4: Teachers First-year Master Level Teaching	63
Table 3.5: Teachers' Familiarity with Multiple Intelligences Theory.....	64
Table 3.6: Teachers' Dominant Intelligences.....	65
Table 3.7: Teachers' Views about Students' Dominant Type of Intelligences.....	66
Table 3.8: Teachers' Identifications of Students' Intelligences.....	68
Table 3.9: Teachers' Viewpoints Regarding the Relationship between Students' Types of Intelligences and their Learning Styles.....	69
Table 3.10: Teachers' Views about Adjusting of their Course Content and Teaching Materials based on MIT.....	70
Table 3.11: Intelligence Profiles' Influence on Teachers' Way of Teaching	71
Table 3.12: Views of Teachers who Opted for Yes.....	71
Table 3.13: Teachers' Adoption of MIT in the Classroom.....	73
Table 3.14: Teachers Who Opted for Yes.....	73
Table 3.15: The Possibility of Integrating MIT in the EFL Classroom.....	76
Table 3.16: Teachers' Opinions on the Extent to which MIT can be Effective.....	77
Table 3.17: Students' Age.....	83
Table 3.18: Students' Gender	84
Table 3.19: Students' Years of English Study Career.....	84
Table 3.20: Students' Self-evaluation of their English Level.....	85
Table 3.21: Students' Awareness of the Different Types of Intelligences.....	86
Table 3.22: Students' Identification of their Types of Intelligences.....	87

Table 3.23: Students' Introduction to MIT.....	88
Table 3.24: Students' Opinions about the Efficiency of MI in Recognizing their Intelligence Profile.....	89
Table 3.25: Students' Learning Styles Identification.....	90
Table 3.26: Students' Relevant Learning Style.....	91
Table 3.27: Teachers' Encouragements of Students' Participation.....	92
Table 3.28: Frequency of Students' Participation inside the Classroom.....	93
Table 3.29: Students' Perspectives about their Exposure to Different Teaching Aids and Materials.....	94
Table 3.30: Students' Attitudes Towards the Impact of Teaching Materials on their Learning.....	94
Table 3.31: Students' Feedback of their Teachers' Input.....	96
Table 3.32: Students' Opinions about their Learning Difficulties.....	97
Table 3.33: Students' Views about their Exposure to MI Theory-based Teaching Materials.....	98
Table 3.34: The Extent to which the Application of MI Theory may facilitate EFL Learning/ Teaching Process.....	100
Table 3.35: Students' Opinions about the Integration of MI theory in the Lesson Plan and Course Design.....	101

LIST OF FIGURES

Figure 1.1: Representation of the Mechanical Process of Habit Formation according to the Behaviorist View.....	8
Figure 1.2: An Example of a Grammar-Translation Exercise.....	14
Figure 1.3: The Teacher Using a Sound–color Chart to Teach the Sounds of English.....	19
Figure 2.1: Summary of the Eight Ways of Teaching.....	51

CONTENTS

DEDICATION	i
ACKNOWLEDGMENTS	iii
ABSTRACT	iv
LIST OF ABBREVIATIONS	v
LIST OF TABLES	vi
LIST OF FIGURES	viii
CONTENTS	ix
General Introduction	1
1. Statement of the Problem.....	1
2. Aims of Study.....	2
3. Research Questions.....	2
4. Research Hypotheses	2
5. Research Methodology and Design	3
5.1. Research Method	3
5.2. Population of the Study.....	3
5.3. Data Gathering Tools.....	4
6. Structure of the Dissertation.....	4
 CHAPTER ONE: EFL Teaching and Learning Process 	
Introduction.....	5

1.1. Definitions of EFL Teaching.....	5
1.2. Definitions of EFL Learning.....	6
1.3. Learning Theories.....	7
1.3.1. Behaviorism.....	7
1.3.2. Cognitivism.....	9
1.3.3. Constructivism.....	10
1.4. Cognitive Sciences and Language Learning.....	11
1.5. Teaching Methods and Approaches.....	13
1.5.1. Teacher Centered Approaches.....	13
1.5.1.1. Grammar Translation Method.....	13
1.5.1.2. The Direct Method.....	15
1.5.1.3. The Audio-Lingual Method.....	15
1.5.2. Learner- Centered Approaches.....	16
1.5.2.1. The Cognitive Code Approach.....	16
1.5.2.2. Humanistic Approaches.....	17
1.5.2.2.1. The Silent Way.....	18
1.5.2.2.2. Community Language Learning.....	19
1.5.2.2.3. Suggestopedia.....	20
1.5.2.3. Communicative Language Teaching.....	21
1.5.2.4. Competency Based Approach.....	22
1.6. Factors Affecting EFL Teaching and Learning.....	23
1.6.1. Internal Factors.....	23
1.6.1.1. Intelligence.....	23
1.6.1.2. Emotions.....	24
1.6.1.3. Motivation.....	24

1.6.1.4. Language Attitude and Aptitude.....	25
1.6.1.5. Cognitive Factors.....	25
1.6.2. External Factors.....	26
1.6.2.1. Classroom Management.....	26
1.6.2.2. The Insufficient Use of Modern Teaching Materials.....	26
1.6.2.3. Culture.....	27
Conclusion.....	28

CHAPTER TWO: Multiple Intelligences Theory (MIT)

Introduction.....	29
2.1. Intelligence.....	29
2.1.1. Definitions of Intelligence.....	29
2.1.2. Theories of Intelligence and Approaches to its Nature.....	31
2.1.2.1. The Psychometric Approach to Intelligence.....	31
2.1.2.2. The Cognitive and Contextual Approach to Intelligence.....	32
2.1.2.3. The “Systems Approach” to Intelligence.....	33
2.1.3. The Characteristics of Intelligence.....	33
2.2. Multiple Intelligences Theory.....	34
2.2.1. The Principles of MI Theory.....	36
2.2.2. The Eight Types of Intelligence.....	39
2.2.2.1. Linguistic/verbal Intelligence.....	39
2.2.2.2. Logical-mathematical Intelligence.....	40
2.2.2.3. Visual-spatial Intelligence.....	41
2.2.2.4. Musical Intelligence.....	42
2.2.2.5. Bodily-kinesthetic Intelligence.....	43

2.2.2.6. Interpersonal Intelligence.....	43
2.2.2.7. Intrapersonal Intelligence.....	44
2.2.2.8. Naturalist Intelligence.....	44
2.3. MI Theory in the EFL Classroom.....	45
2.3.1. Learning Styles and Multiple Intelligences Theory.....	45
2.3.2. The Application of MI Theory in EFL Classroom.....	48
2.3.3. The Impact of MI Theory Application on EFL Students.....	52
2.3.4. The Benefits of MI Theory on both EFL Teachers and Students.....	54
Conclusion.....	56

CHAPTER THREE: FIELD INVESTIGATION

Introduction.....	57
3.1. Research Design and Methodology.....	57
3.1.1. Research Method.....	57
3.1.2. Population and Sampling.....	58
3.1.3. Data Collection Tools.....	58
3.2. Teachers' Questionnaire	58
3.2.1. Aims of Teachers' Questionnaire.....	58
3.2.2. Description of Teachers' Questionnaire.....	59
3.2.3. Administration of Teachers' Questionnaire.....	60
3.2.3. Analysis and Interpretation of Results from Teachers' Questionnaire	60
3.2.4. Summary of Results and Findings from Teachers' Questionnaire.....	78
3.3. Students' Questionnaire.....	81
3.3.1. Aims of Students' Questionnaire	81
3.3.2. Description of Students' Questionnaire.....	81
3.3.3. Administration of Students' Questionnaire.....	83

3.3.4. Analysis and Interpretation of Results from Students' Questionnaire.....	83
3.3.5. Summary of Results and Findings from Students' Questionnaire.....	102
Conclusion.....	105
GENERAL CONCLUSION.....	106
Concluding Remarks.....	106
Pedagogical Implications.....	107
Limitations of the Study.....	111
Recommendations for Further Research.....	112
References.....	113

Appendices

Appendix A: Teachers' Questionnaire

Appendix B: Students' Questionnaire

Appendix C : Multiple Intelligences Inventory Checklist

French Summary (Résumé)

Arabic Summary (ملخص)

General Introduction

The exchange of knowledge between teachers and students is regarded as the teaching and learning process. Understanding learners' individual differences, preferences and needs influence teachers' beliefs, instructional approaches, procedures, and strategies for classroom management. However, the worldwide globalization and technology lead to a revolutionary shift from teacher-centered approach to learner-centered approach. In this sense, even students' needs changed and traditional teaching methods are unable to meet these differences. Hence, the implementation of new teaching methods, approaches and techniques is required because EFL teachers usually struggle to fulfill their students' requirements.

The Multiple Intelligences Theory (MIT) is highly connected to recent findings on effective approaches to educate different types of students with various individual differences, needs, interests, and attitudes. The MIT developed by Howard Gardner offers eight types of intelligence. This theory may provide both teachers and students with an opportunity to depend on a variety of activities to meet all of their students' preferences. Moreover, incorporating Howard Gardner's Theory in EFL context may be beneficial for EFL teachers to decide about what and how to teach their content in order to create a collaborative atmosphere and making the students more engaged and creative.

1. Statement of the problem

EFL teaching and learning is not only a process of teaching the four skills and learning the grammatical rules, it rather involves choosing the suitable teaching and learning theory to achieve better results. EFL teachers often complain that their students perform well in some classroom activities while they encounter difficulties in others. Moreover, it can be observed that teachers rely mainly on linguistic strategies to develop their students' written and oral skills. Hence, it must be acknowledged that learners differ in terms of their biological,

cognitive, and psychological features. Considering this reality, both teachers and learners need to look for new theories to improve their EFL teaching and learning experiences which tend to meet their needs and preferences. Correspondingly, this investigation explores teachers' and students' views about the role of Multiple Intelligences Theory in improving EFL teaching and learning process.

2. Aims of the Study

The implementation of MI Theory may improve EFL teaching and learning process in classroom. Therefore, the aim of this research is three-fold:

- To investigate the role of Multiple Intelligences Theory in improving EFL teaching and learning process.
- To raise EFL teachers' awareness of MI Theory.
- To explore the dominant type of intelligence among students.

3. Research Questions

This study tackles the following questions:

- Is Multiple Intelligences Theory effective to improve EFL teaching and learning?
- Are EFL teachers aware of the importance of integrating MI Theory in EFL classroom?
- Which type of intelligence is mostly dominant among students?

4. Research Hypothesis

In this study, it is hypothesized that the implementation of the Multiple Intelligences Theory could improve EFL teaching and learning process. Hence, we can hypothesize the following:

H₁: Teachers and students believe that Multiple Intelligences Theory have a role in improving EFL teaching and learning process.

The null hypothesis (H_0) implies that there is no relationship between the two variables. Eventually, we can hypothesize that:

H₀: Teachers and students believe that Multiple Intelligences Theory does not have a role in improving EFL teaching and learning process.

5. Research Methodology and Design

5.1. Research Method

The descriptive quantitative method was used to testify the research hypothesizes and answer the research questions. This method includes two data collection tools, in which two questionnaires were administered for both EFL teachers and students. This method is chosen because it is an effective strategy to investigate the role of Multiple Intelligences Theory in improving EFL teaching and learning process of First- year Master students at the Department of Letters and English Language, University of 8 Mai 1945, Guelma. It is a reliable tool to gather data from a large number of participants in a short amount of time.

5.2. Population of the Study

The first sample under study includes twenty (20) teachers at the Department of Letters and English Language at the University of 8 Mai 1945, Guelma. They were selected to provide their insights about the topic under investigation on the basis of their experience. The second sample consists of one-hundred (100) first-year Master students from the same department. The sample is selected randomly following Krejcie and Morgan sampling table (1970, as cited in Cohen et.al, 2000, p. 94). They have been exposed to the theoretical study of Gardner's Theory "Multiple Intelligences" in one of their courses. Furthermore, these students are more aware of their needs and capable of identifying their profiles.

5.3. Data Gathering Tools

In this study, the questionnaires were used as an effective data-gathering tool; aiming at exploring teachers' and students' views about the effectiveness of Multiple Intelligences Theory in improving EFL teaching and learning process in EFL classroom. Two questionnaires were administered to twenty teachers and (100) first-year Master students in a paper-pencil format the Department of Letters and English Language at University of 8 Mai 1945- Guelma.

6. Structure of the Dissertation

The current study comprises three main chapters, in addition to the general introduction that states the research aims, questions, hypothesis and methodology and design. The first two chapters provide the theoretical framework of the research; whereas, the third chapter is completely analytical. The first chapter entitled "EFL Teaching and Learning Process" covers the well-known learning theories (Behaviorism, Cognitivism and Constructivism) and EFL teaching-learning methods (The Grammar-Translation Method, The Direct Method, The Audio-Lingual Method) and approaches associated with them (The Cognitive-Code Approach, Humanistic Approaches: The Silent Way, Community Language Learning, Suggestopedia, Community Language Teaching and Competency-Based Approach). In addition, some affecting factors for EFL teaching and learning are discussed. The second chapter entitled "Multiple Intelligences Theory" provides literature review about intelligence, Multiple Intelligences Theory, its components and its application in EFL classroom.

The third chapter will be concerned with "Field Investigation". It contains a detailed analysis of the research tools used to conduct the study, as well as the analysis and interpretation of the findings. It ends with the general conclusion that summarizes the main findings of the research limitations of the study, some pedagogical implications, research limitations, and recommendations for further research.

CHAPTER ONE: EFL Teaching and Learning Process

Introduction.....	5
1.1. Definitions of EFL Teaching.....	5
1.2. Definitions of EFL Learning.....	6
1.3. Learning Theories.....	7
1.3.1. Behaviorism.....	7
1.3.2. Cognitivism.....	9
1.3.3. Constructivism.....	10
1.4. Cognitive Sciences and Language Learning.....	11
1.5. Teaching Methods and Approaches.....	13
1.5.1. Teacher Centered Approaches.....	13
1.5.1.1. Grammar Translation Method.....	13
1.5.1.2. The Direct Method.....	15
1.5.1.3. The Audio-Lingual Method.....	15
1.5.2. Learner- Centered Approaches.....	16
1.5.2.1. The Cognitive Code Approach.....	16
1.5.2.2. Humanistic Approaches.....	17
1.5.2.2.1. The Silent Way.....	18
1.5.2.2.2. Community Language Learning.....	19
1.5.2.2.3. Suggestopedia.....	20
1.5.2.3. Communicative Language Teaching.....	21
1.5.2.4. Competency Based Approach.....	22
1.6. Factors Affecting EFL Teaching and Learning.....	23
1.6.1. Internal Factors.....	23
1.6.1.1. Intelligence.....	23

1.6.1.2. Emotions.....	24
1.6.1.3. Motivation.....	24
1.6.1.4. Language Attitude and Aptitude.....	25
1.6.1.5. Cognitive Factors.....	25
1.6.2. External Factors.....	26
1.6.2.1. Classroom Management.....	26
1.6.2.2. The Insufficient Use of Modern Teaching Materials.....	26
1.6.2.3. Culture.....	27
Conclusion.....	28

Chapter One: EFL Learning and Teaching Process

Introduction

The intricate relationship between teaching and learning is crucial for acquiring knowledge and achieving language proficiency. The prominence of English language as a global lingua franca has resulted in significant transformations within the realm of foreign language teaching and learning. Consequently, this chapter is structured into three headings. Initially, it undertakes a comprehensive review of the existing literature on the fundamental principles of both English as a Foreign Language (EFL) teaching and learning. Subsequently, it delves into an exploration of prevalent learning theories, namely behaviorism, cognitivism, and constructivism. Lastly, the chapter elucidates the teaching methods and approaches associated with each of these learning theories. Ultimately, it concludes by clarifying the various factors that influence the process of EFL teaching and learning.

1.1. Definitions of EFL Teaching

Teaching English as a Foreign Language, abbreviated in EFL, is defined according to various perspectives. It can refer to English that is taught to people whose main language is not English and who live in a country where English is not the official language (Cambridge dictionary, n.d., definition1). According to Richards and Rodgers (2014, p. 3), EFL teaching refers to teaching English to non-native speakers living in a nation where English is not the official mother tongue. Furthermore, Brown (2007, p. 1) believed that EFL teaching is the need of acquiring the language for academic and professional reasons. Due to the technological development, learning English becomes a global need, and its dominance as a lingua franca cannot be overlooked. Consequently, English is considered as the most widely used language in the world.

Moreover, he argued that teaching English “is the process of assisting learners in developing the four language abilities of listening, speaking, writing, and reading as well as

the grammar, vocabulary, pronunciation and the knowledge required to apply these skills effectively”. While, Harmer (2015, p. 3) claimed that teaching English is a process in which the educator supports students in learning English and in developing the language competency required to communicate successfully and effectively in all sorts of circumstances. English as a Foreign Language teaching can then be seen from various perspectives; such as, a means of imparting knowledge to non-native speaker, for personal and professional growth and as a tool for effective communication in diverse settings. Regardless of the viewpoints, English language teaching is crucial in providing individuals with the necessary skills to communicate effectively in today’s globalized world.

1.2. Definitions of EFL Learning

Learning is considered as an instrument to get to a goal instead of being an aim on its own. It allows learners to attain their full potential and achieve “self-actualization”. This term refers to the affective, innovative, mental, experiential and academic needs of learners (Prabhavathy & Mahalakshmi, 2016, p. 6). Language is a tool that helps learners to reach their best level in different areas. Consequently, the term EFL learning is defined in different ways. For instance, Lightbown and Spada (2006, p. 199) defined learning a foreign language as studying a language that is not commonly spoken by people of that country, only learnt in school setting. Hence, learning a foreign language is mastering a language that is not used in one’s daily life. Besides, Dick (2021) explained that learning a foreign language is all about developing effective communication and interpersonal relationships, two skills that can only be acquired through interacting with native speakers (as cited in Nyarks and John, 2022, p. 23). Thus, it is communicating thoughts, feelings and establishing relationships with others using a foreign language. This definition highlights the communicative and social aspect of language learning.

Demirezen (2014, p. 310) also defined learning a foreign language as the process that involves studying a language as a complex whole. Its purpose is to attain intentional awareness of aural structures “segmental and supra-segmental phonemes”, vocabulary, and grammatical structures. In this sense, foreign language learning is learning all aspects of language including speech sounds, lexis, and syntax. Moreover, Prabhavathy and Mahalakshmi (2016, p. 6) declared that the process of learning a foreign language involves learners progressively mastering a new form of communication. It is crucial to understand that the language they have learned is an integral element of a culture that is distinct from their own and not just a system of codes through which thoughts can be articulated. This view believes that learning a foreign language is not only mastering a new system but also learning a foreign culture. This indicates that learning a language is gaining new perspective about people from another culture. It enhances feelings of appreciation and tolerance.

To conclude, EFL learning is English language learning by non-native speakers in schools. The learners’ community does not use the foreign language. Hence, some definitions explained learning as gaining knowledge of vocabulary, grammatical and phonological rules. Whereas, others emphasized the importance of learning the culture within the foreign language; i.e., language cannot be separated from its culture.

1.3. Learning Theories

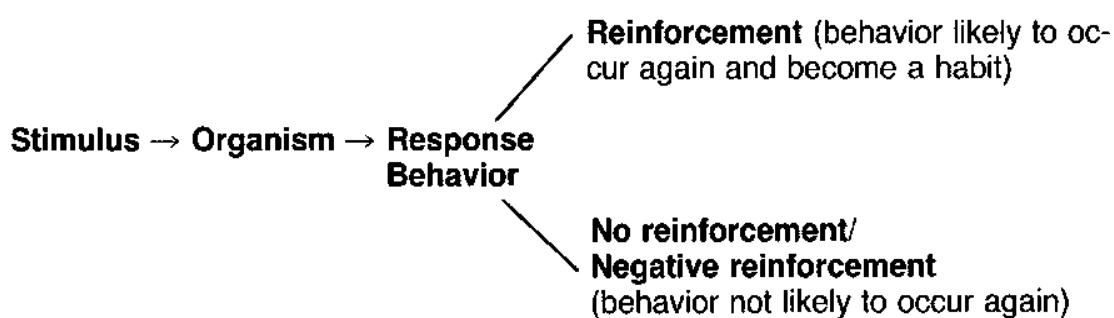
1.3.1. Behaviorism

Behaviorism is a psychological school of thought that gives priority to the observation of visible behaviors over cognitive functions. Bouton (2019) noted that its main aim is to examine the relationships between external stimuli and behavior in order to understand and predict actions. It starts from Ivan Pavlov's early experiments on classical conditioning to B.F. Skinner's discovery of operant conditioning. Behaviorism has evolved over time. Despite ongoing debates about its limitations, behaviorism continues to be an influential and important

paradigm in psychology. It has contributed significantly to our understanding of behavior and its underlying mechanisms (p. 3). Regarding this point of view, the behaviorist school of thought is considered as anti- mentalist; i.e. the ignorance of the brain or any mental function. Thus, the source of our behaviors and the process of learning are automatic and do not require any thinking functions of the brain.

Figure 1.1

Representation of the Mechanical Process of the Habit Formation according to the Behaviorist View.



Note. Adopted from *Approaches and Methods in Language Teaching* Cambridge (2nd ed., p. 57), by J. C. Richards & T.S. Rodgers, 2001, Cambridge University Press.

Figure 1.1 depicts the three elements of the behaviorist approach: stimulus, response, and feedback. Stimulus refers to the external input that individuals receive from their environment. For instance, in the case of a student learning a language, the stimulus would be the language used by his teachers around him. The response refers to the behaviors or actions that individuals exhibit in response to the stimulus. For example, the student may imitate and repeat the language he hears. The feedback can be either positive or negative, depending on the outcomes of the response. In a positive feedback scenario, he would be rewarded, which may reinforce the behavior and lead to habit formation and then language learning. However, negative feedback, in the form of punishment or warning, would discourage the behavior and prevent habit formation and consequently language learning.

1.3.2. Cognitivism

Cognitivism is a learning theory that has appeared during the early twentieth century. It focused on how information is received, organized, stored, and retrieved by the mind rather than habit formation. It was a reaction to behaviorism because the latter neglected the importance of the mind and it was unable to explain the different cognitive processes and their functions in processing information. Cognitive development field also studied behaviors to explain the internal mental processes. In addition, the cognitive view considers learning as an active process since learners are engaged in their learning by thinking, analyzing and memorizing. The focus of the cognitive approach is to help learners relate new knowledge and information to already existing schema (Yilmaz, 2011, p. 205). Thus, this learning theory observes the process of learning itself rather than the achieved results.

