Implementing Multiple Intelligences Theory in EFL Classes
The case of Third Year Scientific Stream Pupils at Mohamed Drissi Secondary School, Foughala, Biskra

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Dedication

My dear parents, Souria and Salim I am grateful to all what have you done for me. Thank you so much for your Love, Care, Support, and Protection

To you, I dedicate this work

To the most precious people to my heart;

To my husband Fouaz, I thank Allah for having you

To my beloved brothers: Mahmoud and Islam

To my sweetest sisters: Hanen and Sana

To my best cousin: Hamza, thank you a lot for your helping hands

This work also dedicated to my grandmother Halima, thank you Mama for your prayers

To my best friends: Zineb, Khadidja, Sara, and Romaissa

To all members of my family Saci, Benzemam, and Bellaggoune

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Abstract

The main purpose of teaching process is to meet the needs of the different learners in the classroom. The present research sets out to investigate the application of multiple intelligences theory in EFL classes. This study was conducted at Mouhamed Drissi secondary school in Foughala, Biskra, students of third year scientific stream. To meet the purpose of our study, different data tools were used as the questionnaire, classroom observation. The first questionnaire was directed to the teachers of English. It concerns teachers’ knowledge about implementing multiple intelligence theory in their classrooms. The second questionnaire was administered to thirty (n=30) students of third-year scientific stream to identify the different types of intelligence profiles in the same classroom. Moreover, the purpose of the checklist observations is to examine if the teacher applies the activities that are related to multi-intelligences theory. From the analysis of the collected data, results reveal that different intelligence profiles are included in the same classroom which indicates that there are different learning styles. Also, several activities under each category of intelligence are applied in every English session.
List of Abbreviations

MI : Multiple intelligence

IQ : Intelligence quotient

G: General factor

SAT: Scholastic assessment test

EFL: English as a foreign language

Q: Question

TEFL: Teaching English as a foreign language

MIDAS: Multiple intelligences developmental assessment scales
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الملخص
General Introduction

Because English language has become one of the most important language in the world, many educators attempt to find new classroom techniques, instructional materials, and new teaching methods. Their aim is to facilitate language learning for students, by involving them in the classroom activities, as well as to provide teachers of foreign languages with the appropriate methods and techniques, to enable them to address the different types of learners in the same classroom. Moreover, make the teachers able to present the course successfully. The current dissertation attempts to present an alternative theory that concerns both learning styles and teaching strategies, which is the theory of multiple intelligences (MI). This research describes the different types of multiple intelligences theory that suggested by Howard Gardner. Also shows the strategies used by the teachers to apply this theory within the field of teaching English as a foreign language.

1. Statement of the Problem

Teaching English as a foreign language is considered as a challenge because the main issue is how the teachers can meet the needs of the different types of learners in order to provide each one with 'the best shoe'. In some schools, generally the English course is presented in the same way, that means 'one-size-fits-all '. This standard approach may leave some students behind because they feel that they are not able to comprehend what the teacher says. Most teachers do not pay attention to the individual differences and the different human intelligences. Such a lack of paying attention for the individuals’ multiple intelligences in the classroom may create uncomfortable learners, and will be as an obstacle to the development of the learning process.

2. Aims of the Research

This study aims at:

1. Using multiple intelligences (MI) theory as a guide to create effective classroom activities.

2. Enhancing learner’s comprehension of English language.

3. Providing EFL teachers with some teaching strategies
3. Significance of the Study

This study contributes in the development of teaching strategies and helping the learners to progress their English language, throughout the usage of different activities. Also, it seeks to highlight the benefits of using multiple intelligence activities in the classroom as a way to help the students to develop their English language. A further contribution of this study is to draw teachers' attention to the diversity of students' intelligence in the same classroom.

4. Research Questions

This study investigates the following questions:

Q1: What are the perceptions of the teachers regarding the multiple intelligences (MI) theory and its application in their classes?

Q2: How can teachers implement multiple intelligences theory in the class to reach a good result?

Q3: Does the application of multiple intelligences (MI) theory in the classroom lead to greater student's achievement?

5. Research Hypothesis

The following hypothesis is proposed to conduct the research:

- If EFL teachers implement multiple intelligences theory (MI) in their classes, they would help the students to develop their language.

6. Methodology and Means of Research

In order to validate our research hypothesis, two data collection tools will be used. First, two separate questionnaires for both teachers of English, and students of third year scientific stream at Mohammed Drissi secondary school. The teachers’ questionnaire concerns their perceptions about the application of multiple intelligences theory in their classroom. To identify the intelligence profiles of the participants, Mc Kenzie’s (1999) questionnaire will be used. It represents forty statements that are related to each type of intelligence suggested by Gardner. Second, classroom observation to examine the different activities that the teachers implement in order to help students develop their English language.
7. Population and Sample

The target population in this research concerns both EFL teachers and students of third year scientific stream at Mohamed Drissi secondary school in Foughala, a sample of thirty (n=30) students and, three teachers will be selected randomly.

8. The Structure of the Study

The present dissertation is divided into three basic chapters. The first two chapters deals with our variables and, the third one is the field work of this study. Chapter one is divided into three sections, the first one comprises an overview about intelligence. The second section, displays multiple intelligences theory, including its definition and types. Moreover, the third section raises the theoretical basis for multi-intelligences theory. This chapter also presents the relationship between (MI) theory and learning styles. The second chapter is divided into two sections, the first one talks about the (MI) theory and the student. The second section deals with the application of multiple intelligences theory on language teaching. Then, it highlights the benefits of implementing multiple intelligences theory in EFL classes. The third chapter analyzes and discusses the collected data from the checklist and the two questionnaires. This chapter also, presents the findings and the discussion of the outcomes.

9. Literature Review

The term Intelligence is considered as a polymorphous concept, everyone defines it according to specific domain. Intelligence can be seen as “The ability to use memory, knowledge, experience, understanding, reasoning, imagination and judgment in order to solve problems and adapt to new situations”(All Words Dictionary, 2006). It is the capacity of having some skills that help in everyday situations. New theory has emerged from recent cognitive research by Howard Gardner (1983), who declares that humans have different forms of intelligences or intellectual strengths and that each one of these strengths has its own developmental path.
the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains

This alternative perspective has criticized the traditional view of intelligence as well as old teaching strategies and techniques used in classroom that may left some students behind. It suggests that every person has different intelligences which are eight in number, those intelligences can be changed and developed any time. There are many studies that have been conducted to investigate the application of multiple intelligences theory in language teaching. Armstrong (2000) studied the eight ways of learning that are related to each type of intelligence. Similarly, Christison and Kennedy (1999) highlighted the role of multiple intelligences activities in improving students’ language. Additionally, Berman (1998) proposed a wide range of activities under each type of intelligence. In light with these views, we attempt through our research to defend the validity of some activities that are related to the theory of multiple intelligences.
Chapter One