Moreover, Nagowah and Nagowah (2009, p. 82) believed that processing data is frequently a focus of cognitive theories. They prioritize the processing-related elements, such as memory, arrangement, and neural connectivity. That is, organizing information based on previous schema. According to Zimmerman (1989), learners are believed to be autonomous. Thus, they are stimulated, metacognitively aware, and behaviorally engaged in their own learning process (as cited in Dilshad, 2017, p. 65). Hence, learning revolved around how the mind receives and processes the information.

In conclusion, the cognitive theory appears as a reaction to behaviorism and its mechanism Stimulus-Response-Reinforcement. In contrast, it focuses on learners' cognitive processing of input and mental processes involved in the decoding of information including attention, processing speed, memory, intelligence and perception. It depends on learners' capacity of processing and building prior knowledge. The behavior of learners is studied because thinking and relating information affect their learning. In this sense, the learner is believed to be autonomous and play an active role in his learning.

1.3.3. Constructivism

According to the constructivist paradigm, learning is built on what the learner already knows. Akhundova (2020, p. 180) claimed that a shift from cognitivism to constructivism appeared in the late 1980s to early 1990s. Both theories are founded on learners' cognitive processes. The learner constructs knowledge by internally organizing ideas and concepts. In light of this, learning is an active and innovative procedure that the learner directs. Pritchard (2009, p. 17) explained that learning is determined by the integration of new information to prior knowledge, comprehension and competencies. Furthermore, the objective is for students to begin with a challenging problem and gradually make their way down to the fundamental abilities needed to solve it.

In fact, Piaget (1953) and Vygotsky (1962) were the first to make significant contributions to the growth of constructivism philosophy. They explained its application to classroom instruction and students' learning and its development from a psychological point of view. Piaget is regarded as the father of contemporary constructivism. He asserted that the child interaction with the environment contributed to his/her cognitive development. Accordingly, all information has an external source, and learning results in learners' cognitive development. Jean Piaget then sets the cognitive theory of constructivism. However, Vygotsky established the foundation for the development of contemporary constructivism. He suggested that learning through social interactions preceded development. He further claims, in his theory, that education is a social construction. Individual learning is influenced by various social and historical factors. His theory is known as the social theory of constructivism. As a matter of fact, constructivism has known two different perspectives within its theoretical frame: the cognitive theory stated by Jean Piaget and the social theory discussed by Lev Vygotsky. They both believed learning to be achieved through constructing knowledge (Jia, 2014, as cited in Negassa, 2020, pp. 392-393).

To sum up, constructivism was an extension to cognitivism. Although both theories believed that learning is a mental activity, constructivism claimed that knowledge is constructed on the basis of previous knowledge. As a result, it refuted the standard belief that learning is a passive process where knowledge is conveyed from an educator to a learner. However, it supported the idea that learners are responsible for establishing their understanding. It differed from one learner to another in terms of their background knowledge and life experiences. Therefore, successful learning is the ability to create their personal perception.

1.4. Cognitive Sciences and EFL Teaching/ Learning

The field of cognitive sciences had known a long debate about the nature of the relationship between language and cognition. Harris (2003) clarified that in the late 1950s, there appeared to be two opposed views on the link between cognition and language. This research is critical in identifying the cognitive mechanisms in any language learning operation, particularly in learning contexts. According to Chomsky (2000), the first view is connected to his generative linguistics theories related to mentalism. One of his central claims is that every child is born with an innate ability in the mind called the Language Acquisition Device (LAD) or Universal Grammar (UG) to acquire the grammar of a language (as cited in Belkhir, 2020, p. 1).

However, Littlemore (2009) claimed that the second view opposed Chomsky's ideas about the LAD and UG in the cognitive-linguistic fields of study that are relevant to language learning and teaching. As a result, the relationship between language and cognition focuses on characteristics such as "comparison, categorization, pattern finding, and blending" that are assumed to work in all aspects of language as well as other domains of cognition (as cited in Belkhir, 2020, p. 2). Studies on mind and cognition started with Chomsky's rejection of behaviorism. Chomsky considered linguistics as part of psychology; claiming that human

beings are born with an innate ability to acquire language. Besides, he asserted that learning is not only repetition of external stimulus by explaining how children can produce sentences they have never heard before.

In addition, Cognitive Linguistics (CL) is also a theoretical approach that investigates language in relation to cognition; considering cultural, anthropological, and psychological elements. CL emerged in the United States as an alternative model to Chomsky's Generative Linguistics, owing to the challenges of exploring semantics on Universal Grammar principles. In fact, generativism concentrated exclusively on syntax. It ignored other components of language such as cultural, historical, social, and psychological factors. However, these factors were critical for other scholars who were more interested in the connection of meaning and language. The neglect of these domains compelled linguists; such as Langacker (1987/1991), Lakoff (1987) and Talmy (2000), to seek out other study grounds. Thus, Cognitive Linguistics views language as a fundamental component of cognition related to other cognitive abilities as memory, attention, and categorization. It explains language from a semantic-pragmatic point of view, because it is recognized as a usage-based instead of an isolated capacity for humans (Hijazo-Gascón & Llopis-García, 2019, p. 1). To sum up, CL is an approach to language that advocates how the brain processes language i.e. it seeks to explain the relation between cognition and language. Besides, it claims that the function of language in conveying meaning and learning grammar is a result of usage.

Moreover, Cognitive Psychology is another approach that is related to cognitive studies. It emerged in the twentieth century and later became an important area of western psychological study. It is the psychological processing of a specific thing. It explains the psychological reaction and language performance of the human's cognitive process by alteration, acquisition, interpretation, and data storage with memory, language, attention and other mental processes. According to the cognitive learning theory, the most effective method

for students to realize the value of the knowledge they have learned is to let them experience, feel, and perform in a realistic society. This is because students can gain learning experiences immediately via applying what they have learned in real life (Guo, 2015, pp. 250-252).

To conclude, fields such as cognitive psychology and cognitive linguistics made a remarkable effort in explaining the functions of the mind within the field of language teaching and learning. They sought to clarify the language acquisition, comprehension, processing and production. In addition, they tried to explain the psychological factors that might influence learning either cognitive factors or individual differences.

1.5. Teaching Methods and Approaches

1.5.1. Teacher-Centered Approaches

1.5.1.1. Grammar Translation Method (GTM)

After the decline of the study of Latin Grammar, there was a shift from vernaculars to foreign languages. During the 18th century, modern languages started to be integrated in the curriculum of European schools; such as “Collège de France” (France), “Royal Grammar School” (England) and “Scuola Normale Superiore” (Italy). They had taught following the same procedure used in teaching Latin. Textbooks typically consisted of grammar rules, sentences to be translated and lists of vocabulary. Thus, producing the language was not the aim. Students’ oral practice was strictly limited; they were permitted to read aloud only the sentences that they translated. These sentences illustrate only the grammar that cannot be used in real communication. By the 19th century, this approach, based on teaching Latin, became the standardized reference for teaching foreign languages in schools (Richards & Rodgers, 2001, p. 18).

Figure 1.2

An Example of a Grammar-Translation Exercise.

Exercise 2A	
These words are taken from the passage you have just read. Some of them are review words and others are new. Give the Spanish translation for each of them. You may refer back to the reading passage.	
ambition	gorgeous
career	loathe
wharf	envy
tranquil	humbly
Exercise 2B	
These words all have antonyms in the reading passage. Find the antonym for each:	
love	ugly
noisy	proudly

Note. An example of the way GTM was practiced and how the process of translation occurred between different languages. Adopted from *Techniques and Principles in Foreign Language Teaching* (3rd ed., p. 34), by L.D. Freeman & M. Anderson, 2011, Oxford University Press.

This approach to foreign language teaching was known as Grammar-Translation Method (GTM). It is also known as “The Classical or The Traditional Method”. The Grammar Translation Method was initially used in Prussia, Germany. As from the 1840s through the 1940s, it dominated the field of teaching foreign languages in Europe. According to Brown (2001), the fixed grammatical rules were explained and memorized by heart for future usage. Its major focus is to make the students able to solve the exercises and find appropriate solutions. As a result, the oral production was completely ignored. The teaching method, with its long-standing history spanning a century, is recognized as the oldest (p. 33). To sum up, the culmination of the Grammar-Translation Method coincided with a significant transition. The emphasis on translation and grammar rules yielded to a prioritization of direct communication

and immersive language experiences. This transformative milestone marked the inception of the Direct Method.

1.5.1.2. The Direct Method

The Direct Method (DM) is also referred to as the Naturalistic Method. It was firstly introduced in France and Germany around 1900. It emerged as a reaction to (GTM) and aims at engaging learners to the target language in a natural manner; by relating previous experiences to new ones and applying the knowledge in real-life situations. Fairclough and Swanwick (2017) pointed out that the DM is based on the principles of immersion. It means that the students are immersed in the target language from the start of the course. The approach emphasizes the use of visual aids such as pictures and graphs; as well as the use of gestures and body language to reinforce comprehension. Grammar is taught inductively, through examples and context, rather than deductively, through rules and explanations. Hence, the Direct Method fosters active participation and interaction in the classroom, with a focus on communication and fluency over accuracy (p. 4).

The criticism of the DM, notes that despite its rapid growth and success, it had weak theoretical foundations. Brown and Lee (2015) stated that the method prioritized fluency over accuracy that might lead to inaccurate language use. Furthermore, the success of the method was often attributed to the skills and personalities of individual teachers, rather than to the methodology itself. In the mid-twentieth century, the Direct Method revived and was re-shaped into the Audio-Lingual Method, which became one of the most influential language teaching methods of the modern era (p. 137).

1.5.1.3. The Audio-Lingual Method

The Audio-Lingual Method (ALM) is a popular language teaching approach that emerged in the mid-twentieth century. According to the view of Lightbown and Spada (2013), this method is based on the principles of behaviorism, which prioritize the formation of habits

through repetitive drills and patterns. The main objective of the ALM is to help learners become accurate and fluent speakers of the target language: i.e., improving their communicative competence. To achieve this goal, learners listen to model sentences and practice them in various contexts until they become automatic. The ALM uses different techniques such as pattern, substitution, and transformation drills that aim to reinforce correct usage of language structures. Additionally, audio materials such as dialogues and recordings are widely used in this method to provide learners with models for imitation (pp. 155-156).

ALM faced criticism for its emphasis on drilling and repetition. Freeman and Anderson (2011) pointed out that the method relied on the structural linguistics paradigm, viewing language as a set of habit formations that can be learned through patterned drills. This approach overlooked the social and communicative functions of language and may result in students who can produce isolated sentences but struggle to use language in authentic contexts. Additionally, they argued that ALM prioritizes form over meaning, leading to a lack of attention to pragmatic and discourse aspects of language (p. 84).

1.5.2. Learner- centered Approaches

1.5.2.1. The Cognitive Code Approach

In the 1960s, the Cognitive-Code Learning theory appeared. Cognitive psychologists and applied linguists including John B. Carroll and Kenneth Chastain encouraged the Cognitive-Code Approach (CCA) to learning a foreign language. It replaced the ALM that was popular at the time based on the study results of psycholinguistics. Besides, language instructors, who did not receive an education that emphasized grammatical rules, did not find the CAA remarkable (Hinkel, 2012, pp. 625-626). Furthermore, the Cognitive Code Approach asserted that the method of teaching a foreign language must comprise several drills and situations. Thus, learners will be active participants in the process of learning. Before going on

to the following stage of cognitive growth, the learner would complete the necessary command over foreign language proficiency (Demirezen, 2014, p. 312).

Language learning involves active mental processes. Chastain and Woerdehoff (1968, p. 269) have summarized the characteristics of the Cognitive- Code Approach in three main ones. First, the implementation of activities intended to teach grammatical knowledge about newly introduced concepts. Second, the deductive reasoning of all grammatical structures before any utilizing the structure. Third, the constant application of every language skill from the classes' beginning.

To conclude, the CAA appeared in the mid of the nineteenth century as a rejection to the Audio-Lingual Method. It is similar to the GTM because it focused on teaching abstract rules of grammar. However, the learner is an active participant in learning the language as the grammatical rules are presented inductively. Thus, it allows the learner to actively participate in deducing the rule. In fact, the learners' role revolved around understanding the structures of the language and the use of the language will develop automatically.

1.5.2.2. Humanistic Approaches

The humanistic approaches in education are founded on the belief that learners should be at the center of the teaching process, with the teacher acting as a facilitator of learning rather than a mere transmitter of knowledge. Krishnan (2017) claimed that these approaches are based on the assumption that learners have a natural desire to learn and grow. He added that education should support this innate drive by providing opportunities for exploration, creativity, and self-expression. One of the key characteristics of humanistic education is its emphasis on the development of the whole person, including his emotional, social, and spiritual needs. In this way, humanistic approaches promote the holistic growth and development of the learner, rather than merely focusing on academic achievements (pp. 102-104). Briefly speaking, these

approaches emphasize the importance of creating a supportive learning environment that enables learners to explore and express themselves freely and creatively.

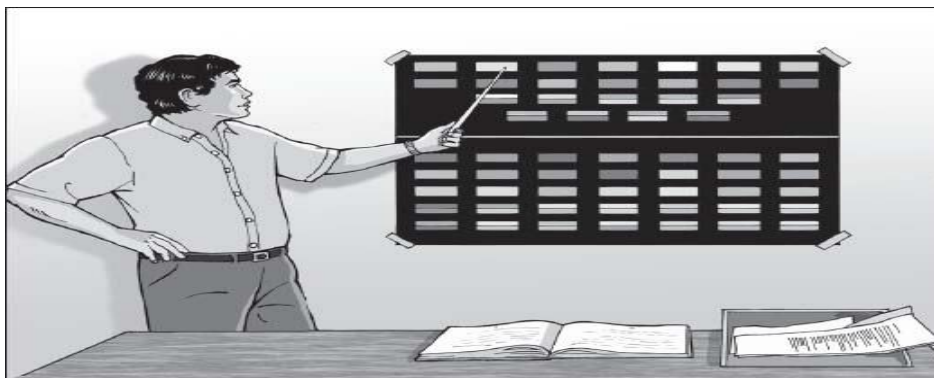
1.5.2.2.1. The Silent Way

Caleb Gattegno, an Egyptian Educator and Psychologist, developed a method of foreign language teaching known as “The Silent Way”. It was firstly introduced in his work: “*Teaching Foreign Languages in Schools. The Silent Way.*” On the one hand, it is highlighted that the Silent Method, as its name indicates, is based on the idea that the teacher must be silent as much as possible inside the classroom. On the other hand, the learners must be creative, interactive and attentive. In the light of this, silence is the major tool in teaching and the focus is mainly on learners. Due to the wide spread of the traditional language education, Caleb Gattegno developed his method based on those premises with the ignorance of the existing pedagogical basis (Harmer, 2007, p. 68). The Silent Way teaching method encourages students’ autonomous learning by making them more active and engaged inside the classroom. To achieve this, teachers rely on silence as a major tool. This method is regarded as a special and innovative method in learning-teaching process.

This method emphasizes the importance of learners’ active engagement, using trial and error processes and material objects to support problem solving. Freeman and Anderson (2011) proclaimed that the teacher acts as a guide rather than the sole source of information. He encourages his learners to express their thoughts and emotions to foster creativity and critical thinking. Attention is garnered with silence and gestures, and continuous assessment and feedback are provided to promote productivity and independence. Teachers rely on tools such as Sound Color Charts or Cuisenaire Rods to explain lessons, creating a learner-centered environment (pp. 80-99).

Figure 1.3

The teacher using a sound-color chart to teach the sounds of English



Note. The figure illustrates the use of sound-color charts as a tool of delivering content regarding the silent way principles. Adopted from *Techniques and principles in Foreign Language Teaching* (3rd ed., p. 82), by L.D. Freeman & M. Anderson, 2011, Oxford University Press.

1.5.2.2.2. Community Language Learning

Charles A. Curran and other researchers developed a method known as Community Language Learning (CLL) in the 1970's. The community approach to language learning is learner-centered, and respects learners' needs. It reflects a humanistic view of whole person education (Su, 2022, p. 1). In addition, Snow (2010) explained that in CLL teachers should view their students as "whole persons," complete with cognitive abilities, emotions, impulses, bodily reactions, and an eagerness to gain knowledge. Teachers are aware that learning can be stressful. Consequently, they can assist them to overcome their concerns and channel their enthusiasm for learning by recognizing their anxieties. Students are supposed to select what they wish to learn in the foreign language (as cited in Ahamefula et al., 2014, p. 71). They are supposed to be responsible of their own learning.

Learning is considered as a collaborative effort rather than an individual success. Hence, the role of learners is to communicate any thoughts, express intense inner emotions; such as, joy, happiness and frustration, and act as mentors for other students. In contrast, the teacher's role is to take charge of creating a safe atmosphere in which students can gain knowledge and progress. Having a sense of safety, learners are able to focus their efforts on interacting and gaining knowledge rather than developing and upholding their defense mechanisms (Richards & Rodgers, 1986, pp. 120-122). This method aims at understanding learners' feelings. Positive attitude towards learning helps them to learn more effectively.

Generally speaking, Community Language Learning is a humanistic method derived from counseling learning theory by Charles Curran. It aims at creating a trusting relationship between learners and teachers. It focuses on collaborative learning to develop learners' linguistic as well as emotional and social skills. Moreover, it allows learners to select the content and create their own syllabus. As a result, they will be highly motivated and encouraged to learn.

1.5.2.2.3. Suggestopedia

Suggestopedia is a method developed by the Bulgarian psychiatrist-educator, Georgi Lozanov, in 1975. It focuses on how to handle the connection between mental capacity and learning capacity. It integrates desuggestion and suggestion. The primary goal of Suggestopedia is to encourage more students' mental capability to gain knowledge through suggestion. Desuggestion entails overcoming learning barriers and excluding any negative attitude towards studies. However, suggestion entails filling their minds with desirable ideas (Manohar & Reddy, 2018, p. 65). Hence, Suggestopedia has a positive effect because it helps learners to be more receptive. It eliminates psychological barriers that can reduce their ability to learn.

The most noticeable features of Suggestopedia are the classroom's design, furnishings and layout, including use of music, and the teacher's commanding nature. Furthermore, Lozanov argued that his method functions undeniably well whether or not learners devote time to study outside the classroom. Consequently, he assured success to both academically brilliant students and others who lack such skills through Suggestopedia. The prominence of music as well as musical rhythm throughout Suggestopedia is a striking aspect for learning (Richards & Rodgers, 1986, pp. 142-143).

Therefore, the purpose of this method is to make learners feel relaxed and comfortable in educational contexts to facilitate their learning. It enables learners to take risks and correct errors without fears. It also allows a more effective teaching. All the features of Suggestopedia including decoration, seating arrangement and music may have a positive effect on learners' motivation.

1.5.2.3. Communicative Language Teaching

Communicative Language Teaching (CLT) is a language teaching approach that stresses the role of communication in language learning. Rambe (2017, p. 54) pointed out that CLT evolved in the 1970s because linguists disapproved earlier approaches that emphasized grammar: Grammar-Translation Method, Audio-lingual Method and Situational Language Teaching. Moreover, linguists considered language as a tool for conveying meaning, rather than as an interconnected collection of grammatical, lexical, and phonological rules. Hence, language is more than just a set of abstract grammar rules, it is a tool used in social settings. He also stated that CLT supporters argue that language teaching must focus on improving students' "Communicative Competence" introduced by Dell Hymes (1972). The aim is to enable learners to use the language effectively in social contexts.

Language professors should not correct every mistake made by students. Minor mistakes are overlooked as long as the ideas conveyed in the target language are

comprehensible. Corrections are made when errors present interference to the understanding of information. This approach allows learners to express their thoughts freely without fear of being judged by teachers (Setiyadi, 2020, p. 120). The correction of errors is not mandatory unless it affects the comprehension and can lead to misinterpretations.

To conclude, the communicative learning approach appeared in the 1970's as a reaction to the previous methods developed in the first half of the century. These methods focused on teaching languages through grammatical rules, lists of vocabulary and relied heavily on memorization. However, CLT mainly focused on giving learners the opportunity to practice the language for communicative purposes. The teacher's role is to provide learners with activities to practice the language in real-life situations. Consequently, it is a learner-centered approach where the learner is responsible for his/her learning. It encourages learners to think, evaluate and analyze the information they receive and teachers are just facilitators.

1.5.2.4. Competency-Based Approach

During the 1970s, an educational movement called the Competency-Based Approach (CBA) emerged in the USA. It is also known as either Mastery-Based Approach or Proficiency-Based Approach. As it is mentioned by Griffith and Lim (2014), CBA is a pedagogical trend that emphasizes academic results or products in the development of language learning initiatives. Competency-Based Education (CBE) is deeply rooted in the Behaviorist paradigm. It covers what learners are supposed to accomplish with the language, regardless of how they learnt to do it. Ultimately, the CBA is centered on outputs rather than inputs to learning (pp. 1-2).

Instead of depending exclusively on grades or test results, Competency-Based Approach has an alternative focus. This framework for learning has an emphasis on evaluating students' capacity to perform certain skills and tasks. The method stresses the development of

knowledge and competencies via practical, real-world experiences. It is based on the premise that education should prepare students for success in their careers.

Furthermore, Nkwetisama (2012) described the main characteristics of the Competency-Based Approach. He stated that CBA prioritizes the learners' outcomes and skills, emphasizes the application of knowledge and the development of the four skills in real-life situations. This approach employs a wide range of teaching strategies and classroom activities to support student learning; with an emphasis on mastery of the subject matter. Assessment of students' performance is ongoing, with immediate feedback provided to improve their level. The CBA relies heavily on the use of materials to target specific abilities, promoting active engagement and application of knowledge (p. 520).

1.6. Affective Factors in EFL Teaching and Learning

Various factors may affect EFL teaching process in general and students' learning outcomes in particular. They are usually grouped into two categories. Some are internal (intrinsic) while others are external (extrinsic). They are selected as follows:

1.6.1. Internal Factors

1.6.1.1. Intelligence

Individuals who demonstrate greater intelligence, have better working memory and mental processing capacities that may facilitate their learning (Mayer, 2005, p. 54). As a result, intelligence might have a vital role in the process of teaching and learning. Poropat (2009) concluded that a teacher's intelligence had a slight beneficial effect on achievements among learners (p. 518). This implies that more intellectual teachers may be better than others for aiding their students in acquiring knowledge and being successful. Intelligence is not fixed and can be developed through effort and practice. Thus, teachers need to be aware of different intelligences. Besides, they should encourage growth mindset and provide opportunities for learners to challenge themselves and build their skills. Additionally, the development of

intelligence through history had lead to the emergence of sophisticated ways of teaching via relying on technology. This latter is associated with the idea of Artificial Intelligence (AI). It is in a way or another integrated in EFL classrooms either directly or indirectly. Its aim is to facilitate both teaching and learning processes in different fields.

1.6.1.2. Emotions

Emotions are one of the most important success- related factors. They may be favorable if they are either connected to sentiments like optimism, pride or success; or they can be harmful if they are associated with feelings like fear of failure, anxiety, or making errors (Cabrera-Solano et al., 2019, p. 367). Negative emotions such as anxiety, frustration, and boredom can hinder learning by impairing attention, reducing motivation, and interfering with memory retrieval. Thus, teachers can use emotional regulation strategies; such as, mindfulness or relaxation techniques, to help students manage negative emotions and maintain a positive emotional state.

1.6.1.3. Motivation

Motivation plays a critical role in English as a Foreign Language (EFL) teaching and learning. Alizadeh (2016) highlighted that motivation affects learners' attitudes, efforts, and persistence in acquiring the language. He added that when learners are motivated, they are more likely to engage in activities that promote their language acquisition; such as reading, writing, and speaking in the target language. As a result, their language proficiency improves (pp. 13-14). In this sense, motivation is a vital factor in EFL teaching and learning. It affects learners' engagement, language learning strategies, self-efficacy, self-esteem, persistence, effort, and language proficiency. Therefore, EFL teachers should strive to create a motivating learning environment that promotes their language learning. Motivation can be shaped in two ways. Internal motivation arises from personal desires, interests, and values, driving individuals to pursue goals for their own satisfaction. External motivation stems from external

factors such as rewards, recognition, or pressure from others, influencing individuals to engage in certain behaviors or tasks.

1.6.1.4. Language Attitude and Aptitude

Language aptitude is the ability to learn a language quickly and efficiently (Carroll, 1962, p. 95). Correspondingly, Skehan (1989) argued that individuals with high language aptitude are more likely to become proficient in the target language than those with low language aptitude (p. 201). He highlighted the importance of aptitude, referring to learners' inherent abilities and cognitive characteristics that can facilitate or hinder language learning. By acknowledging and addressing individual differences in attitude and aptitude, EFL instructors can tailor their teaching methods to better meet the learners' needs. This will enhance their language learning outcomes. Briefly speaking, language attitude and aptitude can have a significant impact on EFL teaching and learning. Thus, learners' motivation, classroom dynamics, language use, and language proficiency can be affected. Therefore, it is important for EFL teachers to be aware of their attitudes towards the language they are teaching in order to create a positive learning environment that promotes language use.

1.6.1.5. Cognitive Factors

Effective teaching necessitates knowing how cognitive variables like motivation, attention, and memory affect students' learning and how to create lessons by considering these variables. Accordingly, these intellectual capacities can be influential in teaching-learning process. They are important in acquiring a language and using it appropriately. As it is noted by Ormrod (2018) individuals may selectively respond to the pertinent data, interpret sensory input, and store and retrieve information over time. This can be achieved thanks to cognitive identifiers like attention, perception, and memory. Thus, teachers must take into account such individual differences when selecting the content and delivering it according to those variations (p. 52).

In addition to what has been discussed, working memory capacity is linked to language processing and cognitive abilities. It affects learners' ability to understand and remember new language information (Conway et al., 2018, p. 245). Learners with higher working memory capacity may have an advantage in processing complex grammatical structures and retaining vocabulary. In addition, personality traits such as extroversion or introversion might affect learners' tendency to engage in communicative activities in the target language (Dewaele & MacIntyre, 2019, p. 105). Extroverted learners may enjoy speaking activities, whereas introverted learners may choose more silent and isolated learning tasks. Recognizing these individual differences in working memory and personality can help teachers tailor their teaching approaches. As a result, they can offer suitable instructional strategies and create a supportive learning environment for all learners.

1.6.2. External Factors

1.6.2.1. Classroom Management

It may have an impact on how EFL is taught and learned. A welcoming and encouraging learning atmosphere in the classroom increases students' motivation and accelerates language acquisition (Dornyei, 2001, p. 83). The goodwill may grow if teachers and students are working in a well-equipped setting. This can improve the environment for collaboration and increase learning chances. In addition to the large class sizes, this may result in students' lacking exposure to the target language because teachers typically struggle to control crowded classrooms.

1.6.2.2. The Insufficient Use of Modern Teaching Materials

Despite current technology advancements, traditional lecturing techniques are still actively used in education. Street (2007, p. 88) felt that technology allowed them to widen their subject matter areas and involve the students in a realm of real language usage. The use of multiple technological tools in the classroom may increase the students' autonomy. Moreover,

technology has made it possible to personalize learning according to learners' needs and preferences. Furthermore, course design, syllabus, teaching methods, teacher feedback, and assessment, as well as teachers' beliefs, all have a profound impact on EFL learning and teaching. According to Brown (2014, p. 78), course design and syllabus selection shape the overall structure and content of an EFL program. Besides, it helps in determining what language skills and knowledge are prioritized. The choice of teaching methods and approaches is crucial, as it influences the classroom dynamics and learners engagement.

In fact, effective teacher's feedback and assessment strategies provide learners with valuable information on their progress and areas for improvement. In addition, teachers' beliefs and attitudes towards language influence their way of teaching. They shape their instructional decisions, interactions with learners, and overall classroom atmosphere. It is important then, for EFL teachers, to be aware of these factors and make informed choices that align with best practices, fostering an optimal collaborative atmosphere for students.

1.6.2.3. Culture

Culture has a significant impact on EFL teaching and learning. It affects learners' attitudes towards the language, their learning styles, and their expectations of the learning process. It also influences the content and methods used in EFL teaching, as well as the teacher-learner relationship. Therefore, it is important for EFL teachers to be aware of learners' cultural backgrounds and to incorporate cultural sensitivity into their teaching practices. This is because learners from cultures that value oral communication may prefer group discussions or lectures, whereas those from cultures that value individuality may prefer solo study (Cohen, 2018, p. 117).

To sum up, EFL teaching and learning are two complex processes that are influenced by several factors. These factors include the learners' motivation, language attitudes, and cultural backgrounds, as well as the teaching methods, materials, and technology used in the

classroom. Successful EFL teaching and learning require a holistic approach that takes into account all these factors. However, it is important to highlight that there are further factors that may influence EFL teaching-learning; such as, the socio-economic status of individuals, age, the political status of the learnt language within the country and the learning abilities and so on. It is important to consider that EFL teaching and learning can struggle with the previously mentioned factors. Learners need to choose their suitable learning styles and teachers accommodate their individual differences accordingly.

Conclusion

EFL teaching is effective when it involves creating a collaborative and interactive learning environment and selecting the best teaching method and materials. Moreover, it provides opportunities for learners to use the language in real-life situations. To achieve success, EFL learners must engage in consistent practice, immersion experiences, and exposure to authentic language sources. Success also requires effective instructional practices, learner motivation and effort, and a supportive learning community. Therefore, the goal of EFL teaching and learning is to enable learners to communicate effectively in English and develop intercultural competence by tending to their needs and individual differences. EFL teaching and learning has evolved significantly over time. Starting from traditional methods focused on grammar and vocabulary to more innovative and engaging approaches. With the rise of technology, globalization, and the change in learners' needs and preferences, looking for alternative ways of teaching and learning English has become inevitable.

CHAPTER TWO: Multiple Intelligences Theory (MIT)

Introduction.....	29
2.1. Intelligence.....	29
2.1.1. Definitions of Intelligence.....	29
2.1.2. Theories of Intelligence and Approaches to its Nature.....	31
2.1.2.1. The Psychometric Approach to Intelligence.....	31
2.1.2.2. The Cognitive and Contextual Approach to Intelligence.....	32
2.1.2.3. The “Systems Approach” to Intelligence.....	33
2.1.3. The Characteristics of Intelligence.....	33
2.2. Multiple Intelligences Theory.....	34
2.2.1. The Principles of MI Theory.....	36
2.2.2. The Eight Types of Intelligence.....	39
2.2.2.1. Linguistic/verbal Intelligence.....	39
2.2.2.2. Logical-mathematical Intelligence.....	40
2.2.2.3. Visual-spatial Intelligence.....	41
2.2.2.4. Musical Intelligence.....	42
2.2.2.5. Bodily-kinesthetic Intelligence.....	43
2.2.2.6. Interpersonal Intelligence.....	43
2.2.2.7. Intrapersonal Intelligence.....	44
2.2.2.8. Naturalist Intelligence.....	44
2.3. MI Theory in the EFL Classroom.....	45
2.3.1. Learning Styles and Multiple Intelligences Theory.....	45
2.3.2. The Application of MI Theory in EFL Classroom.....	48
2.3.3. The Impact of MI Theory Application on EFL Students.....	52
2.3.4. The Benefits of MI Theory on both EFL Teachers and Students.....	54

Conclusion.....56

Chapter Two: Multiple Intelligences Theory

Introduction

Intelligence is a powerful asset that enables individuals to navigate complex situations, make informed decisions, and adapt to new challenges effectively. Particularly, intelligence plays a crucial role in EFL learning and teaching. Thus, it allows learners to grasp language concepts, analyze patterns, and apply them effectively in various contexts. It is considered as one of the cognitive abilities that affect learning. Hence, the introduction of Howard Gardner's Multiple Intelligences Theory (MIT) sparked a renewed interest in understanding intelligence from a broader perspective.

The current chapter is organized into three sections to explore this topic. The first one discusses the literature review of intelligence, its nature and characteristics. It also provides an in-depth analysis of Gardner's MIT, including its fundamental principles and various types of intelligences. The second explores the distinction between learning styles and the Multiple Intelligences Theory, by highlighting its practical application within English as a Foreign Language (EFL) classroom. The third section concludes with the benefits of integrating MIT for both EFL teachers and students, emphasizing the positive impact it can have on their learning experiences.

2.1. Intelligence

2.1.1. Definitions of Intelligence

Over two centuries ago, the Greek philosopher, "Aristotle", referred to "reason" as something resembling the concept of "intelligence". He describes reason as a higher cognitive faculty that distinguishes humans from other living beings. Furthermore, reason according to Aristotle, is associated with the highest form of knowledge. It enables humans to engage in abstract thinking, contemplation, and rational decision-making (Aristotle, 1994, p. 39). In addition, according to Merriam-Webster dictionary, intelligence was derived from the Latin

nouns “intelligentia” or “intellēctus”. It comes from the verb “intelligere”, meaning to comprehend or to perceive (n.d., Definition1). Despite the widespread interest in the topic, there is still no agreement among specialists. Furthermore, according to the pioneer of the psychometric perspective “Charles Spearman” (1923); intelligence is the cognitive capacity or skill that tends to be expressed and manifested mathematically. He illustrates that, if an individual succeeds in one cognitive exam, he will succeed in all the coming ones and vice versa. He referred to this ability as “General Intelligence” or “g” factor; which is based on the idea of examining the mental aptitude tests through factor analysis.

To explain more, the term intelligence was continuously defined according to various points of view. For instance, Jean Piaget’s theory of cognitive development, established in (1953), emphasizes that intelligence is an ongoing, dynamic process that begins at birth. According to him, intelligence involves the ability to adapt to both physical and social environments by interacting with the surrounding context. Moreover, this developmental process occurs in distinct stages. In contrast, Lev Vygotsky’s theory, introduced in (1962), highlights the significance of intelligence in relation to the use of cultural tools. Besides, his concept of the “Zone of Proximal Development” (ZPD) underscores the importance of guidance and support from more knowledgeable individuals in utilizing these tools effectively (Sternberg & Pretz, 2004, pp. 9-13).

Moving beyond traditional perspectives, Howard Gardner’s view of intelligence opposes the already mentioned theories. It is evident in his claim that human intellectual competence encompasses problem-solving skills. Thus, it enables individuals to overcome genuine challenges and create meaningful outcomes. Hence, his assertion, outlined in 1983, advocates for a broader understanding of intelligence beyond traditional measures (Gardner, 1983, p. 65). To sum up, these theories shed light on intelligence as a dynamic process influenced by environmental interactions and cultural tools. Accordingly, it calls for a

comprehensive approach that encompasses problem-solving abilities and adaptability to real world contexts.

2.1.2. Theories of Intelligence and Approaches to its Nature

Philosophers made the first attempt to investigate the nature of intelligence. For example, Plato described intelligence as “a block of wax” that is diverse in measurement, rigidity and clarity among people (Sternberg, 2000, p. 9). In fact, Plato believed that intelligence is a single ability that people possess at different degrees according to some aspects. In 1869, Francis Galton claimed that intelligence is a hereditary talent. He developed formal intelligent tests based on the view that the measurement of human mind is possible. These tests consist of a series of tests to measure “auditory and visual sensory discrimination abilities” (Brody, 2000, p. 16; Gardner, 1999, p. 2). Moreover, the intelligence tests have appeared first in Europe in the early 1900’s. Alfred Binet was the first who developed Intelligence Quotient (IQ) tests. It was known as the Binet-Simon in 1905 and then another version that was revised by Lewis Terman appeared in the United States. It was called the Binet-Stanford Scale (Gardner, 1999, pp.12-13). Psychologists have provided different theories of intelligence that aim to explain the nature of intelligence. These theories are classified according to the following approaches to intelligence.

2.1.2.1. The Psychometric Approach to Intelligence

The belief that intelligence is measurable represents the psychometric approach to intelligence. It views the nature of intelligence as a collection of talents and considers individuals’ products as the only indicator of mental capability. One of the most known theories under the psychometric approach is a “two-factor theory” by Charles Spearman (1927). He proposed that intelligence is composed of two components which justify the variations in test results. The general factor (g factor) is responsible for the mental abilities to perform all tasks; whereas the specific factor (s factor) is a specific intellectual ability for a single activity. In

contrast, E.L. Thurstone (1938) developed the theory of “primary mental ability” through conducting fifty-six mental tests. These abilities are verbal comprehension, verbal fluency, numerical abilities spatial ability, inductive reasoning, memory and perceptual speed. Later on, Raymond Cattell (1963) believed that intelligence can be divided into crystallized intelligence and fluid intelligence. The former is the ability of an individual to use previous knowledge for problem solving. The latter is the ability to find solutions to new and uncommon problems (Sethy et al. 2020, pp. 64-65). Hence, crystallized intelligence is acquired while fluid intelligence is innate. To sum up, all the mentioned theories were developed on the belief that intelligence can be measured through pencil and paper tests.

2.1.2.2. The Cognitive and Contextual Approaches to Intelligence

The cognitive approach focused on the cognitive process people undergo to find solutions to problems and respond to questions. It explained which cognitive ability made people more intelligent than others; such as processing speed and working memory and so on. The contextual approach to intelligence is traced back to Ferguson (1954) who declared that the development of diverse patterns of ability are affected by various cultural settings because cultural aspects decide what must be acquired and when (as cited in Sternberg, 1994, p. 278). Thus, the contextual view believed that intelligence cannot be de-contextualized, it should rather relate to social and cultural contexts. Berry (1974) and Sarason and Doris (1979) believed that intelligence is recognized and assessed as an independent concept within a specific cultural context. As a result, it is considered as a cultural invention (as cited in Sternberg, 2004, p. 327). Briefly speaking, intelligence is an intellectual ability determined by the socio-cultural setting that sets its definition or how it is valued in a specific society or culture. It is adapting knowledge to different settings.

2.1.2.3. The Systems Approach to Intelligence

The “cognitive-contextual theories”, also known as “the system approaches”, deal with how cognitive processes work in different contexts. Among these theories are Multiple Intelligences Theory by Howard Gardner (1983) and Triarchic Theory of Intelligence developed by Robert Sternberg (1985). According to Sternberg’s theory, there are three types of intelligence: first, analytical is the ability to analyze information. Second, creative intelligence is the capacity to produce new ideas. Third type is practical intelligence; which is the ability to act appropriately in different contexts (Sternberg, 1994, p. 280; Sethy et al., 2020, pp. 65-66). Hence, his theory involves different cognitive processes that function in relation to various contexts.

2.1.3. The Characteristics of Intelligence

Intelligence, as an abstract capacity, encompasses the ability to learn, acquire knowledge, solve problems, and think critically. According to Maftoon and Sarem (2012), this innate ability varies among individuals. Intelligence undergoes progressive and significant development during early childhood. After, it is followed by a period of stability between the ages of sixteen and twenty. Furthermore, intelligence can either be dynamic; continuing to evolve over time through engagement in intellectual activities, or static if the brain lacks exposure to learning or new information (p. 1234). Consequently, the distribution of intelligence levels differs among individuals. Genetic factors also play a role, as a child's IQ may be influenced by the intelligence of his parents.

Moreover, the surrounding environment contributes to the enhancement of intelligence. Gardner (1993, pp. 13-17) proposed that intelligence can be characterized by various features. It encompasses several key attributes: the ability to retrieve past knowledge and integrate it with new experiences, the acquisition of extensive knowledge with minimal effort, problem-solving and solution-determination capabilities, adaptability to novel situations, and the

integration of various cognitive processes. In summary, intelligence involves the retrieval and integration of past knowledge, efficient knowledge acquisition, problem-solving, adaptability, and the synthesis of cognitive competencies. In summary, intelligence is a multifaceted concept. It is influenced by both genetic and environmental factors, with individual variations in its distribution and potential for development.

Furthermore, in addition to the previously mentioned characteristics, Sternberg and Lubart (1999) emphasized the inclusion of creativity as a crucial aspect of intelligence. It involves the capacity to generate innovative and valuable ideas, products, or solutions. Moreover, intelligence necessitates the ability to think outside conventional boundaries. It establishes connections between seemingly unrelated concepts, and embrace risk-taking (pp. 3-15). Similarly, critical thinking plays a significant role in intelligence, as highlighted by Halpern (1998, pp. 449-455). It involves the capacity to assess information, solve problems, and make reasoned decisions based on evidence and logical reasoning.

Additionally, Mayer et al. (2004) underscored the importance of emotional intelligence, which encompasses understanding and managing one's own emotions. As well as, empathizing with others and effectively communicating with them (pp. 197-215). Briefly speaking, intelligence is a multifaceted construct that encompasses various cognitive abilities and capacities. It is not limited to a single measure or dimension. Thus, all these characteristics represent the essential basic formation for the concept of intelligence. Besides, it demonstrates what distinguishes one individual from another regarding this intellectual capacity. Ultimately, intelligence is not static but can be developed and nurtured through learning, experience, and exposure to diverse challenges and environments.

2.2. Multiple Intelligences Theory

Howard Gardner introduced the theory of Multiple Intelligences (MI) in his book *Frames of Mind: The Theory of Multiple Intelligences*, in 1983. He was the first who used the

plural form to refer to the term “intelligence”. In fact, he provided a revolutionary view on human intelligence as he refused to view intelligence as a single ability that represents only verbal and logical/mathematical abilities. He said that he founded his theory on the basis of his experience with children and brain damage; patients who lost a given ability due to the damage in a certain area of the brain. Yet, they are still able to use other abilities appropriately. Hence, he concluded that human brain is composed of several independent capabilities if one is harmed others are intact (Gardner, 1999, pp. 31-34).

Later on, Gardner published two other books *Multiple Intelligences: The Theory in Practice* (1993) and *Intelligence Reframed: Multiple Intelligences for the 21st Century* (1999); where he provided clarification of the MI, responded to the criticism of the theory and offered suggestions on how MI can be applied in educational settings. He defined intelligence as “the ability to solve problems or to create products that are valued within one or more cultural settings.” (Gardner, 1983, p. 33). Hence, intelligence is a human capacity to find solutions for problems or to do something, which is significant, in one or more cultures. That is to say, the focus is on the use of the ability in real life situations. He later redefined intelligence as “biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 1999, pp. 33-34). In this definition, he emphasized the importance of biological and psychological abilities in the process of problem solving. In addition, Armstrong (2000) defines MI Theory as a “cognitive process” that focuses on the way an individual brain reacts to his surroundings (p. 10).

Howard Gardner was dissatisfied with the belief that intelligence is a single ability. Gardner (1999) declared that he is disputing the most accepted view by psychologists that intelligence is a single capacity that determines whether someone is bright or unintelligent all the time (p. 34). He also argued against the Intelligence quotient (IQ) tests; isolated tests that are used to measure students’ intelligence. He believed that intelligence develops in a specific

environment. Consequently, Gardner developed the Multiple Intelligences Theory (MIT). It is a pluralistic theory that includes eight intelligences: logical, linguistic, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalist intelligences that work together or independently. He added that all human beings possess the eight intelligences but two people could not have the same intelligences at the same level, as they are the result of an individual's genes and interactions in a specific culture (p. 45). Thus, all human beings demonstrate the eight intelligences but in varying degrees. Besides, Armstrong (2000, p. 9) declared that the underdeveloped intelligences can be developed by training.

To sum up, MIT was developed by Howard Gardner as a reaction against previous views of intelligence. He refused to acknowledge the intelligence tests that are used to measure one's intellectual ability. Hence, he identified eight types of intelligences that all human beings demonstrate on different levels.

2.2.1. The Principles of MI Theory

The development of MI Theory took several years, during which human cognition was examined from a variety of academic perspectives. It includes those of psychology, sociology, neurology, biology, anthropology, and the arts and humanities. According to Howard Gardner's theory (1983), individuals do not possess all of their potential intelligence at birth. This claim refutes the traditional assumptions that there is a single type of intelligence; abbreviated "g", general intelligence; which primarily emphasizes cognitive skills and abilities (p. 8).

According to Armstrong (2009), MI Theory asserts that individuals possess multiple types of intelligences, with at least eight distinct ways of processing information. Moreover, MI Theory stresses that each person has varying proficiency levels in these different intelligences, without necessarily demonstrating a corresponding aptitude in another. Hence, the conception of intelligence as multiple rather than unitary represents a significant difference

from traditional views. Furthermore, the fundamental principle under MIT is that individuals exhibit a range of strengths and weaknesses across these intelligences. Thus, it is regarded as a pluralistic framework. However, it is important to note that this variability does not guarantee that every person will excel in one or more intelligences. Consequently, the notion of completely lacking aptitude for a particular intelligence is misleading under MI principles (p. 6).

After reflecting on the idea for 25 years, Gardner emphasized two main points in his theory. First, every person possesses the whole spectrum of intelligences. Hence, in a cognitive sense, intelligences are what make up the human species. Second, no two people, not even identical twins, have exactly the same profile of intellectual capabilities and limitations. Thus, these constitute as the theory's main scientific claims; any educational or other practical aspects go beyond the scope of the theory (Gardner, 1999, pp. 44-46).

Additionally, Gardner observed that people who showed significant talent in a variety of fields, including chess, music, athletics, politics, and entrepreneurship, possessed abilities in these fields. These talents should be taken into account when conceptualizing intelligence. This observation led to his conception of intelligence as pluralistic (1999, p. 83). Briefly speaking, the interdisciplinary approach involves drawing on supportive scientific findings from various domains. By incorporating research from evolutionary biology, neurology, anthropology, psychometrics, and psychology, Gardner aimed to provide a comprehensive understanding of human intelligence and its diverse manifestations.

Moreover, Gardner established a set of criteria that distinguishes a full-fledged intelligence from a mere gift, skill, or aptitude (Armstrong, 2000, pp. 3-9). To provide a strong theoretical foundation for his claims, he outlined some criteria that include:

- **Potential isolation by brain damage:** any single intelligence should have the potential to be independently affected by brain damage, demonstrating its distinct neural basis.

- **Existence of prodigies and savants:** prodigies and savants with exceptional abilities in specific areas should exist, indicating the existence of unique cognitive capacities.
- **Evolutionary history:** intelligence needs to have a plausible evolutionary history, suggesting its adaptive significance.
- **Existence of core operations:** each type of intelligence must involve core operations that form the foundation for specific abilities within that intelligence.
- **Developmental progression:** the capacity of intelligence ought to exhibit a specific developmental trajectory in individuals, with identifiable stages and milestones.
- **Expertise and symbolic systems:** expertise should be present in individuals within that intelligence, along with the existence of relevant symbol systems.
- **Support from experimental evidence:** empirical studies and experimental evidences have to support the existence of the intelligence.
- **Susceptibility to encoding in a symbol system:** the intelligence should be expressible through symbols and amenable to encoding in a symbol system.

In the paradigm of cognitive functioning, each individual possesses all eight types of intelligences. They work together in unique ways. However, some individuals demonstrate exceptional abilities across multiple intelligences. Moreover, most people have the capacity to develop competence in each type. Therefore, they must be provided with the necessary resources, guidance, and feedback. Besides, intelligences rarely exist in isolation and often interact with one another in complex ways. For example, preparing a cake requires the use of linguistic intelligence to follow a recipe, logical-mathematical intelligence to adjust measurements, and interpersonal intelligence to choose a flavor suitable for everyone. In the MIT, the intelligences are de-contextualized to study their distinct characteristics and effectiveness (Armstrong, 2000, pp. 8-9).

To sum up, the Multiple Intelligences Theory provides individuals with the freedom to display their intelligence in diverse ways. Thus, it acknowledges and celebrates the variety of capacities within each category. It encourages a broader perspective on intelligence. In addition, it promotes the understanding that there are multiple paths to demonstrate and develop intelligence. All in all, the MIT recognizes the multifaceted nature of human intelligence and emphasizes the range of capabilities and potentials that intelligence encompasses. By embracing diversity and promoting the development of multiple intelligences, individuals can tap into their full cognitive potential and make unique contributions to society.

2.2.2. The Eight Types of Intelligence

MIT includes eight types of intelligence that are Linguistic/verbal, Logical/mathematical, Spatial, Bodily/Kinesthetic, Musical, Interpersonal, and Intrapersonal (the last two, Gardner called them “the personal intelligence” and “the naturalist intelligence” (Gardner, 1999, p. 44).

2.2.2.1. Linguistic/verbal Intelligence

Linguistic intelligence encompasses both the understanding and the awareness of both spoken and written language. In addition to the capacity to acquire new vocabulary and to use the linguistic skills to accomplish specified objectives. Accordingly, it can be defined as the person’s ability to skillfully manipulate language; whether orally as orators, storytellers, public speakers or politicians, or in writing as poets, writers, authors, editors, journalists, and dramatists. Moreover, this intelligence comprises the competence of modifying the language’s phonology, morphology, syntax, semantics, pragmatics and rhetorical aspects (Armstrong, 2000, p. 2). Linguistically intelligent learners think in words and have highly developed speaking, reading, and writing abilities. One probably likes reading or writing different genres of literature, playing word games, making up poems and stories, enjoying in-depth

conversations with those around. Ultimately, they probably use exact language while communicating thoughts and become annoyed when others do not.

According to Maftoon and Sarem (2012, p. 1236), to cultivate and enhance linguistic intelligence, there are several recommended activities. One can regularly visit bookshops or libraries to explore a variety of literature and expand knowledge. Moreover, keeping a journal and engaging in word games can promote linguistic abilities and creativity. Besides, memorizing a favorite song, poem, or story can improve memory and develop a deeper understanding of language. Additionally, gathering friends and taking turns reading scenes from a play can enhance interpersonal skills and foster a deeper appreciation for dramatic arts. To sum up, by being engaged in these activities, individuals can actively participate in their own intellectual growth and broaden their range of intelligences. Ultimately, these diverse experiences contribute to a well-rounded and enriched cognitive capacity.

2.2.2.2. Logical-mathematical Intelligence

Logical/mathematical intelligence is characterized by the capacity to approach mathematical operations and scientific studies with rationality and analytical thinking. Piaget (1953) expressed a particular interest in this intelligence, emphasizing its significance alongside other intelligences. In light of this, individuals with high levels of logical/mathematical intelligence include scientists, mathematicians, and logical thinkers (Gardner, 1999, p. 42). Thus, this intelligence involves various processes such as identification, classification, inference, generalization, computation, and hypothesis testing. Those who prefer to utilize their logical-mathematical intelligence tend to excel in standardized comprehension and written language exams (Armstrong, 2000, p. 2). They exhibit finding creative solutions to complex problems, often through trial and error.

According to Maftoon and Sarem (2012), students can enhance their mathematical intelligence and logical abilities in language learning by following these tips. They can watch

scientific programs online or on TV to gain exposure to scientific concepts. Visiting a science museum provides hands-on learning experiences. Creating events based on a plot promotes critical thinking and problem-solving skills. Utilizing electronic games and calculators can strengthen mathematical reasoning. Additionally, reading detective fiction or biographies of scholars and their discoveries can stimulate logical thinking and inspire intellectual curiosity. (p. 1236). To conclude, by incorporating these activities into language learning, students can foster their mathematical intelligence and logical abilities. These strategies offer practical ways for individuals to cultivate their logical/mathematical intelligence and enhance their overall cognitive development.

2.2.2.3. Visual-spatial Intelligence

Spatial/visual intelligence involves the ability to work with and identify large-scale and fine-grained spatial images. In addition to having sensitivity to form space, color, line, and shape (Christison, 1997, p. 11). It includes mental or pictorial visualization demonstrated through solving spatial problems; such as reading maps or designing floor plans. Professions like architects, navigators, painters, sculptors, and graphic artists value spatial/visual intelligence (Armstrong, 2000, p. 2).

To enhance this type of intelligence while focusing on language learning, Maftoon and Sarem (2012, p. 1236) illustrated some activities that foster the visual-spatial intelligence. For example, working on language-related jigsaw puzzles, enrolling in a filmmaking course, creating collages with magazine cutouts, paying attention to commercials and movies, and constructing a story using magazine images or sketches. By participating in these activities, students can develop their spatial intelligence and improve their language learning experience.

Briefly speaking, enhancing spatial/visual skills can improve one's ability to perceive and interpret visual information in various fields. Hence, incorporating these strategies into language learning allows individuals to use their spatial intelligence. In conclusion, by

actively engaging in the recommended activities, language learners can foster and develop their spatial/visual intelligence. This latter has a positive impact on their language acquisition journey. Besides, strengthening spatial skills cannot only enhance their ability to comprehend and interpret visual information; but also contribute to the students' overall cognitive growth.

2.2.2.4. Musical Intelligence

Musical intelligence encompasses the ability to perceive and interpret acoustic patterns including rhythm, pitch, and melody. Individuals with this intelligence often have a heightened sensitivity to music and can quickly learn and appreciate different songs. They may also excel in expressing emotions and feelings through music. Careers in music, such as musicians, music therapists, and music instructors, are common choices for those with strong musical intelligence (Christison, 1997, p. 11).

For Maftoon and Sarem (2012), there are several activities that can aid students in enhancing their musical intelligence. One suggestion is to attend various concerts and musical festivals. It allows individuals to immerse themselves in different musical experiences and styles. Additionally, listening to favorite songs or watching video clips can help develop a deeper appreciation for music and its different elements. Furthermore, an enjoyable way to engage with music is to sing one's preferred songs while taking a shower. It provides an opportunity to practice vocal skills and connect with the emotional expression of music (p. 1236). By participating in these activities, students can actively improve and develop their musical intelligence. In conclusion, musical intelligence involves the ability to perceive and express emotions through music. Hence, individuals with this intelligence can pursue various careers in the field of music. By incorporating musical activities into language learning, students can further develop their musical intelligence while improving their language skills.

2.2.2.5. Bodily-kinesthetic Intelligence

It is the ability to use gestures or body movements to explain thoughts or feelings. It requires using the body to learn and express. Dancers, athletes, surgeons and artisans are supposed to have this type of intelligence (Armstrong, 2000, p. 2; Gardner, 1993, p. 9). Indeed, bodily-kinesthetic intelligence is dealing with problems and solving them with the body or hands. Maftoon and Sarem (2012, p. 1236) suggested some activities to develop this intelligence in relation to language learning. Learners can join dance or acting institute. They can practice sports or imitate a story through miming or acting. They can use hands-on activities such as cooking, farming, woodcraft and auto-mechanic. Thus, the bodily-kinesthetic learners have strong physical skills and tend to move around to reinforce learning. Besides, relating what they have learnt with gestures and body movements is their best way to learn.

2.2.2.6. Interpersonal Intelligence

This type refers to the ability to recognize other people's emotions, state, impulses, desires and objectives (Armstrong, 2000, p. 2). It is simply the ability to understand others. People who exhibit a high degree in this intelligence are able to read people's feelings and intentions easily; such as teachers, politicians and religious leaders. This knowledge enables them to work effectively in groups. Activities to enhance interpersonal intelligence, according to Maftoon and Sarem (2012, p. 1236), can be through enrolling in programs or associations in your areas or school. Learners can interact with people you do not know every day. Additionally, they can observe people interaction in events especially if they are in English or they can invite at least two acquaintances to their parties. Concisely, learners of this kind are socially intelligent ones who demonstrate traits of good leaders. Teachers can use activities that require working together and interacting; allowing learners to develop their communicative competence.

2.2.2.7. Intrapersonal Intelligence

It is the self-understanding of one's powers and weaknesses, sensations, and intentions. It involves the self-consciousness about the emotional state, thoughts, and motives to act suitably; according to his personality, temperament, and mood. People who exhibit this intelligence are psychologists, therapists and entrepreneurs (Gardner, 1999, p. 43; Armstrong, 2000, p. 2). It is the understanding of one's feelings, ideas; moods that enable an individual to interact with others on the basis of these factors. It is also awareness of one's needs and desires, which helps in dealing with the outside world. According to Maftoon and Sarem (2012, p. 1236), to enhance this intelligence in language learning, learners need to do a set of activities; for instance, they can be part of spiritual gatherings. Moreover, they can enhance self-esteem through participating in-group activities; reflect on strengths and weaknesses that need improvement in language learning is crucial. They also need to figure out their objectives and report their emotions and judgments. Intrapersonal learners prefer learning through observation and listening because they are good at reflecting and analyzing. Their self-understanding enables them to set goals. It is better to allow these learners space and time during the learning process.

2.2.2.8. Naturalist Intelligence

Gardner added this type as the eight one after the publication of the first model, it is the ability to identify other living things in an individuals' surrounding. It includes animals, plants and other objects in nature and organizes or classifies them according to their differences (Gardner, 1999, p. 48). People who have a high naturalist intelligence have a special relationship and appreciation to nature. To enhance the naturalist intelligence in language leaning, Maftoon and Sarem (2012, p. 1236) proposed the following activities. Learners should practice hobbies related to nature. They can focus on learning about animals and nature. Besides, reading books, magazines or watching documentaries on nature. They can describe

their favorite animal or natural sites to their mates. Hence, the best way to teach these learners is to get them out of classroom confines. It allows learners to discover, create, and think critically. Learning in nature has a positive effect on learners' psychology. It lowers their level of stress and makes them more receptive.

Gardner (1999) suggests that there is a possibility of adding a further intelligence such as spiritual/existential intelligence but it is not the ninth intelligence. Therefore, he defined existential intelligence as the ability to think and question the human existence, the meaning of life and death, how humans came to this world, and how people die. In fact, it tackles metaphysical concepts (p. 60). Moreover, Armstrong (2000, p. 17) emphasized three main factors that may influence the development of intelligences. First, "biological endowment"; genetics or brain damages to certain areas before or after birth influence intelligences. Second, "personal life history" interactions and relationships may influence the development of intelligence. Third, "cultural or historical background" refers to the circumstances where an individual lived including culture and history and may have a great impact on the improvement of his intelligences.

2.3. MI Theory in the EFL Classroom

2.3.1. Learning Styles and Multiple Intelligences Theory

Learning styles are inherited and acquired features that make the teaching experience enjoyable or not for students (Dunn & Griggs, 1988, as cited in Oxford, 2003, p. 2). Consequently, Brown (2000) defined a learning style as the way students receive and interpret the knowledge in an educational environment. He asserted that it is the selection of one studying circumstance over others (as cited in Gilakjani, 2012, p. 105). Following the same line of thought, Celcia-Murcia (2001) defined learning styles as the way students understand, participate and react in the teaching-learning process. They are the broad procedures; such as global, cognitive, aural and visual that learners implement while studying either a language or

other courses (as cited in Gilakjani, 2012, p. 105). From the above discussed definitions, it can be concluded that learning styles are different ways of learning or the manner students perceive and process information. They are presumed to allow students to learn better. Thus, it is one's preferred way of acquiring knowledge.

Many researchers claimed that learning style and Multiple Intelligences Theory are the same concept. Consequently, Gardner (1999) answered these claims by distinguishing between style and intelligence. He stated that "The concept of style designates a general approach that an individual can apply equally to an indefinite range of content. In contrast, intelligence is a capacity with its component computational processes that is geared to a specific content in the world" (p. 84). To explain, Gardner's statement suggests that intelligences are several intellectual abilities whereas style is the way an individual prefers to learn. He said that the application of one's preferred intelligence might be through using his/her favorite learning style (p. 85). From this statement, he proposed that there is probably a relationship between students' learning styles and intelligence profile. As a result, it is crucial to teach EFL learners about the different learning styles. The MIT may help them explore different options, determine their strengths, and use these styles or intelligences to compensate for their weaknesses.

In fact, many scholars worked on creating learning styles models to describe students' learning. The most famous and adopted learning style model is VARK. It is an acronym for Visual, Auditory, Read or Write and Kinesthetic. According to Othman and Amiruddin (2010, p. 655), the VARK model is an updated version of the VAK model of Fleming (1987). It provides four different ways of receiving and processing information. Hussain (2017) pointed out that visual learners prefer learning by inspecting charts, pictures, illustrations and drawings. Moreover, auditory learners' strength is hearing. Their preferred way of learning is through listening to audio, records, videos or presentations and speeches. In contrast, kinesthetic learners are active ones who enjoy learning by moving or using their hands or body. The best

way to teach them is through role-plays, object making and performing. Finally, read and write learners prefer texts. They enjoy reading as well as taking notes (pp. 34- 36). This learning styles model provides four types of learners.

Another learning style model is that of Richard Felder and Linda Silverman in 1988. It was designed initially for engineering students. The model categorizes learners' preferences into five criteria: (Sensing/intuitive), (Visual/verbal), (Active/reflective), (Sequential/Global) and (Inductive/Deductive). However, Fedler and Henriques (1995, pp. 22-26) applied these five types for foreign language teaching. Firstly, sensing learners prefer learning based on concrete concepts as facts or experiments. They focus on memorization, follow procedures and details and dislike surprises. However, intuitive learners enjoy innovation; dislike routine and precise methods to solve problems. They focus on the whole concepts rather than the details. Secondly, visual learners favor learning through visual displays of materials using graphs, charts, images, and animations contrary to verbal learners who have the ability to learn through spoken or written materials.

The third learning style is that of active and reflective learner. Active learners understand knowledge by applying it in real life situations. They prefer group work to clarify or argue to the information. The best activities to engage active learners are classroom discussions and role-plays. In contrast, reflective learners prefer to think about and reflect over the information. They also prefer working alone, and learn best through answering questions in writing assignments. In addition to these learning styles, there is the sequential versus the global learners. The former learn one unit of content at a time through a systematic process, each step leads to the next. Their weakness is that they might fail in connecting new knowledge with previous one. In opposition, the latter can receive a large inconsistent amount of information at once but they can achieve understanding through referring back to prior knowledge. They might have poor results in exams because they are slow. The last learning

style is inductive and deductive learners. Inductive learners learn by observing examples to discover the rule while the deductive learners study the rule first then apply it. Briefly speaking, the former prefers moving from specific to general but the latter prefers moving from general to specific. Hence, Armstrong (2000, p. 10) believes that although experts might link the learning styles and MIT but they operate on different angles of learners.

2.3.2. The Application of MI Theory in EFL Classroom

When Howard Gardner developed MIT, he did not intend to use his theory at an educational level because it is a psychological theory. However, the shift from a teacher-centered approach to a learner-centered approach required finding new theories and methods that take into account learners' individual differences in the classroom. Many educators found that the theory of MI allows students with different abilities and skills to learn. According to Snider, the implementation of MI related activities in foreign language learning (FLL) has a significant importance; since it integrates learners' genetic capabilities (2001, as cited in Soleimani et al., 2012, p. 45).

Hence, Gardner (2011, xvi) declared that the implementation of MI in education can be through individualizing and pluralizing. He explained individualizing by saying that teachers should be aware of their students' intelligence strengths and teach them in ways that allow them to gain knowledge; as well as evaluate them in ways that enable them to demonstrate their comprehension. As for pluralizing, it refers to teaching interesting topics in various ways to ensure that all students learn and reinforce the information. Gardner (1993) also suggested the adaptation of "an individual centered school" as it would assess individuals' strengths and preferences intensively. It would attempt to match the curriculum as well as suitable methods to teach the subject matters to individuals' preferences (p. 10). To summarize, Gardner suggested creating individualized schools that focus on each individual's needs and preferences. It can be applied through individualizing and pluralizing teaching in a manner that

targets the students' potentials in order to achieve fair assessment and aim at teaching in multiple ways in order to match learners' preferences.

Teachers are advised to apply the MIT first on themselves to determine their intelligence profile (Armstrong, 1995, as cited in Christison, 1996, p. 31). Consequently, educators need to have knowledge about the theory and personal experience in order to use it effectively. Besides, Christison (1996) claimed that she found two ways to apply MI theory in the classroom. The first way, she classified the activities that she usually uses in her classroom according to the eight intelligences. The second way, she created a track sheet to observe her way of teaching according to the MIT. She added that it is important for teachers to understand the theory, to apply it on themselves, and to know how to use it in their classrooms in "lesson planning" and "curriculum development" (pp. 33-35). To conclude, both Armstrong and Christison agree that teachers need to have a deep understanding of the theory and its application. It may allow learners to be more engaged because the language content is provided in a way that suits their preferences and strengths.

The curriculum also can be created on the basis of the MIT to develop learners' intelligence profiles. Hence, Altan (2012) clarified the application of MI Theory in curriculum development by highlighting that the aim should not be on integrating the eight intelligences. EFL teachers should first focus on choosing the topic and its objectives. Then, they need to think how to integrate a specific intelligence and consider the probability that certain intelligence can be developed within a topic. Third, they need to be open-minded and work with other teachers by asking them about their opinions or personal experience with MI Theory. Alternatively, they can use the internet to contact foreign teachers for their input. Fourth, choosing suitable tasks for a specific topic is crucial to use the intended intelligence. Finally, they should set a plan and execute it (pp. 61-62).

Presenting the same language matter through incorporating the eight intelligences improves language learning. It involves repetition of the same information until understanding. Hence, the use of various representations may not only raise the students' awareness about their learning style but also prevent burnouts (Arnold & Fonseca, 2004, p. 125). This view then suggests that instead of repeating the lesson content using the same method, EFL teachers can rely on the MIT to teach in various ways to raise learners' motivation. Accordingly, Hoerr (2000) proclaimed that the application of MI Theory is not universal; teachers are free to use it in a way that fits their contextual knowledge (p. 5). That is to say, this theory does not have a specific way to use it. It depends on the context and learners' needs. Thus, the integration of MI Theory in the field of education varies from the most formal contexts, where the teacher is the one responsible for his students' learning, to flexible contexts; where learners are self-autonomous (Armstrong, 2000, p. 40). Hence, he provided eight ways of teaching and suitable materials for each type of intelligence to use in the classroom for each learner's need.

Figure 2.1

Summary of the Eight Ways of Teaching

FIGURE 5.1
SUMMARY OF THE EIGHT WAYS OF TEACHING

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing	books, tape recorders, typewriters, stamp sets, books on tape	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, video, LEGO sets, art materials, optical illusions, cameras, picture library	see it, draw it, visualize it, color it, mind-map it
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	rhythmic learnings, rapping, using songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for role plays	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it
Naturalist	nature study, ecological awareness, care of animals	plants, animals, naturalists' tools (e.g., binoculars), gardening tools	connect it to living things and natural phenomena

Note. Examples of teaching activities, materials and instructional strategies on the basis of the different types of intelligence according to Multiple Intelligences Theory. Adopted from *Multiple Intelligences in the Classroom* (2000, p. 41), by T. Armstrong, Association for Supervision and Curriculum Development.

Moreover, Christison and Kennedy (1999) suggested four ways for how to use the MIT in the EFL classroom. First, as a device to raise students' awareness about their intelligences and learning styles through checklists; by developing assignments and exercises that target the intelligences of foreign language learners. Second, MIT can be used as an instrument to realize the diverse intelligence profiles in the classroom. It helps teachers not only to recognize different capabilities of their students but also to understand how they manifest their comprehension. Third, use it as a mentor to use various teaching techniques and methods. It gives an opportunity to students to explore unusual grounds in the process of learning which improves their self-confidence. Finally, as a guide to create daily course outline that tends to

students' needs. "A lesson plan" based on Multiple Intelligences Theory would allow them to learn in a way that tends to their preferences (as cited in Spirovska, 2013, p. 6).

Thus, the Multiple Intelligences Theory is used in the EFL classroom to help learners recognize their highly developed intelligences and discover the suitable learning style by using checklists or inventories. It also aids teachers to recognize the different types of learners in order to find the suitable teaching approaches and methods that match their learners' and the perfect assessment tool based on their profiles. Therefore, the integration of MIT in EFL classroom may be effective as it tends to different needs, abilities, and learning preferences of learners. In addition, it gives the teacher the freedom to implement it according to his teaching contexts and their students' level. Raising their awareness about their intelligence profiles can help them in finding the appropriate way to learn and work on improving the underdeveloped intelligences.

2.3.3. The Impact of MI Theory Application on EFL Students

The current era of economic growth and globalization has presented numerous challenges for educational systems. It demanded some adjustments from academics and practitioners. As a result, there has been a noticeable shift from a teacher-centered approach to a learner-centered approach in recent revisions. To address these ongoing challenges, it is imperative to allocate more time and space in classrooms for both teachers and students. Hence, this allows for the provision of comprehensive and balanced learning opportunities that establish a solid foundation for lifelong learning. Gardner (1999) highlighted that the tendency of traditional educational programs neglect the significance of various types of knowledge beyond language and mathematics (p. 204). Consequently, individuals who may not possess conventional academic intelligences often possess untapped potential and alternative talents that remain unexplored.

According to Gardner's perspective, effective learning goes beyond focusing solely on the four language skills and instead emphasizes learning through diverse modalities. This includes utilizing visuals, textures, painting, singing, colors, sculpting, and design. To address the various intelligences of students, teachers should strive to engage all eight intelligences within the classroom (1999, pp. 151-153). By doing so, students can gain a heightened awareness of their strengths and weaknesses. Hence, this enables them to intentionally use their cognitive abilities to solve problems and find solutions.

Furthermore, Spirovska (2013, pp. 6-9) argued that applying the MI Theory is crucial in academic settings. It makes learners conscious of their individual learning preferences and interests. As a result, this awareness is key to enhancing their autonomous learning, fostering creativity, and encouraging self-reflection. Thus, it aligns instruction with students' unique intelligences and provides opportunities for them to learn in ways that suit their needs. Moreover, teachers can empower students to take ownership of their learning journey and develop a sense of agency in their education.

She added that, in each unique EFL classroom, learners possess distinct learning profiles. By implementing the MIT, teachers can create opportunities for students to understand and explore their individual preferences, capacities, and choices. Consequently, students' motivation, confidence, and self-esteem towards learning are likely to increase. Furthermore, when teachers have a thorough understanding of their students' weaknesses, learning styles, profiles and capacities, they can better adapt their teaching content based on these criteria.

To sum up, the MI Theory does not only support teachers in fostering creativity and imaginative skills in students but also influences curricula development. It encourages innovative approaches to decision-making regarding how and what to teach. Additionally, Gardner emphasizes that teachers should consider the unique profiles of all students when planning activities, employing pedagogical methods, designing lesson plans and evaluating

student progress. In doing so, teachers can effectively address the diverse needs and strengths of their students. Hence, it leads to create inclusive and engaging learning environments.

2.3.4. The Benefits of MI Theory on both EFL Teachers and Students

The status of Howard Gardner's MI Theory expanded within the fields of language teaching and learning. In this regard, the MI Theory is considered as one of the effective reforms that may contribute gradually in the educational system's improvement at all its levels. Learners can reach their full potential if teachers rely on MI ideas in their lessons. Hence, the incorporation of classroom instructions with MI could help teachers support students' learning with guidance (Armstrong, 2009, pp. 121-123). Thus, the students will expand their abilities beyond subjects highlighted in traditional education. MIT particularly emphasizes the application of intelligence in real-life situations. Ultimately, it would benefit students even beyond classroom settings.

In fact, MI concept can be promoted in high schools, colleges, graduate programs, and even in-service training programs rather than only kindergartens and primary schools. Several findings indicate that incorporating MI within EFL classroom improves students' motivation and interests in studying. In light of this, to inspire and guide students and boost their learning confidence; teachers need to be aware of each student's distinctive features and talents. The MIT reminds teachers to comprehend and apply a variety of teaching methods, transform existing curricula or units into multiple learning opportunities (Spirovska, 2013, p. 8). Consequently, they can adjust the content depending on the students' needs, interests and individual differences. As well as, carefully consider the taught concepts and ensure the delivery of appropriate intelligence for communicating the content before planning curricula.

Abdallah (2008, p. 31) indicated that, teaching with the MI Theory has a positive outcome on students. It enhances the progress of the four skills proficiency; motivate them to participate in different classroom activities, and gain fruitful academic achievements. Thanks

to the MI ideas, EFL students are becoming more aware about their areas of strengths and weaknesses. As a result, they rely on their cognitive strengths intentionally to acquire knowledge properly, solve problems and identify their learning profile easily. According to Gardner (1999), the crucial ingredient is a commitment to knowing the minds of students. Each one has his own mental, cognitive and psychological differences. Thus, it is necessary for teachers to take the sufficient time to be familiar with their recipients (p. 151). The more they are aware of the students' distinctive characteristics; the easier they adjust the content depending on the up-to-date version of their needs and to ensure the equal treatment among them.

The MI Theory provides a model of personal development that conceptualizes how the innate intelligences may affect the ways of teaching in the classroom. Moreover, it opens the door to a wide range of opportunities and activities. This latter, helps both EFL teachers and students in the reinforcement of the neglected intelligences and the advancement of already developed ones (Armstrong, 2000, p. 30). Hence, incorporating MIT in EFL classroom enables teachers and students to interact within a collaborative atmosphere. Consequently, it is easy to identify the needs and the profiles of both sides. In this regard, Gardner proclaimed that the concept of style designates a general approach that an individual can apply equally to an indefinite range of content. Thus, teachers should start determining their own intelligence profiles in order to determine their best or preferred teaching strategies methods and techniques. This is because teachers themselves may have preferences for particular intelligences which can affect their way of teaching (1999, pp. 83-84).

MI Theory empowers teachers to benefit from their creativity and design customized syllabi that cater to their students' individual needs. By doing so, they can move beyond the reliance on textbooks and traditional methods. Besides, by incorporating MI into the curriculum, teachers can facilitate a deeper understanding of essential concepts and promote

student engagement. As Heacox (2012) emphasized, offering a variety of content and diverse learning approaches increases the chances of reaching a wider range of students (p. 70). By embracing MIT, teachers can unlock the full potential of their students and create a dynamic and inclusive learning environment. “There are currently thousands of MI teachers and ten thousands of students undergoing MI-based classroom instruction” (Campbell, 2000, p. 12).

Briefly speaking, the integration of MI Theory in teaching practices has a profound impact on student motivation, creativity, and active participation. Moreover, what makes this theory particularly valuable is its flexibility. It can be adapted to different contexts in order to meet the diverse needs of learners. Furthermore, its global recognition stems from its emphasis on individual differences and the revolutionary ideas it brings to the field of English as a Foreign Language (EFL) education. Ultimately, it contributes in promoting effective teaching and learning. By embracing MIT, teachers can create inclusive and engaging classrooms that accommodate to the unique strengths and abilities of every student.

Conclusion

In conclusion, the concept of intelligence has undergone significant changes throughout history. Hence, there is no agreement upon its definition. However, Gardner's Theory of Multiple Intelligences presents a revolutionary perspective on intelligence. In light of this, individuals possess all eight intelligences but with varying levels of development. Furthermore, this theory has gained recognition in English language teaching as an alternative to traditional notions of intelligence. Consequently, its implementation in EFL classrooms enables teachers to identify their students' needs and foster a collaborative learning environment. By acknowledging their strengths and weaknesses, students can enhance their talents and engage effectively with others. Ultimately, MIT facilitates personalized learning that caters to the diverse levels and requirements of each learner. Hence, it leads to a more efficient EFL teaching- learning process.

CHAPTER THREE: FIELD INVESTIGATION

Introduction.....	57
3.1. Research Design and Methodology.....	57
3.1.1. Research Method.....	57
3.1.2. Population and Sampling.....	58
3.1.3. Data Collection Tools.....	58
3.2. Teachers' Questionnaire	58
3.2.1. Aims of Teachers' Questionnaire.....	58
3.2.2. Description of Teachers' Questionnaire.....	59
3.2.3. Administration of Teachers' Questionnaire.....	60
3.2.3. Analysis and Interpretation of Results from Teachers' Questionnaire	60
3.2.4. Summary of Results and Findings from Teachers' Questionnaire.....	78
3.3. Students' Questionnaire.....	81
3.3.1. Aims of Students' Questionnaire	81
3.3.2. Description of Students' Questionnaire.....	81
3.3.3. Administration of Students' Questionnaire.....	83
3.3.4. Analysis and Interpretation of Results from Students' Questionnaire.....	83
3.3.5. Summary of Results and Findings from Students' Questionnaire.....	102
Conclusion.....	105

Chapter Three: Field Investigation

Introduction

Intelligence is regarded as a vital element in acquiring knowledge and delivering content. As the theoretical examination of both variables has been already dealt with in the first two chapters, this chapter addresses the practical side of the research. It endeavors to explore the relationship between the Multiple Intelligences Theory and the EFL teaching-learning process. Accordingly, two questionnaires have been administered to teachers and first- year Master students of English at the Department of Letters and English language, at the University of 8 Mai 1945-Guelma; in an attempt to investigate the Role of Multiple Intelligences Theory in Improving EFL Teaching/Learning Process. Furthermore, it aims to analyze, describe, interpret and explain the findings objectively; in order to obtain convincing answers for the research questions. Moreover, some pedagogical implications are discussed together with limitations of the study and recommendations for further research.

3.1. Research Methodology

This section discusses the research methodology and design, including the target population, the research tools, data description, analysis and interpretation of teachers' and students' questionnaires.

3.1.1. Research Method

The research methodology utilized in this study is quantitative descriptive method. The descriptive method was chosen to investigate the “conditions or relationships that exist; practices that prevail; beliefs, points of view, or attitudes that are held; processes that are taking place; effects that are being felt; or trends that are developing” (Best, 1970, as cited in Cohen et al., 2000, p. 205). Two questionnaires were administered for EFL teachers and students. The primary objective of using these research tools is to gather insights from both teachers and

students regarding the role of Multiple Intelligences Theory (MIT) in improving EFL Teaching and Learning Process.

3.1.2. Population and Sampling

The current study focuses on investigating the role and application of Multiple Intelligences Theory. The first sample consists of teachers at the Department of Letters and English Language at the University of 8 Mai 1945-Guelma. The sample of teachers (20) was chosen to provide insights about the actual practices of integrating MIT into EFL teaching. The participants of the second sample are one hundred (100) first-year Master students out of the whole population that composes of one hundred thirty four (134) student; who are enrolled in five groups. The study specifically aims to explore the extent to which the sample students have grasped the concept of MIT in EFL and how the teachers consider it in their teaching practices. To achieve the research objectives, first-year Master students were selected, as the sample of the study, because they are believed to be experienced enough to express objectively their opinions about their learning and also because they have already been introduced to the concept of MIT in the Psycho-pedagogy course.

3.1.3. Data Collection Tools

The current study employs two questionnaires as data collection tools; to explore the opinions and perceptions of the participants regarding the relationship between the two variables of the study: Multiple Intelligences Theory (MIT) and EFL teaching/ learning process. The questionnaire highly helps the researcher is gathering information about the participants' knowledge, standpoints, and attitudes about a certain topic. In addition to that, the answers are interpreted and organized easily because of its fixed responses forms (Kvale, 1996, p.176).

3.2. Teachers' Questionnaire

3.2.1. Aims of Teachers' Questionnaire

The questionnaire administered to the teachers in the current study was developed on the basis of the theoretical framework presented in the earlier chapters. Its primary objective is to gather data about the teachers' perspectives; on the possible benefits of Multiple Intelligences Theory (MIT) in improving the EFL teaching and learning process. Moreover, the questionnaire aims to explore the extent to which the teachers are aware of and incorporate MIT in their EFL classrooms. The three sections of the questionnaire cover various aspects related to MIT and EFL teaching, such as the teachers' understanding of MIT and its relevance to EFL, their opinions on the potential benefits of integrating MIT in EFL instruction, and their experiences with using it in their teaching practices. It contains twenty-one questions, ten of which are closed questions while eleven are open.

3.2.2. Description of Teachers' Questionnaire

Section One: General Information (Q1-Q4)

In this introductory section, teachers have to specify their qualifications, years of teaching at the university, their field of specialty and modules taught. In addition, to asking them whether they are currently teaching first-year Master level or not.

Section Two: Teachers' Views about Multiple Intelligences Theory (Q5-Q12)

This section contains eight (8) questions. Its main purpose is to know about teachers' perspectives and understandings of the term "Intelligence" (Q5). More specifically, in (Q6) teachers are asked to indicate their familiarity with Gardner's Multiple Intelligences Theory. After that, the seventh question (Q7) is designed to indicate the teachers' own intelligence profile and their opinion regarding the dominant intelligences among their students (Q8) and how they can identify them (Q9). In (Q10) teachers are asked about their perspective about the

relationship between students' learning styles and intelligence profile; in addition to asking them to explain this relationship (Q11). The last question (Q12) seeks if teachers adjust their course content on the basis of various types of intelligences or not.

Section Three: The Role of MI Theory in EFL Teaching- Learning Process (Q13-Q21)

This section consists of nine questions. It starts with asking teachers whether their intelligence profile influences their teaching or not; and if so, how (Q13-Q14). In question fifteen (Q15), they are required to indicate if they ever adopt the MI Theory in their classroom. Furthermore, question sixteen (Q16) asks teachers to specify how they could integrate MIT in EFL context. Afterwards, teachers are inquired about the way they can adjust their course content and teaching materials according to their students' intelligences; and whether it is possible to make it part of EFL classroom (Q17-Q18). In the last three questions of the section (Q19, Q20, Q21), participants are demanded to specify how it is possible to apply the MIT in their classes (Q19). Then, they are required to tick the appropriate option according to their perspectives; to describe the extent to which MIT can be effective in EFL classroom (Q20). In addition, (Q21) welcomes teachers to add any further details or suggestions.

3.2.3. Administration of Teachers' Questionnaire

The questionnaire was handed out to twenty six (26) teachers from April 18th until 26th, 2023 at the Department of Letters and English language, University of 8 Mai 1945, Guelma. Unfortunately, owing to the situation of "*the month of Ramadan*", informants were difficult to reach. Only twenty (20) questionnaires were collected. Besides this, it took a whole month to get all of them back. The major aim behind this questionnaire is to investigate EFL teachers' perspectives regarding the MIT and to what extent it can be applicable and beneficial within EFL context.

3.2.4. Analysis and Interpretation of Results from Teachers' Questionnaire

Section One: General Information

Question 1: How long have you been teaching English?

Table 3.1

Teachers' English Teaching Experience

Options	Frequency (N)	Percentage (%)
Less than 12	6	30%
More than 12	14	70%
Total	20	100%

From the results displayed in Table 3.1, the majority of teachers (70%) said that they are teaching English for more than 12 years. Additionally, less than half of them (30%) asserted that they are teaching English at University for less than 12 years. This implies that teachers have a significant teaching experience; and hence, may provide us with sufficient information about the topic under investigation. Besides, they have been exposed to a variety of teaching approaches, methods and course contents as well as a sufficient knowledge about students' abilities.

Question 2: What is your field of specialty?

As it is shown in Table 3.2, more than half of the informants (75%) are specialized in linguistics, which indicates that the majority of the sample are teachers of linguistics. (15%) of them are civilization teachers. The rest of the sample (10%) admitted that they are specialized in translation. This is actually a good indicator because the under studied sample includes teachers from various disciplines, which will provide us with information gathered from various points of view.

Table 3.2*Teachers' Specialty*

Options	Frequency (N)	Percentage (%)
Literature	0	0%
Linguistics	15	75%
Civilization	3	15%
Translation	2	10%
Total	20	100%

Question 3: Which modules are you currently teaching?**Table 3.3***The Modules that Teachers are currently Teaching (this year)*

Options	Frequency (N)	Percentage (%)
Research Methodology	4	20%
Linguistics	5	25%
Oral expression	2	10%
Grammar	2	10%
Ethics	1	5%
Discourse Analysis	2	10%
Advanced Reading	1	5%
Phonetics	1	5%
Translation	2	10%
Total	20	100%

As it is indicated in Table 3.3, (20%) claimed that of the participants teach research methodology this year. While others (25%) asserted that they teach linguistics. (10%) of the sample teach oral expression, grammar, discourse analysis and translation. However, a very limited percentage (5%) declared that they teach phonetics, ethics and advanced reading. This suggests that a single teacher can teach a variety of modules related to his area of expertise.

Question 4: Do you teach first-year Master level?

Table 3.4

Teachers' First-year Master Level Teaching

Options	Frequency (N)	Percentage (%)
Yes	7	35%
No	13	65%
Total	20	100%

Table 3.4 shows that (65%) of teachers do not teach first-year Master level. This indicates that the majority of the sample participants are teaching other levels; while the rest of the sample (35%) responded with “yes”. This implies that they are familiar with the courses taught to this level.

Section Two: Multiple Intelligences Theory

Question 5: How can you define the term “Intelligence”?

Teachers' Definitions of the Term “Intelligence”

Teachers have provided a variety of definitions to the term intelligence. Thus, they are summarized as follows:

- The ability to understand reason and think critically and creatively. (5) Teachers.

- The ability to use previous knowledge (by adopting or adapting it) or improvising and coming up with a certain solution to a certain problem/task/duty. (13) Teachers.
- The ability to memorize and grasp data in order to solve problems quickly and effectively. (1) Teachers.
- The way a human being is able to analyze and interpret events, and speech. Many types of intelligence exist nowadays; people are no more refereeing to the word with its relation to mathematical and technical matters. (1) Teacher.

According to the provided definitions of “Intelligence”, (65%) defined it as the ability to use previous knowledge and solve problems. This proves to be close in meaning with Gardner’s definition of “intelligence” (see Chapter Two, p. 35). Moreover, (25%) of teachers claimed that intelligence is the ability to understand, reason and think critically and creatively. This means that teachers believe that intelligence has direct relation with critical thinking. While, few of them (5%) referred to intelligence as the ability related to the working memory. Another (5%) claimed that it is more than just mathematical ability .This indicates that respondents relate the concept of “Intelligence” with “Memory” and reject the traditional view that considers intelligence as just a mathematical ability.

Question 6: Are you familiar with Multiple Intelligences Theory stated by Howard Gardner?

Table 3.5

Teachers’ Familiarity with Multiple Intelligences Theory

Options	Frequency (N)	Percentage (%))
Yes	18	90%
No	2	10%
Total	20	100%

As it is displayed in Table 3.5, the majority of the sample (90%) stated that they are familiar with the Howard Gardner's theory of MI while (10%) are not. This implies that most teachers are knowledgeable with the recent changes in the field of foreign language teaching. It may be because the majority of the sample teachers are specialized in linguistics.

Question 7: If yes, from the list below, tick your highly developed types of intelligences (see Appendix A)

Table 3.6

Teachers' Dominant Intelligences

Options	Frequency (N)	Percentage (%)
A	14	70%
B	6	30%
C	3	15%
D	4	20%
E	4	20%
F	10	50%
G	13	65%
H	2	10%
No answer	2	10%

As it is shown in Table 3.6, each type is analyzed separately. The participants' responses indicate that the majority (70%) agreed to be linguistically intelligent; as they are language teachers. Moreover, (65%) of them opted for intrapersonal intelligence; which demonstrates that they understand themselves and prefer not to engage in social interactions. (50%) of informants chose the interpersonal intelligence, implying that they have extrovert personality. (30%) claimed that they have logical/ mathematical intelligence. Thus, they rely

on logic and reason. Only (20%) said that they are musically intelligent. The same number of participants (20%) goes for those who preferred bodily-kinesthetic intelligence. While (15%) of them considered the visual/spatial as their dominant intelligence. Only (10 %) of the sample opted for naturalist intelligence. It may be due to their strong ability to classify and categorize living creatures. Overall, the whole sample members are able to choose their intelligence profile. This diversity is expected then to affect their way of teaching.

Question 8: In your opinion, what are the dominant intelligences among your students?

Table 3.7

Teachers' Views about Students' Dominant Intelligences

Options	Frequency (N)	Percentage (%)
Linguistic/ Verbal Intelligence	11	55%
Logical/Mathematical Intelligence	5	25%
Visual/Spatial Intelligence	3	15%
Musical Intelligence	4	20%
Bodily-kinesthetic Intelligence	3	15%
Interpersonal Intelligence	7	35%
Intrapersonal Intelligence	4	20%
Naturalist Intelligence	0	0%
No Answer	3	15%

According to Table 3.7, more than half of the sample (55%) stands for the respondents who claimed that the dominant intelligence among EFL students is Linguistic/Verbal intelligence. This implies that EFL teachers believe that although they are language learners, EFL students' level of language proficiency is average. While (35%) believed that students' intelligence is interpersonal which may mean that EFL students perform well in group-work

and are better engaged in collaborative atmosphere. (25%) of the participants reported that Logical/ Mathematical intelligence is the dominant one among their students. Accordingly, these types of learners prefer learning through charts, diagrams and mind maps. Besides, some respondents (20%) opted for musical intelligence as a major intelligence type that shape EFL students' intelligence. In this sense, teachers believe that their students learn better through rhythmic tone. Almost the same number of teachers (20%) described their students as intrapersonal intelligent. This reflects that some of EFL students are introverts i.e. they rely on autonomous learning. Whereas, (15%) of the participants respectively chose Visual/Spatial and bodily-kinesthetic intelligence as the common intelligence. This indicates that teachers are aware of their students' various types of intelligences and that such type prefers to learn through movements, using their senses.

The collected results reveal that some of the participants (15%) did not answer the question but they justified their choice by saying that:

- Intelligence is individual, so it varies from one individual to another.
- One needs to spend long hours with students, knowing them deeply and have a clear idea about their personalities. Groups are overcrowded and the time spent with students is relatively short to allow a conclusion about their intelligences types.
- One teacher justified by saying that he does not think about students' intelligence.

All in all, teachers showed that they are highly attentive about their students' dominant intelligences and that they are aware about such diversity among students and then consider it when dealing with them in real classroom situations.

Question 9: How could you identify them?

The obtained results shows that (20%) of the sample opted for identifying students' intelligences through interaction and performance, observations and tests. However, the same percentage did not answer (20%) because they provided inconvenient answers previously. In

fact, (15%) stands for teachers who relied on lectures and practices inside the classroom, in addition to observation. Similarly, (15%) of teachers reported inconsistent responses, it may be due to a misunderstanding of the question. Few teachers (10%) thought that communicating and testing their students is an effective way in identifying their intelligences. One instructor (5%) of the sample believed that writing and interaction have a significant role in describing the intelligences of students. This indicates that the majority of the sample teachers are aware of the role of classroom observation, tests and interactions between students to detect the dominant intelligences among their students.

Table 3.8

Teachers' Identifications of Students' Intelligences

Options	Frequency (N)	Percentage (%)
Through observation	3	15%
Through writing and interaction	1	5%
Communicating and testing them	2	10%
From lectures and practices inside the classroom	3	15%
From their interactions and performance, observation and tests	4	20%
Other answers	3	15%
No answer	4	20%
Total	20	100%

Question 10: Do you think these types of intelligences determine your students' learning styles?

The obtained results identify that most of the participants (70%) believed that the types of intelligence determine their students' learning styles; whereas, (30%) refused to acknowledge the relationship between MI types and learning styles. This denotes that the

majority of the sample related Gardner's types of intelligence to their students' learning styles. Therefore, they are able to distinguish between the types of intelligences and learning styles.

Table 3.9

Teachers' Viewpoints Regarding the Relationship between Students' Types of Intelligences and their Learning Styles

Options	Frequency (N)	Percentage (%)
Yes	14	70%
No	6	30%
Total	20	100%

Question 11: Please, explain

Teachers' Explanations

Our sample teachers justified their answers by providing the statements below:

- Styles do not 100 % reflect a certain type of intelligence, and vice-versa. (1) Teacher.
- Multiple Intelligences focus more on intellectual abilities, while learning styles emphasize on preferences on how students like approaching their learning. (2) Teachers.
- Types of intelligence influence their ability to learn. (5) Teachers.
- The students' learning styles are a mirror to the types of intelligence they do have. (3) Teachers.
- Yes, these types of intelligences encourage students to develop their own multiple intelligences profile and help them to be motivated to acquire the necessary skills for learning. (5) Teachers.

According to teachers' explanations on how types of intelligences determine the learning style, (25%) of participants claimed that types of intelligence influence their ability to

learn. Similarly, another (25%) said that it encourages students to develop their own multiple intelligence profile and help them to be motivated to acquire the necessary skills for learning. This means that students' dominant intelligence determines their way of learning. Moreover, some teachers (15%) said that students' learning styles are a mirror of their types of intelligence. This implies that it motivates self-reliant and independent students. While, a limited percentage (10%) stated that Multiple Intelligences focus more on intellectual abilities, while learning styles emphasize preferences on how students like approaching their learning. This denotes that teachers are aware of the difference between students' Multiple Intelligences and learning style. Whereas, only (5%) admitted that their styles do not (100 %) reflect a certain type of intelligence, and vice-versa. However, (20%) represents those who did not answer.

Question 12: Do you adjust your course content depending on those various types of intelligences?

Table 3.10

Teachers' Views about Adjusting their Course Content and Teaching Materials on MIT

Options	Frequency (N)	Percentage (%)
Yes	12	60%
No	8	40%
Total	20	100%

According to the obtained results, more than half of the participants (60%) ensure that they adjust their classroom content on the basis of various types of intelligences. While (40%) of the sample answered with "no"; declaring that they do not rely on types of intelligences in content selection. Hence, most of the sample claimed that they usually diversify their teaching materials and methods to cover the intelligence types of their students.

Section Three: The Role of MI Theory in EFL Learning /Teaching Process

Question 13: Do you think that your intelligence profile may influence your way of teaching?

Table 3.11

Intelligence Profiles' Influence on Teachers' Way of Teaching

Options	Frequency (N)	Percentage (%)
Yes	17	85%
No	3	15%
Total	20	100%

As seen in Table 3.11, the majority of the sample (85%) argued that intelligence profile influences their way of teaching. Whereas, the rest (15%) answered with “no”; indicating that their intelligence profile does not influence their teaching style. This shows that teachers vary their content according to the dominant intelligences they possess following Armstrong’s perspective (See Chapter Two, p. 49).

Question 14: If yes, please explain how?

Table 3.12

Views of Teachers who Opted for Yes

Options	Frequency (N)	Percentage (%)
They answered	13	76,47%
They did not answer	4	23,52%
Total	17	100%

According to Table 3.12, (23, 52%) of the sample did not answer this question. Meanwhile, more than half of the sample (76, 47%) provided accurate answers. This implies

that teachers' intelligence profile can influence their teaching in different ways. Their answers are summarized as follows:

- Students with different intelligences types would oblige or more or less help me in tailoring and preparing my lessons and my methods of teaching to ensure maximum understanding and effective learning.
- I tend to be friendlier and use lots of words play and fun jokes with my students in order to maintain interpersonal contact.
- Since intelligence profile results in different learning styles, this will necessarily influence the teaching process.
- Both teaching and learning are related to intelligence. Teaching is impossible without intelligence. If it is to take place successfully.
- The teachers' dominant intelligence influences his teaching style, hence, he/she may focus on one type of intelligence over the others, one would focus on the way he thinks or sees more effective, and however it is preferable not to be influenced by one's own style but to mix between different types of intelligences.

The above answers denote that the teaching styles of the sample under investigation are highly influenced by their prominent types of intelligence. In this sense, it can be said that MIT profile has a strong impact on the teaching process. However, following one type of intelligence can hinder students' learning.

Question 15: Have you ever adopted the MI Theory in your EFL classroom?

The obtained results identify that the majority of the sample (55%) have never adopted MIT in their classroom. However, (45%) of them do so. This denotes that a large number of the sample under investigation does not give great attention to adopting MIT in the classroom. It may be due to their lack of knowledge on how to integrate it in their classrooms.

Table 3.13*Teachers' Adoption of MIT in the Classroom*

Options	Frequency (N)	Percentage (%)
Yes	9	45%
No	11	55%
Total	20	100%

Question 16: if yes, how?**Table 3.14***Teachers Who Opted for Yes*

Options	Frequency (N)	Percentage (%)
They answered	8	88.88%
They did not answer	1	11.11%
Total	9	100%

Table 3.14 demonstrates that teachers, who opted for “yes”, represent the overwhelming majority (88.88%). They provided the following explanations about the way of adopting MIT within EFL classroom:

I introduced my students to all the types. I gave them tests that help them find the types and I gave them tips on strengthening their intelligences.

- It is not that easy to say: “I applied or didn’t apply”, to mix the different kinds of intelligences is not light task.
- Through varying the teaching methods, techniques and activities to match the different learning styles and intelligences.
- Observing learners’ learning styles, then applying the relevant teaching approaches and methods.

- In reality, it is not explicitly applied, but while teaching I try to use various types of materials, I try to help the students to listen, read, write, discuss and work in groups, but time as condition constraints do not help us to achieve that.

However, only one instructor (11, 11%) from those who opted for “yes” did not respond. Teachers’ clarifications indicate that they have certain knowledge on how to apply MIT in their classrooms. However, some teachers said that it is not easy to design courses that include the eight types of intelligence and time does not allow them. Thus, they integrate MIT using different activities, materials and suitable methods. In this regard, they can be considered as being aware of its significant impact.

Question 17: How can you adjust your classroom teaching materials and course content according to your students’ different types of intelligences?

The majority of teachers (75%) explained how they adjust the classroom teaching materials and course content according to their students’ different types of intelligences. Consequently, this means that they take into account their students’ needs and individual differences when selecting and presenting the lesson. To illustrate, they stated the following ways of presenting MIT- based materials and content:

- I guess I focus on the intelligence needed for the success for the EFL class: linguistic and interpersonal intelligence. (3) Teachers.
- By varying the materials and activities. (6) Teachers.
- Classroom teaching materials and course content should develop students’ different intelligences by providing visuals via the board or overhead or by taking notes and explanation in distinct steps. (2) Teachers.
- Make balance/bridge between students’ intelligences and my intelligence. (1) Teacher.
- Varying the teaching materials (audios, videos and role-plays, audio-visual materials, songs. (1) Teacher.

- Students need to be encouraged to invest more in the areas where they are talented. I can think about an oral expression task where students are free to use different means, channels and to discuss the same topic. The very nature of the course is important, not all the courses allow such experiment. (2) Teachers.
- It is not possible in the Algerian EFL classrooms due to the big number of students. (2) Teachers.

The last statement represents (10%) claimed that they cannot adjust the course content and teaching materials according to MIT. The rest of the sample (15%) did not answer this question. Through the analysis of this question, teachers illustrated the different ways they adjust their course content and teaching materials on the basis of MIT. They are aware of the fact that the MIT- based materials can be used at different times during the course instruction through several options; such as, audio-visual materials, personalizing the content based on specific intelligences, finding a common area between students' and teachers' intelligences. However, other teachers asserted that it cannot be applied because of the overcrowded classroom and not all courses allow the use of MIT- based materials and content.

Question 18: According to you, is the integration of MIT in the EFL classroom possible?

Table 3.15

The Possibility of Integrating MIT in the EFL Classroom

Options	Frequency (N)	Percentage (%)
Yes	18	90%
No	2	10%
Total	20	100%

Table 3.15 above describes teachers' thoughts about the possibility of MI integration in the classroom. Thus, the overwhelming majority (90%) ensures that "yes" it is possible for MI to be integrated in the classroom. This reflects their belief about MIT as a useful and effective

instructional method to encourage all students to take part and engage in the learning process. Yet, the rest of the sample (10%) said “no” implying that it is difficult to be implemented in the Algerian EFL classroom, but not impossible.

Question 19: If yes, please explain how?

The collected results revealed that most of the participants (72.22%) explained their own perspectives towards MIT integration in the classroom; by providing some suggestions about how to adopt it:

- MIT is connected to multisensory teaching through selecting the content and the activities with the materials that suit the needs of the learners and can be relevant to their intelligences to achieve better learning. (6) Teachers.
- It has to do with students’ needs analysis, i.e. assessing the students’ intelligence types, classifying them accordingly. Then, develop and prepare the relevant materials, teaching methods and strategies. (3) Teachers.
- If the class contains a few number of students and the teacher is fully acquainted with the MI theory. (1) Teacher.
- Students should gain awareness of their unique profiles: giving them texts that help them identify their types of intelligences. Also, by showing them how to benefit from their strengths and how to enhance the weaknesses. (3) Teachers.

However, (27.77%) who answered “yes” in the previous question did not provide explanations. Thus, the majority of the sample under investigation agreed that needs analysis and identification of students’ strong intelligences is important in order to apply MIT in the classroom. Moreover, they need to be familiar with this theory to choose the suitable materials and teaching methods. This indicates that the MIT is a flexible theory and can be applied in different ways; according to each selected type of intelligence.

Question 20: To what extent MI Theory can be effective in an EFL classroom?

Table 3.16

Teachers' Opinions on the Extent to which MIT can be Effective

Options	Frequency (N)	Percentage (%)
To a very limited extent	2	10%
To a limited extent	4	20%
To a high extent	11	55%
To a very high extent	3	15%
Total	20	100%

As it is displayed in Table 3.16, more than half of the informants (55%) believed that MIT is effective to a high extent, whereas (20%) opted for a limited extent. Moreover, (15%) of teachers declared that it is effective to a very high extent. However, only (10%) responded with a very limited extent. Thus, the results show a general agreement on the effectiveness of MIT in EFL classroom. This indicates that MIT has a significant role in EFL classrooms, and teachers consider it as a crucial method in education.

Question 21: Please, you are welcome to add any further suggestions.

More than half of the sample (85%) did not provide any further remark or comment. However, only (15%) provided further suggestions that are reported bellow:

- Each person has several distinct intelligences, correlating with a specific part of the brain and we should in teaching/learning process study how can MI Theory be applied to teach children different activities.
- Learning is impossible without intelligence, the effectiveness of learning is conditioned by the degree of intelligence because students with high intelligence are easier to direct and guide while teaching.

- I teach MI to L1 in the module of study skills, it is both beneficial and funny.

Ultimately, it appears that these teachers, who provided further comments, are interested in the relevance of MIT in enhancing the EFL teaching/learning process in general, and boosting students' personal skills in particular. As a result, teachers demonstrate an understanding of the value of MIT in the educational setting.

3.2.5. Summary of Results and Findings from Teachers' Questionnaire

The results obtained from the first section showed that the majority of teachers have significant teaching experiences and more specifically in linguistics. The overwhelming majority of the participants teach different modules that make the application of MIT possible in different areas of study. Moreover, more than half of teachers (65%) assume that they do not teach first-year Master level; which is not compatible with the second sample under investigation. This means they have dealt with other levels so they can provide valid feedback on how to apply MIT for other levels that may be valid for generalizing the results in EFL learning context.

Section two entitled "Multiple Intelligences Theory" consists of eight questions. The gained results in (Q5) showed that the majority of teachers have defined "intelligence" in various ways, and a high percentage of them asserted that they are familiar with Gardner's MIT. Thus, they are aware of the current 21st century teaching trends. Coming to the results gathered, teachers indicated that their highly developed types of intelligences are linguistic, intrapersonal and interpersonal respectively. Moreover, the respondents find that the dominant intelligences among their students are linguistic, interpersonal which can be identified through their interactions, performance, observation and tests. This result answers the third research question. Ultimately, the results revealed that they are implementing some aspects of MIT to determine their intelligence profile as well as that of their students. Additionally, the majority of informants believe that the types of intelligences determine their students' learning style.

Thus, they agree with Gardner's view that types of intelligence and learning styles are two different concepts. They further explained that students' intelligence determines the way they learn. As a result, two thirds of teachers proved to adapt their subject matter according to different types of intelligences.

The third section displayed teachers' knowledge about the role of MIT in EFL Teaching/Learning Process. The exploration of this section revealed significant data and findings related to the theme under investigation. The majority of the sample teachers agreed that their intelligence profile influences their way of teaching. This implies that they adjust their content depending on various types of intelligence of their students. Additionally, more than two thirds of the sample provided convenient answers regarding the way MIT influences their teaching. Some justified by saying that "since intelligence profile results in different learning styles, this will necessarily influence the teaching process". This means that teachers have enough background about the MIT and its impact in EFL settings. However, more than half of them show a negative attitude, by answering "no", about the adoption of MIT in the classroom. This denotes that although they are familiar with the theory, they do not adopt it as a way of teaching. This may be due to different conditions including curriculum stuffing, time constrains, or lack of materials.

Furthermore, those who answered with "yes" explained their ways of incorporating MIT in teaching; by providing justifications such as "I introduced my students to all the types of intelligences. I gave them tests that help them find the types and I give them tips on strengthening their intelligences." Accordingly, the integration of MIT in EFL classroom may have a noticeable impact. Moreover, the majority of the sample show that they take into accounts the students' differences and needs by adjusting their course content and materials accordingly. Likewise, almost the whole sample teachers believe that the integration of MIT in their classrooms is possible and have provided some useful suggestions of how it can be

integrated. In the last questions of this section, more than half of teachers assume that MIT is effective to a high extent in EFL classroom. This result reveals that teachers have positive attitudes towards the role of MIT to improve EFL teaching and learning process. A result that answers the first research question that MIT has a crucial role in improving EFL teaching and learning process. Lastly, some teachers provided further comments and suggestions about the theme under investigation.

To sum up, the analysis of the collected data and findings from EFL teachers' questionnaire reveals that the majority of them believe that their intelligence affects their way of teaching. This demonstrates that the majority have a positive attitude towards the MIT. Moreover, they claimed that the dominant intelligences among their students are the linguistic and interpersonal intelligences. Thus, most of the teachers agree about the efficiency of MIT to create interactive learning environments for their learners where each individual learner is highly motivated to participate.

3.3. Students' Questionnaire

3.3.1. Aims of Students' Questionnaire

The questionnaire seeks to investigate the students' perspectives about the role of MIT in improving EFL teaching/learning process. Moreover, its aim is discovering whether students recognize their intelligence profile or not and if they are relevant in the classroom or not. More importantly, the students' questionnaire was directed towards investigating the relationship between the different types of intelligence and the students' learning styles. The ultimate goal is to raise students' awareness of the potential benefits of using MIT in an EFL context.

3.3.2. Description of Students' Questionnaire

The students' questionnaire was designed on the basis of the previous theoretical chapters. It is organized according to the research layout. The questionnaire consists of twenty-

six questions from different types. Multiple-choice questions, dichotomous (yes-no) and open-ended questions which are divided into four sections (see Appendix B). It seeks to probe students' views about the role of MIT on EFL teaching/learning process. In addition, it aims at investigating if they are aware of the importance of using MIT to the best ways to learn.

Section One: General Information (Q1-Q5)

In this section, the students are required to respond to five questions. It aims at collecting data about students' general information as age, gender, their English study experience, self-evaluation of their English level and to specify the reason behind if it is low.

Section Two: Multiple Intelligences Theory (Q6-Q12)

This section starts with (Q6); which seeks to know students' definitions of intelligence. Then, (Q7) asks whether they know that intelligence has multiple types or not. In (Q8), the students are requested to select their dominant intelligence type. Relatively, they are questioned whether they have been introduced to the MIT or not (Q9). Question ten (Q10) attempts to know if this theory helps them recognize their intelligence profile or not. Thus, each student is required, in the eleventh question (Q11), to answer if he is able to identify his learning style. The last question (Q12) requests students to choose their suitable learning style.

Section Three: EFL Teaching and Learning Process (Q13-Q19)

Section three aims at gathering information about students' classroom experiences. Thus, (Q13) asks whether or not teachers encourage students' participation in class, while (Q14) investigates the frequency of their participation in classroom interactions. (Q15) focuses on the availability of teaching aids and materials, requesting students to indicate whether they are exposed to a variety of them or not. In (Q16), students are asked to share their opinions on whether or not these materials affect their learning. Additionally, students are provided with an opportunity to elaborate on their answers in (Q17). (Q18) is concerned with students' feedback

about their teachers' input. (Q19) asks students to identify any learning difficulties they have experienced.

Section Four: The Role of Multiple Intelligences (MI) Theory in Improving EFL

Learning and Teaching Process (Q20-Q26)

Thereafter, informants are asked about their opinions in relation to the role of self-awareness of their intelligence profile in learning (Q20). In the following question (Q21), students are questioned if their teachers expose them to MIT-based materials or not; followed by a request for providing explanations (Q22). In the next question (Q23), students are demanded to indicate the extent to which the application of MIT in the classroom may facilitate their learning process. (Q24) requires students to explain their answers. Notably, (Q25) tends to explore students' views about whether their teachers take into account this theory in their lesson plans, content and material selection. Finally, the questionnaire ends with (Q26) asking for further suggestions or comments. This part offers students full freedom to add anything they wish to say about the topic under investigation.

3.3.3. Administration of Students' Questionnaire

The questionnaire was administered from April 19th to 7th May, 2023. It was given hand to hand to first-year Master students at the Department of Letters and English language, University 8 Mai 1945, Guelma. The students were promised that their answers will remain confidential and that they will only be used for the sake of research. The questionnaire was designed to be straightforward and easy to understand, allowing the students to answer the questions with minimal effort. Many students expressed their enthusiasm for the topic and willingly participated in the survey.

3.3.4. Analysis and Interpretation of the Results from Students' Questionnaire

Section One: General Information

Question 1: How old are you?

Table 3.17

Students' Age

Options	Frequency (N)	Percentage (%)
20-22	66	66%
23-25	19	19%
More than 27	14	14%
No Answer	1	1%
Total	100	100%

As it is displayed in the Table 3.17, (66%) of the students are aged between twenty, twenty-two. (19%) represents ages that range between twenty-three and twenty-five. (14%) refers to those who have more than twenty-seven years. These categories represent the expected age of first-year Master students; however, both (14%) and (19%) of the sample refer to students who either repeated a grade or they stopped studying then carried on later. This implies that there is diversity in the ages of first-year Master sample students. In fact, age is an important factor in intelligence studies. Hence, they are old enough to be self-reliant learners.

Question 02: Specify your gender, please.

The results showed that females (82%) accede males (17%). while (82%). That is, the collected results will be mainly from a feminist point of view. Gender also may have an impact on students' dominant type of intelligence.

Table 3.18*Students' Gender*

Options	Frequency (N)	Percentage (%)
Male	17	17%
Female	82	82%
No Answer	1	1%
Total	100	100%

Question 03: How long have you been studying English?**Table 3.19***Students' Years of English Study Career*

Options	Frequency (N)	Percentage (%)
11 years or less	49	49%
More than 11	51	51%
Total	100	100%

According to the data presented in Table 3.19, the majority of students (51%) said that they have been studying English for more than 11 years. Indicating that either they encountered challenges during their academic career or that English was a secondary area of study for them. However, (49%) claimed that they have been studying English for either 11 years or less. This shows that they had a successful academic year achievements.

Question 04: How do you describe your level of English?

Table 3.20 shows that the majority of respondents (72%) declared to have an average level of English. This demonstrates that they have neither mastered the language yet nor achieved the needed level of expertise. However, (28%) of them stated that they have an

advanced level of English, indicating that they have an excellent command of the language in addition to developing a good linguistic competence required for Master level in English.

Table 3.20

Students' Self-evaluation of their English Level

Options	Frequency (N)	Percentage (%)
High	28	28%
Average	72	72%
Low	0	0%
Total	100	100%

Question 05: If it is low, do you think that it is due to: (you can pick up more than one option)
(see Appendix B)

In regards to question four, no student chose “low”; however, they explained why such low level. Hence, students showed a negative attitude when answering the question stated above because the overwhelming majority did not mention their real level. This denotes that maybe they were ashamed to declare their right level.

Section Two: Multiple Intelligences Theory

Question 6: Can you define the term "intelligence"?

Students' Definitions of the Term Intelligence

Students under investigation were asked to define intelligence in their own words. Thus, they defined intelligence in different ways. Less than half of the sample (44%) agreed that it is the cognitive capacity to solve problems and deal with complicated situations without an effort. In addition, (43%) stated that it is the mental ability to learn and understand things, to acquire knowledge and apply skills, and to think critically and abstractly. Moreover, some students (13%) claimed that intelligence is the capacity to adapt to new situations depending on previous

knowledge and experiences. This implies that students are able to provide accurate definitions to the term “intelligence”; which means that they have enough knowledge about the concept, its nature and are even aware of their own capacity.

Question 07: Are you aware about the fact that intelligence has multiple types?

Table 3.21

Students' Awareness of the Different Types of Intelligences

Options	Frequency (N)	Percentage (%)
Yes	96	96%
No	4	4%
Total	100	100%

Table 3.21 revealed that the vast majority of participants (96%) are fully aware of the existence of different types of intelligence, with only a small percentage (4%) indicating otherwise. This implies that students are agreeing with Gardner’s view that intelligence is not a single ability but a cognitive ability that covers many areas.

Question 08: If yes, can you identify which type of intelligence you possess according to Gardner's Theory? (You can select more than one option (see Appendix B))

The analysis of the Table 3.22 shows that more than half of the participants (58%) believed that they have a highly developed visual-spatial intelligence. Other students (56%) reported that they have a strong linguistic intelligence. Less than half of the sample (40%) identified themselves as interpersonally intelligent; putting in mind that (34%) of them claimed they are musically intelligent. According to (32%) of the sample, their dominant intelligence is logical and naturalistic intelligences respectively. Almost the same number of participants (31%) selected the bodily-kinesthetic intelligence. However, only (29%) of them reported that they have the intrapersonal intelligence. Besides, (4%) of informants did not answer. Although

the sample is EFL students, the majority of them do not recognize themselves as linguistically intelligent but visually intelligent. Thus, the collected results confirm that learners differ in terms of their multiple intelligences. This result answers the third research questions about students' dominant intelligence.

Table 3.22

Students' Identification of their Types of Intelligences

Options	Frequency (N)	Percentage (%)
A	56	56%
B	58	58%
C	32	32%
D	33	34%
E	40	40%
F	30	29%
G	31	31%
H	32	32%
No answer	4	4%

Question 09: Have you ever been introduced to Multiple Intelligences Theory in one of your classes?

Table 3.23

Students' Introduction to MIT

Options	Frequency (N)	Percentage (%)
Yes	67	67%
No	31	31%
No Answer	2	2%
Total	100	100%

The data collected indicate that a significant majority of the sample (67%) confirmed being introduced to MI Theory in their EFL classes; while (31%) of them have not. This suggests that more than half of the sample are familiar with the research topic and have a certain background knowledge; indicating that course designers are keeping up with current developments in the field mainly for Master level students' since they are considered as critical thinkers.

Question 10: If yes, does it help you recognize your intelligence profile? (Intelligence profile is a combination of relative strengths and weaknesses among the different intelligences).

As it is indicated in Table 3.24, a significant percentage of respondents (63%) found that exposure to MI Theory in their EFL classes was beneficial in helping them recognize their intelligence profiles. While, (31%) of the sample did not answer. Conversely, only a small percentage of them (6%) felt that MI Theory was not helpful in identifying their profile. This suggests that the majority of students consider MI Theory as an effective tool for detecting their strengths and weaknesses and using this latter to improve their learning strategies. Overall, these findings indicate that the sample under investigation perceives MI Theory as a valuable resource in EFL learning.

Table 3.24

Students' Opinions about the Efficiency of MI in Recognizing their Intelligence Profile

Options	Frequency (N)	Percentage (%)
Yes	63	63%
No	6	6%
No Answer	31	31%
Total	100	100%

Question 11: Can you identify which type of learning styles you have?

Table 3.25

Students' Learning Styles Identification

Options	Frequency (N)	Percentage (%)
Yes	96	96%
No	1	1%
No answer	3	3%
Total	100	100%

Table 3.25 demonstrates that the overwhelming majority of respondents (96%) are aware of their personal learning style; while (1%) refers to those who are not aware of their learning style. However, a very small percentage (3%) failed to respond. This means that most EFL learners are conscious about their own learning style that can help to enhance their academic performance and overall learning abilities. By focusing on personal learning strategies that are tailored to their individual needs and interests, students can optimize their learning experience and can effectively achieve their goals. These findings highlight the importance of students' self-awareness of their learning styles.

Question 12: If yes, tick your relevant learning style

As denoted in Table 3.26, the dominant learning style among the sample under investigation is visual, with more than half of the sample (55%) identified as such. Around (20%) of the participants preferred to learn through reading and writing; however, (14%) are identified as auditory learners. Only (11%) of the sample described themselves as kinesthetic learners. These results highlight the importance of taking into account the variety of learning styles present in the EFL classroom. This proves that students agree about being visual learners. Hence, it goes with their intelligence profile because more than half of the sample chose the

visual/spatial intelligence as their dominant intelligence. Besides, those who selected read and write as their learning style may have a highly developed linguistic intelligence. Students who claimed to be auditory are most likely to have a musical intelligence. Correspondingly, students who preferred kinesthetic style are believed to have a strong bodily-kinesthetic intelligence. Therefore, teachers need to be aware of these individual differences and tailor their teaching methods and materials accordingly; in order to meet all students' needs and ensure equal treatment for everyone. As a matter of fact, EFL students are aware of their own learning styles and preferences. This can be a helpful tool in guiding their studies and achieving success in the classroom.

Table 3.26

Students' Relevant Learning Style

Options	Frequency (N)	Percentage (%)
Visual	55	55%
Auditory	14	14%
Read and Write	20	20%
Kinesthetic	11	11%
Total	100	100%

Section Three: EFL Learning and Teaching Process

Question 13: Do your teachers encourage you to participate?

On the basis of the collected data, the majority of students (71%) reported that their teachers encourage them to participate in classroom interactions. This is a positive finding as it suggests that teachers recognize the importance of students' participation in the learning process and are actively trying to promote it. This can include creating a safe and inclusive classroom environment, using interactive teaching methods in order to provide students with

opportunities to collaborate and share their ideas. However, only (28%) of the sample reported that their teachers are not interested in promoting classroom participation. This implies that a small percentage of teachers may not prioritize student engagement in the classroom.

Table 3.27

Teachers' Encouragements of Students' Participation

Options	Frequency (N)	Percentage (%)
Yes	71	71%
No	28	28%
No Answer	1	1%
Total	100	100%

Question 14: How often do you participate?

Table 3.28

Frequency of Students' Participation inside the Classroom

Options	Frequency (N)	Percentage (%)
The whole session	14	14%
Partially	85	85%
Never	1	1%
Total	100	100%

According to the results in the table above, the majority of students (85%) reported that they only sometimes participate in classroom interactions. This indicates that a significant portion of the students is not fully engaged in the learning process. (14%) of the sample claimed that they participate during the entire session; while (1%) of them reported that they never participate in classroom interactions. This can be due to different factors or difficulties that EFL students encounter such as anxiety or fear of making mistakes; as it can be related to their learning style and personality trait. As a result, these findings highlight the challenges that

teachers face in trying to encourage all students in active participation. It is crucial for teachers to create a supportive, tolerant and inclusive classroom environment and to vary their teaching approaches, methods or materials that promote students' engagement and motivate all of them to participate in discussions and activities. By doing so, teachers can help ensure that students are fully engaged in the learning process and are able to achieve their academic goals.

Question 15: Are you exposed to a variety of teaching aids, materials/ activities?

As demonstrated in Table 3.29, the majority of the respondents (79%) answered with “yes” confirming their exposure to a variety of teaching aids and materials. Whereas, (21%) of the sample said “no”. This reflects that their teachers rely on different aids and materials in delivering their course content. In addition, the answers reflect teachers' awareness of their learners' needs, i.e. by varying their teaching materials they guarantee the fulfillment of their students' needs, learning styles and interests and contribute in facilitating both teaching and learning processes.

Table 3.29

Students' Perspectives about their Exposure to Different Teaching Aids and Materials

Options	Frequency (N)	Percentage (%)
Yes	79	79%
No	21	21%
Total	100	100%

Question 16: Does it affect your learning?

Table 3.30

Students' Attitudes towards the Impact of Teaching Materials on their Learning

Options	Frequency (N)	Percentage (%)
Yes	90	90%
No	10	10%
Total	100	100%

The overwhelming majority of students (90%) reported that teaching aids and materials have an impact on their learning process, indicating their satisfaction with their teachers' use of visual aids and technology. Whereas, only (10%) of them reported that teaching materials have not affected their way of learning. This highlights the importance of using appropriate teaching aids and materials to enhance students' learning experience. However, it is also important for teachers to identify and implement effective strategies that can increase student engagement and participation in the classroom.

Question 17: Please, explain.

In accordance with the previous asked question, those who opted for “no” did not provide any clarification for their choice. Students who opted for “yes” were asked to clarify their answers; thus, their clarifications are summarized as follows:

- Using visual aids like videos, data show, mind maps, power point presentations and You-tube. It helps us to fix the information and organize it to reinforce our understanding. (25) Student.
- It facilitates learning, helps students to engage in classroom activities, decreases stress and eliminates boredom. It makes the learning methods more effective. (26) Student.

- Teaching materials help in making the learning process enjoyable. Learning in a motivated atmosphere raises students' willingness to improve their language. (4) Students.
- Most of the Algerian students suffer from a lack of materials. Teaching is restricted only to the black board and some other aids. Concerning the activities there are only limited type of activities and they do not cover all the learning styles. (6) Students.

From the given criteria, (26%) of the sample stands for participants who claimed that the classroom materials and activities facilitate learning and engage students in classroom interactions to decrease their stress. (25%) of informants stated that using visual aids in the classroom helps in fixing the information. (6%) of respondents believed that EFL teaching is restricted to traditional materials and activities. Besides, only (4%) of the sample argued that using different types of materials raises students' motivation to learn. We can notice that students share somehow the same view concerning teaching materials and activities. Moreover, the suggestions showed that EFL teachers use a variety of ways in order to observe and detect learners' learning styles to meet their interests and needs. Other students provided negative responses claiming that teaching materials are limited to the black board and that teachers do not provide various classroom activities.

Question 18: How can you judge your teacher's input? (You can tick more than one option)

Table 3.31

Students' Feedback of Teachers' Input

Options	Frequency (N)	Percentage (%)
Focusing on correctness	26	26%
Focusing on appropriateness	28	28%
Focusing on fluency	10	10%

Focusing on all of them	36	36%
Total	100	100%

As it is shown in the Table 3.31, (36%) of the sample judged teachers' input according to all the criteria mentioned above; while (28%) claimed that their teachers' input focused more on the appropriateness. Moreover, (26%) declared that it emphasized on correctness and only (10%) of the sample believed that teachers' input relied only on fluency. This suggests that EFL teachers value not only the fluency but also the accuracy; correctness and appropriateness. Thus, the students' feedback on their teacher's input suggests that teachers take into account multiple criteria that are important for EFL language learning including respecting grammatical rules and being appropriate, fluent and coherent in a given context.

Question 19: In relation to the previous question, which type of learning difficulties you may encounter?

In order to get more clarifications about learners' difficulties, students were asked to pick up the most persistent problems/difficulties they encounter. More than half of the informants (54%) opted for anxiety and vocabulary as a major problematic issue in learning. Fear of making mistakes was selected as the second by (38%) of the responses. Difficulties of vocabulary are the third ranked problem by (31%) and shyness in fourth position with (24%). Moreover, difficulties of grammar and poor pronunciation appeared in the fifth and sixth positions with (23%) and (20%) respectively. In addition, (4%) of the participants opted for other difficulties that face students. They added *lack of hearing abilities* and *lack of information*. Overall, these results showed that students face many problems that affect their learning and can be classified into linguistic, psychological, and contextual factors.

Table 3.32*Students' Opinions about their Learning Difficulties*

Options	Frequency (N)	Percentage (%)
A	31	31%
B	23	23%
C	20	20%
D	38	38%
E	54	54%
F	24	24%
G	4	4%
No Answer	1	1%

Section Four: The Role of Multiple Intelligences Theory (MIT) in Improving EFL Learning and Teaching Process

Question 20: In your opinion, which role 'self- awareness of the type of intelligences you have' may play in your learning?

The participants were asked to indicate their opinions regarding the role of self-awareness of their intelligence type in learning. a significant percentage of students (58%) answered this question; however, (42%) did not. Respondents, who answered with "yes", clarified their opinions in different ways.

27% of respondents believed that self-awareness helps and facilitates the learning process and allows them to know their strengths and weaknesses. Besides, (16%) of them argue that teacher's self-awareness about his students' intelligence profile enables him/her to choose the appropriate material. The percent number (15%) stands for those who claimed that the self-awareness leads students to be more active, creative and motivated. This suggests that EFL students demonstrated an understanding of the value of MIT in educational settings.

Question 21: Do your teachers expose you to MI Theory- based teaching materials?

Table 3.33

Students' Views about their Exposure to MI Theory-based Teaching Materials

Options	Frequency (N)	Percentage (%)
Yes	47	47%
No	51	51%
No Answer	2	2%
Total	100	100%

Table 3.33 demonstrates students' views about their exposure to MI Theory-based teaching materials. More than half of the sample (51%) answered with "no". However, (47%) replied with "yes". This means that the majority of EFL teachers do not rely on MI theory-based teaching materials in their classrooms. Therefore, teachers' reluctance to use MI-based materials may be due to curriculum stuffing, overcrowded classroom, lack of materials, and time constraints. They are the expected problems that hinder the implementation of MIT in the Algerian context.

Question 22: Can you give any examples, please?

Based on the previous question, the participants were asked to justify their answers. The majority of students (75%) did not give any examples. Moreover, students who answered with "yes" (25%) have provided the following justifications:

- Data show, videos, graphs, mind maps, electronic versions of books, debates, workshops, writing essays and stories, role plays
- In oral session our teacher used to give us scenarios and we perform it also I remember once she asked us to sing a song from our choice. In other sessions, we are exposed to group work.

- The teacher tried the visual spatial type and she used to teach us via the data show, then she changed her way to read and write which is verbal/ linguistic and the interpersonal type (teams/ group works).
- They use only some of them due to time limitations and restrictions of the syllabus.

In this regards, the informants offered several arguments on the way their teachers incorporate MI-based teaching materials within EFL context. They provided some examples; which are stated above; indicating that teachers share common understanding on how to apply MIT in the classroom.

Question 23: According to you, to what extent the application of MI Theory in the classroom may facilitate EFL learning/ teaching process?

As revealed in Table 3.34, half of the respondents (50%) acknowledged that applying the MIT within EFL classroom facilitates EFL teaching/learning process to a high extent. Whereas, (28%) of the respondents indicated that MIT can be applied and beneficial to a limited extent. Controversially, (14%) of the sample regarded its application and significance in improving EFL learning/teaching effective to a very high extent. Ultimately, only (8%) of participants considered it as ineffective and its application is very limited in EFL classroom. The obtained results denote that half of the sample is aware of the positive impact of incorporating MIT to facilitate EFL teaching and learning process. In this sense, integrating Gardner's Theory in the classroom is beneficial and has fruitful outcomes on both learners and teachers. Thus, this result answers one of the first research questions and confirms the research hypothesis.

Table 3.34

The Extent to which the Application of MIT may facilitate EFL Learning/ Teaching Process

Options	Frequency (N)	Percentage (%)
To a very limited extent	8	8%
To a limited extent	28	28%
To a high extent	50	50%
To a very high extent	14	14%
Total	100	100%

Question 24: Please, explain

In accordance with the previous asked question, more than half of the students (63%) did not answer. Only (37%) of students clarified their answers saying that if teachers are aware of the theory, they will present the course content using different materials. Some said that it allows them to reflect on their mental strengths and helps them recognize their weaknesses to improve them. One respondent claimed that MIT could fill the gap between theory and practice. Furthermore, others highlighted that identifying students' type of intelligence and their learning styles may help teachers to identify the appropriate teaching method and materials. Besides, some participants revealed that relying on this theory helps in customizing lessons, classroom layouts, and assignments according to students' skills and learning styles.

According to their answers, the sample students believed that MIT can be applied within EFL context to satisfy all their individual differences and learning styles. They are open to new strategies and new ways of learning through different materials. Hence, MIT contributes in the development of EFL learning/teaching process via allowing the students to identify their strengths and weaknesses. In this sense, students show awareness about the significance of integrating this theory in academic settings.

Question 25: Do you think that teachers have to count for this theory in their lesson plan and then course content and materials' selection?

Table 3.35

Students' Opinions about the Integration of MI Theory in Lesson Plan and Course Design

Options	Frequency (N)	Percentage (%)
Yes	78	78%
No	15	15%
No Answer	7	7%
Total	100	100%

In an attempt to detect students' viewpoints on the significance of integrating MIT within the lesson plan and course design. The vast majority of students (78%) answered with "yes" showing their positive attitude towards it; while (15%) of the sample responded with "no". However, (7%) of the sample were neutral. This indicates that if teachers adopt and apply the MIT in their lesson plans and course design, it will have a positive influence on EFL teaching and learning process. Consequently, teaching and learning will be pleasant for both teachers and students. In this sense, students showed that they are willing to rely on new strategies and ways of learning.

Question 26: Please, feel free to add any suggestions.

Only (15%) of the research sample replied to this question. Some students believed that if you have good memory, you are intelligent. Others said to be a teacher; you need to take into account students' different levels of intelligence. Moreover, MI Theory cannot help in developing teaching and learning process alone. It needs to incorporate other theories to be effective. Besides, one suggestion implies that teachers should vary their teaching methods according to the types of intelligences of students. Besides, one of the respondents claimed that learners should be introduced to the MI types of intelligences and the teacher can depend on

tests or observations to know his students' types of intelligences; in order to choose the right content and materials. However, another participant declared that teachers can use some of the theory facts because they cannot control all the types of the learners. From these suggestions, it is obvious that students are aware of the significance of incorporating MIT within EFL context and its influence on their learning and academic performance.

3.3.5. Summary of Results and Findings from the Students' Questionnaire

The analysis of the first section of students' questionnaire reveals that sample students have age variation suggesting that they are capable of selecting the most suitable learning methods. The majority of respondents were females implying that the findings of this research are from a feminist point of view. The third and fourth questions revealed that although most students had studied English for over eleven years, they rated their proficiency level as average. The results of the fifth question showed that sample students displayed a negative attitude. They did not accurately indicate their level of proficiency but instead mentioned the reasons why it is low.

The second section of the questionnaire aimed to explore the students' perspectives on Multiple Intelligences Theory (MIT). The analysis revealed that the sample students were able to provide accurate definitions of intelligence, indicating their sufficient knowledge about the term. A high percentage defined it as a problem solving ability acknowledging Gardner's understanding of intelligence. Moreover, most students recognized the existence of different types of intelligence, which aligns with Gardner's view. The results of the eighth question indicated that students are able to identify their own type of intelligence. Additionally, the ninth question revealed that both EFL teachers and students were familiar with MIT. More than half of the sample considered MIT as helpful in recognizing their intelligence profile. This suggests that students view MI as an effective tool for identifying their areas of strengths and weaknesses. Furthermore, the results demonstrated that almost the entire sample participants

are aware of their learning style, emphasizing the importance of self-awareness in selecting appropriate learning methods and materials.

The third section of the questionnaire focused on gaining insights about students' views about EFL learning and teaching. Students reported that their teachers encourage them to participate in class, highlighting the importance of students' interaction in the classroom. However, some students indicated that they struggle with participation. This appears as a challenge for teachers. Therefore, they are expected to help their students' to foster their willingness to participate. It can be achieved through incorporating the MIT in the classroom; where the learners' interests and abilities are taken into consideration. Besides, students expressed satisfaction with their exposure to a variety of teaching aids that enable them to grasp information more easily and effectively. In addition, they emphasized the importance of relying on teaching materials in delivering content. Students claimed that their teachers' input focuses more on accuracy, correctness and appropriateness. More than half of the sample identified anxiety as a major learning difficulty. This implies that teachers have to focus on raising positive psychology to help students overcome this obstacle.

The fourth section of the questionnaire entitled: 'the Role of Multiple Intelligences (MI) Theory in the EFL Teaching and Learning Process'. The participants emphasized the importance of self-awareness of one's intelligence profile in the learning process. This denotes that being aware of the intelligence profile can help them in finding the best way to learn. Consequently, it is clear that students appreciate the value of MI in both teaching and learning. However, the analysis of the responses to question (Q21) revealed that the majority of EFL teachers do not rely on MI-based teaching materials in their classes. This may suggest that they did not find the appropriate way to apply Gardner's theory in academic settings. It can be possibly due to teaching circumstances; such as lack of materials or overcrowded classes. Meanwhile, the participants who answered "yes" provided examples to support their views,

while half of the sample agreed that the integration of MI in the classroom is highly effective. This implies that incorporating Gardner's theory into EFL classrooms have positive outcomes on teaching and learning. In question (24), sample students stated that MI can be applied in various ways to meet their needs and interests, ensuring equal treatment among them. Furthermore, the vast majority of EFL learners responded positively towards integrating MI into their teachers' lesson plans and course designs. This means that EFL teachers are open to innovative teaching methods.

Finally, students were asked to add any further comments or suggestions. Some responses explained how teachers and students can adopt MIT. To sum, the findings of this section suggest that first-year Master students recognize the importance of MI in EFL learning and teaching, and they count for integrating it into their classroom experience. However, EFL teachers may face difficulties in implementing it such as curriculum stuffing, lack of materials, overcrowded classrooms and time constraints. Hence, they need to be aware of the different ways to incorporate it effectively to suit their context and teaching practices. According to sample students, their dominant intelligences are the visual-spatial and linguistic ones.

Conclusion

The field investigation chapter focuses entirely on the practical aspect of the investigated theme. The findings obtained from the research tools used in this study indicate a correlation between the Multiple Intelligences Theory (MIT) and the EFL teaching/learning process. The analysis of the questionnaires clearly demonstrates that the majority of teachers and students, under investigation, have a strong understanding of Gardner' MIT and its various types. This finding confirms the research hypothesis; that both teachers and learners showed a positive attitude towards the role of the Multiple Intelligences Theory in improving EFL teaching and learning process. Furthermore, both EFL teachers and students agree that the different types of intelligences determine students' learning styles. This diversity is expected

to affect the way they learn, and to reject the belief that everyone can learn the same content in the same way. Notably, the study reveals that linguistic and interpersonal intelligences are the most dominant types among EFL students. Consequently, it is recommended that MIT has to be integrated into the EFL classroom setting. By doing so, the implementation of MIT can facilitate the learning process, cater to the specific needs of learners, and enable them to identify and utilize their corresponding intelligence to improve learning outcomes. Interestingly, the results of the questionnaire analysis confirm the achievement of the aims set forth in the study.

General Conclusion

Concluding Remarks

This research aims to investigate teachers' and first-year Master students', at the Department of Letters and English Language, University 8 Mai 1945, Guelma, perspectives towards the role of Multiple Intelligences Theory (MIT) in Improving EFL teaching and learning process. The study addressed the problem of EFL teachers and learners who face challenges in language performance and academic achievements. These include inconsistent task performance, anxiety, boredom, and difficulty in comprehending course material. These difficulties have a significant impact on learners' overall language competence and academic success. The research extensively explored Multiple Intelligences Theory and the EFL Teaching/Learning Process in separate theoretical chapters, followed by a practical investigation in the third one. The research employed a quantitative descriptive method using questionnaires administered to both teachers and students under investigation to gather data. The findings confirmed that teachers and learners believe that Multiple Intelligences Theory have a role in improving EFL teaching and learning process. Furthermore, the sample teachers demonstrated a positive attitude towards the integration of Multiple Intelligences in the EFL classroom. The dominant intelligences among EFL students were identified as visual-spatial intelligence, linguistic/verbal intelligence, and interpersonal intelligence. Therefore, teachers have to consider incorporating MIT in their lesson planning, course content and teaching materials selection to enhance students' learning experiences in EFL classroom and then their learning outcomes; while learners can benefit by being engaged in activities that align with their dominant intelligences.

Pedagogical Implications

On the basis of the study findings, it is clear that both students and teachers hold favorable attitudes regarding the role of Multiple Intelligences Theory (MIT) in improving EFL teaching and learning process. With these results in mind, this section provides some pedagogical implications for teachers. Their aim is to enhance students' learning by incorporating MIT principles and materials into their teaching ways in EFL context.

1. Differentiated Instruction

Armstrong (2000, pp. 32-34) mentioned that teaching through MI Theory may facilitate delivering the content effectively. EFL teachers can design activities and materials that cater to the diverse intelligences of their students. By offering a variety of tasks that tap into different modalities, teachers can engage learners with varying strengths and preferences. One can consider the following examples:

- Linguistic/Verbal Intelligence

EFL teachers can incorporate activities such as: reading comprehension exercises, writing assignments, debates, storytelling, and discussions to engage students with linguistic intelligence. They can encourage learners to express themselves effectively in English through written and spoken forms.

- Logical-Mathematical Intelligence

Teachers can design activities that require students to analyze language patterns. Logic problems including scenarios that motivate them to use deductive reasoning and evidence to find the solution; such as solve language-based puzzles or riddles. Engage students in critical thinking tasks as matching activities that stimulate students to find the relationship between two sets of items. For example, use matching activities that involve synonyms, antonyms, definitions, and work on language-based logic games or exercises.

- **Visual/ Spatial Intelligence**

Teachers have to use visual aids; like maps, diagrams, pictures, and videos to enhance students' understanding and retention of vocabulary, grammar, and cultural concepts. They can also incorporate activities like creating visual representations, designing multimedia presentations, or organizing virtual tours to get in touch with the foreign language culture.

- **Bodily-kinesthetic Intelligence**

Hands-on activities, role-plays, simulations, drama exercises, and gesture-based language learning are tasks that can engage students with bodily-kinesthetic intelligence. These activities can be used in oral expression or literature courses.

- **Musical Intelligence**

Songs, chants, rhymes, composing songs, listening to music, soft background music and music-related activities to help students internalize vocabulary, pronunciation, and language patterns can reinforce musical intelligence. Using these activities can have a positive effect on students' psychology.

- **Interpersonal Intelligence**

Teachers can foster collaborative learning environments, group projects, pair work activities, peer teaching and debates to engage students with interpersonal intelligence. These activities promote communication, negotiation, and cultural understanding through meaningful interactions with peers.

- **Intrapersonal Intelligence**

EFL teachers can incorporate activities that encourage students to set language learning goals, self-assess their progress, and reflect on their learning experiences such as individual projects and journals.

- **Naturalistic Intelligence**

This type may seem less directly applicable to EFL teaching; however, teachers can incorporate nature-related themes and topics into language lessons; such as animal stories to teach narrative writing. They can organize outdoor activities, nature walks and have students collect specimens, take photos, or write descriptions of what they see. Virtual explorations of natural environments through multimedia resources are another option. Additionally, incorporating discussions on environmental issues or cultural practices related to nature can engage students with naturalistic intelligence.

2. Multiple Intelligences Theory Checklists

Teachers can use designed checklists to determine their students' dominant intelligences (see Appendix C). They can be used at the beginning of the year like a diagnostic test. Consequently, learners will have the ability to know their highly developed intelligences and teachers can use the results to personalize the course content.

3. Varied Assessment Strategies

Instead of relying solely on traditional tests and exams, EFL teachers can use a range of alternative assessment methods that align with multiple intelligences. This can include projects, presentations, observations, portfolios, visual representations, interviews and group collaborations. By diversifying assessments, teachers can provide students with opportunities to demonstrate their understanding and skills through their preferred intelligences. Besides, offering flexibility in assessments, allowing students to choose from a variety of options that align with their strengths. Individualize assessments to accommodate diverse learning styles and preferences, fostering a more inclusive and fair assessment environment (Armstrong, 2000, pp. 21-23).

4. Personalized Learning

The Multiple Intelligences Theory emphasizes the individuality of learners and acknowledges that different students have different strengths and learning styles. EFL teachers

can encourage students to identify their dominant intelligences and needs in order to design suitable content. Accordingly, they should vary and customize the teaching methods, techniques, materials to suit students' dominant intelligences, learning styles and needs. For instance, teachers can use Communicative Language Teaching for Linguistic Intelligence, Suggestopedia for Musical Intelligence, Total Physical Response for Bodily-kinesthetic Intelligence, Community Language Learning for Interpersonal Intelligence and the Silent Way for Intrapersonal Intelligence. Hence, adopting an eclectic approach to language teaching seems to be the perfect choice to meet learners' needs. Students should be encouraged to select activities that align with their intelligences; since it is a learner-centered approach. Thus, this holistic approach establishes a collaborative learning environment.

5. Providing Learners with MI-based Teaching Materials

MI-based teaching materials aim at creating inclusive and engaging learning settings that acknowledge and support the diverse intelligences of students. They provide a range of activities and resources that cater to individual strengths and learning preferences, and then, foster holistic language development. MI-based materials incorporate ongoing assessment ways that align with Multiple Intelligences. This comprehensive assessment approach captures students' cognitive growth across different modalities and provides feedback for further development. MI-based materials include activities that foster communication skills and cultural understanding. These activities are chosen with accordance to students' lives, interests, and cultural backgrounds. This will help in enhancing students' motivation, interests, and the application of language skills in real-life contexts (Armstrong, 2000, pp. 39-41).

6. Creating Applications or Websites Based on MI Principles

Applications and websites based on MIT in EFL teaching and learning adopt a learner-centered approach that acknowledges and accommodates different students' needs and preferences. It is recommended to develop these kinds of platforms that offer a wide range of

interactive activities to involve students in the learning process; as technology is needed to provide learners with real opportunities to develop communicative and intercultural communicative competence. It can be integrated through using Mobile-Assisted Language Learning or digital classroom and so on. As a result, the learning experience becomes more meaningful and enjoyable. Ultimately, these MI-based applications, websites and technology-based learning provide a rich selection of activities and resources that respond to different intelligences, empowering students to engage with language in ways that suit their unique learning styles.

Limitations of the Study

This study has considered some obstacles encountered during the whole research process that should be taken into account. First, the researchers have intended to conduct an experimental study on the topic but were unable to do so due to time constraints. Second, the teacher sample size was limited to 20 teachers because of the low response rate to the questionnaire. Many teachers either ignored the questionnaire or promised to answer but never did. Third, the distribution of questionnaires to first-year Master students coincided with Ramadan, which delayed the completion of the study and consumed time and effort. Furthermore, a majority of students did not attend their sessions after El Aid, making it challenging to reach them and conduct the questionnaire within a short timeframe. Fourth, despite ensuring anonymity and confidentiality, there may have been bias present in the participants' responses. Some individuals may not have provided honest answers and may not have taken the questionnaires seriously. Fifth, the researchers encountered challenges in finding recent resources related to both variables due to limited availability of free books online. It would be beneficial for the university to provide accessible platforms that offer authentic and reliable resources such as books, articles, or journals.

Recommendations for Further Research

Through this study, valuable insights have been gained regarding the impact of Multiple Intelligences Theory on improving English as a Foreign Language (EFL) teaching and learning. While the perspectives and attitudes of both students and teachers were examined, there is room for future research to expand and enhance these insights. Therefore, the following areas hold potential for further investigation in subsequent studies.

Further research is recommended to determine the influence of MIT on the students' learning styles.

- More study can be to investigate EFL teachers' attitudes about EFL teaching through MI-based teaching materials.
- Since this investigation embraces a quantitative approach, a replication of the same study following the experimental approach is required.
- Future studies can choose children or adolescents as their sample under investigation to examine the role of MIT for other levels.
- A research to explore the importance of MIT in curriculum and syllabus design.

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APPENDICES

Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

This questionnaire is designed as part of research work for the fulfillment of Master degree at the Department of English, University of 08 Mai 1945 Guelma. It aims at investigating The Role of Multiple Intelligences Theory (MIT) in improving the Learning and Teaching Process. You are kindly requested to answer the following questions by choosing the appropriate option or filling the blanks with necessary information. Please, make sure that your answers will be treated with a high level of confidentiality and anonymity and will be used only for research purposes.

Thank you for your time, energy and collaboration.

Diabi Nouha Hidaya

Guerroui Asma

Second- Year Master Students

Department of Letters and English Language

University of 8 Mai 1945, Guelma

Section One : General Information

1. How long have you been teaching English?

.....

2. What is your field of specialty?

Literature

Linguistics

Civilization

Translation

3. Which modules are you currently teaching?

.....
.....

4. Do you teach Master One level?

Yes

No

Section Two: Multiple Intelligences Theory

5. How can you define the term “Intelligence”?

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

6. Are you familiar with Multiple Intelligences Theory stated by Howard Gardner?

Yes

No

7. If yes, from the list below, tick your highly developed types of intelligences?

A- Linguistic Intelligence

B- Mathematical Intelligence

C- Visual/Spatial Intelligence

D- Musical Intelligence

E- Bodily-kinesthetic Intelligence

F- Interpersonal Intelligence

G- Intrapersonal Intelligence

H- Naturalist Intelligence

8. In your opinion, what are the dominant intelligences among your students?

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

9. How could you identify them?

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

10. Do you think these types of intelligences determine your students' learning styles?

Yes No

11. Please, explain

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

12. Do you adjust your course content depending on those various types of intelligences?

Yes No

Section Three: The Role of MI Theory in EFL Learning /Teaching Process

13. Do you think that your intelligence profile may influence your way of teaching?

Yes No

14. If yes, please explain how?

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

15. Have you ever adopted the MI Theory in your EFL classroom?

Yes No

16. If yes, how?

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

17. How can you adjust your classroom teaching materials and course content according to your students' different types of intelligences?

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

18. According to you, is the integration of MIT in the EFL classroom possible?

Yes No

19. If yes, please explain how?

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

20. To what extent MI Theory can be effective in an EFL classroom?

To a very limited extent

To a limited extent

To a high extent

To a very high extent

21. Please, you are welcome to add any further suggestions

.....

.....

.....

.....

Thank you

Appendix B

Students' Questionnaire

Dear students,

This questionnaire is designed as part of a research work for the fulfillment of a Master degree at the Department of English, University of 08 Mai 1945 Guelma. It aims at investigating “The Role of Multiple Intelligences Theory in Improving the EFL Learning and Teaching Process”. Thus, you are kindly requested to answer the following questions by choosing the appropriate option or filling the blanks with necessary information when required. Please, make sure that your answers will be treated with a high level of confidentiality and anonymity and will be used only for research purposes.

Thank you for your time, energy and collaboration.

Diabi Nouha Hidaya

Guerroui Asma

Second- Year Master Students

Department of Letters and English Language

University of 8 Mai 1945, Guelma

Section One: General Information

1. How old are you ?

.....

2. Specify your gender, please.

Male

Female

3. How long have you been studying English?

.....

4. How do you describe your level of English?

High

Average

Low

5. If it is low, do you think that it is due to :(you can pick up more than one option)

Lack of accuracy

Lack of practice

Lack of vocabulary

Carelessness

Others

.....

Section Two: Multiple Intelligences Theory

6. Can you define the term "intelligence"?

.....

.....

.....

7. Are you aware about the fact that intelligence has multiple types?

Yes

No

8. If yes, can you identify which type of intelligence you possess according to Gardner's Theory? (you can select more than one option)

A. Linguistic/ verbal Intelligence

B. Visual/Spatial Intelligence

C. Logical/Mathematical Intelligence

D. Musical Intelligence

E. Interpersonal Intelligence

F. Intrapersonal Intelligence

G. Bodily-kinesthetic Intelligence

H. Naturalist Intelligence

9. Have you ever been introduced to Multiple Intelligences Theory in one of your classes?

Yes

No

10. If yes, does it help you recognize your intelligence profile? (Intelligence profile is a combination of relative strengths and weaknesses among the different intelligences)

Yes

No

11. Can you identify which type of learning style you have?

Yes

No

12. If yes, tick your relevant learning style

Visual

Auditory

Read and Write

Kinesthetic

Section Three: EFL Learning and Teaching Process

13. Do your teachers encourage you to participate?

Yes

No

14. How often do you participate?

The whole session

Partially

Never

15. Are you exposed to a variety of teaching aids, materials/ activities?

Yes

No

16. Does it affect your learning?

Yes

No

17. Please, explain.

.....

.....

.....

18. How can you judge your teacher's input? (You can tick more than one option)

Focusing on correctness

Focusing on appropriateness

Focusing on fluency

Focusing on all of them

19. In relation to the previous question, which type of learning difficulties you may encounter?

A. Difficulties of vocabulary

B. Difficulties of grammar

C. Poor pronunciation

D. Fear of teacher's negative feedback

E. Anxiety

F. Shyness

G. Other difficulties:

.....

Section Four: The Role of Multiple Intelligences Theory (MIT) in Improving EFL Learning and Teaching Process

20. In your opinion, which role 'self- awareness of the type of intelligences you have' may play in your learning?

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

21. Do your teachers expose you to MI Theory- based teaching materials?

Yes

No

22. Can you give any examples, please?

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

23. According to you, to what extent the application of MI theory in the classroom may facilitate learning?

To a very limited extent

To a limited extent

To a high extent

To a very high extent

24. Please, explain

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

25. Do you think applying MI Theory in the classroom can help to improve both learning and teaching?

Yes

No

26. Please, you are welcome to add any further suggestions.

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

Thank you

Appendix C

Multiple Intelligences Inventory Checklist

Using the scale below, give each statement a number that best represents your response.

Not at all like me 2-A little like me 3-Somewhat like me 4-A lot like me 5- Definitely me

Add the total for each category and then identify your top five intelligences.

Verbal/Linguistic	
1. I like puns and other wordplay.	
2. I feel comfortable and get positive reinforcement when dealing with language and words.	
3. I enjoy completing crosswords and other word games.	
4. I remember things exactly as they are said to me.	
5. I like to take part in debates and/or discussions.	
6. I prefer writing long- and short-answer responses rather than multiplechoice responses.	
7. I enjoy keeping a written journal, and/or writing stories and articles.	
8. I like to read a lot.	
My Verbal/Linguistic Total	
Logical/Mathematical	
1. I work best in an organized work area.	
2. I enjoy math and/or science.	
3. I keep a “things to do” list.	
4. I enjoy playing brainteasers and games that involve logical thinking.	
5. I like to ask “why” questions and seek clarification of issues and concerns.	
6. I work best when I have a day planner or timetable.	
7. I quickly grasp cause-and-effect relationships.	
8. I am good at estimating.	
My Logical/Mathematical Total	
Visual/Spatial	
1. I understand colour combinations and what colours work well together.	
2. I enjoy solving jigsaw, maze, and/or other visual puzzles.	
3. I read charts and maps easily.	
4. I have a good sense of direction.	
5. I like to watch the scenes and activities in movies.	

6. I have vivid dreams when sleeping.	
7. I can anticipate the moves and consequences in a game plan (i.e., hockeysense, chess sense).	
8. I remember things best by seeing them.	
My Visual/Spatial Total	
Interpersonal	
1. I work best through interaction with people.	
2. I enjoy team sports rather than individual sports.	
3. Being around people energizes me.	
4. I prefer group activities rather than ones I do alone.	
5. I enjoy learning about different cultures.	
6. I usually talk over my personal problems with a friend.	
7. I enjoy sharing my ideas and feelings with others.	
8. I work best in cooperative groups where I can discuss issues with others.	
My Interpersonal Total	
Intrapersonal	
1. I am a private person, and I like my private inner world.	
2. I have a few close friends.	
3. I have strong opinions about controversial issues.	
4. I work best when activity is self-paced.	
5. I am not easily influenced by other people.	
6. I have a good understanding of my feelings and how I will react to situations.	
7. I often raise questions concerning values and beliefs.	
8. I understand that I am responsible for my own behaviour.	
My Intrapersonal Total	
Body/Kinesthetic	
1. I like to move, tap, or fidget when sitting.	
2. I participate in extreme sports (i.e., sea kayaking, snowboarding, mountain biking).	
3. I am curious as to how things feel and I tend to touch objects to examine the texture.	
4. I am well coordinated.	
5. I like working with my hands.	
6. I prefer to be physically involved rather than sitting and watching.	
7. I understand best by doing (touching, moving, and interacting).	
8. I enjoy creating things with my hands.	
My Body/Kinesthetic Total	
Musical	
1. I play music in my head.	

2. I make up a rhyme to remember something.	
3. It is easy for me to follow the beat of music.	
4. I like setting songs and poems to music.	
5. I keep time when music is playing.	
6. I can hear an off-key note.	
7. I find it easy to engage in musical activities.	
8. I feel proud of my musical accomplishments.	
My Musical Total	
Naturalistic	
1. I have a collection (i.e., shells, mugs, rocks, hockey cards).	
2. I notice similarities and differences in trees, flowers, and other things in nature.	
3. I am actively involved in protecting the environment.	
4. I enjoy digging for and discovering artifacts and unusual items.	
5. I prefer to be outdoors rather than indoors.	
6. I like planting and caring for a garden.	
7. I enjoy fishing and tracking.	
8. I learn best when I can go on field trips to explore and observe nature exhibits, museums, or the outdoors.	
My Naturalistic Total	

My Top Five Multiple Intelligences

1. _____
2. _____
3. _____
4. _____
5. _____

Source: The Students Commission with Ben Wicks. "Your Multiple Intelligences." The Sixth Messenger and the High Five CareerMessages. Toronto, ON: The Students Commission. Reproduced with permission.

Le Résumé

La reconnaissance et la compréhension des capacités potentielles des apprenants en Anglais langue étrangère (ALE) revêtent une importance primordiale pour les enseignants. La présente recherche tente alors d'étudier le rôle de la théorie des intelligences multiples dans l'amélioration du processus d'enseignement et d'apprentissage de l'ALE. En comprenant les profils de leurs intelligences multiples (IM), les enseignants peuvent identifier et favoriser efficacement les points forts des étudiants. Par conséquent, l'objectif principal de cette étude est d'explorer l'efficacité de l'intégration de la théorie des intelligences multiples (TIM) pour améliorer le processus d'enseignement et d'apprentissage de l'ALE. De plus, elle vise à fournir des informations précieuses sur les avantages potentiels d'une telle intégration dans le contexte de l'anglais langue étrangère. Par conséquent, l'hypothèse propose que la mise en œuvre de la théorie des intelligences multiples peut améliorer de manière significative l'expérience d'enseignement et d'apprentissage de l'ALE. Pour examiner cette hypothèse, une méthode descriptive quantitative est employée. Plus précisément, deux questionnaires sont administrés à la fois à (20) enseignants et à (100) étudiants de première année de master au département des lettres et de la langue anglaise, Université du 8 Mai 1945, Guelma. Cette méthodologie a permis une analyse complète des questions de recherche. En conséquence, les résultats obtenus insinuent fortement la corrélation positive entre les IM des étudiants et leurs styles d'apprentissage. De plus, les résultats ont révélé que les IM des étudiants ont un impact significatif sur le processus d'enseignement et d'apprentissage de l'ALE. Pour cette raison, il est important de développer une instruction basée sur les intelligences multiples et de l'intégrer dans le contexte de l'enseignement et de l'apprentissage de l'ALE ; pour améliorer les résultats d'apprentissage des étudiants. En conséquence, certaines implications pédagogiques sont fournies aux enseignants et aux apprenants sur l'application de la théorie des intelligences

multiplés dans la classe d'anglais langue étrangère, notamment en ce qui concerne les activités, les matériaux et les méthodes d'évaluation. De plus, il est fortement recommandé de créer des sites web ou des applications basés sur cette théorie.

Mots clés : Apprentissage de l'anglais langue étrangère, profils des apprenants, théorie des intelligences multiples, processus d'enseignement.

الملخص

التعرف على إمكانيات وفهم قدرات متعلمي اللغة الإنجليزية كلغة أجنبية هو أمر ذو أهمية قصوى بالنسبة للأساتذة. يحاول البحث الحالي التحقيق في دور نظرية الذكاءات المتعددة في تحسين عملية التعليم والتعلم. من خلال اكتساب نظرة حول ملفات تعريف الذكاءات المتعددة عند طلابهم بشكل فعال، يمكن للأساتذة تحديد نقاط قوة الطلاب وتعزيزها بفعالية. لذلك، فإن الهدف الأساسي لهذه الدراسة هو استكشاف فعالية دمج نظرية الذكاءات المتعددة لتحسين عملية تدريس وتعلم اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، تهدف إلى توفير رؤى قيمة حول الفوائد المحتملة لهذا التكامل في سياق اللغة الإنجليزية كلغة أجنبية. وبالتالي، تقترح الفرضية أن تنفيذ نظرية الذكاءات المتعددة يمكن أن تحسن بشكل كبير من تجربة التعليم والتعلم. لاختبار هذه الفرضية، تم استخدام بحث وصفي مع منهج كمي على وجه التحديد، تم إجراء استبيانين لكل من (20) استاذًا و (100) طالبًا في السنة أول ماستر في قسم الآداب واللغة الإنجليزية بجامعة 8 ماي 1945 قالمة. سمحت هذه المنهجية بإجراء تحليل شامل لأسئلة البحث. وبالتالي، تشير النتائج المستخرجة إلى وجود علاقة إيجابية بين ذكاءات الطلاب المتعددة وأنماط تعلمهم. وعلاوة على ذلك، كشفت النتائج أن ذكاءات الطلاب المتعددة لها تأثير كبير على عملية تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. ولهذا السبب، فإن أهمية تطوير التعليم القائم على الذكاءات المتعددة ودمجه في سياق تعلم وتعليم اللغة الإنجليزية كلغة أجنبية ضروري لتحسين نتائج تعلم الطلاب. وعلى هذا الأساس، يتم تقديم بعض الدلالات التربوية للأساتذة والطلاب حول تطبيق نظرية الذكاءات المتعددة لتعلم اللغة الإنجليزية، بما في ذلك الأنشطة والمواد وطرق التقييم. علاوة على ذلك، يحبذ إنشاء مواقع وتطبيقات قائمة على هذه النظرية.

الكلمات المفتاحية: تعلم اللغة الإنجليزية كلغة أجنبية، ملفات تعريف المتعلمين، نظرية الذكاءات المتعددة، عملية التدريس