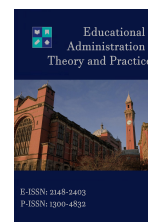




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## MIs in Education: A Study of High School EFL Teachers' Perspectives in the Saudi Context

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<b>Abstract</b>	
<p style="text-align: center;"><b>Article History</b></p> <p style="text-align: center;"><b>Article Submission</b> 11 July 2022</p> <p style="text-align: center;"><b>Revised Submission</b> 08 August 2022</p> <p style="text-align: center;"><b>Article Accepted</b> 20 October 2022</p>	<p>The educational philosophy of Multiple Intelligences (henceforth MIs) in the English language learning context of Saudi Arabia seems to be an underexplored field. Therefore, this study aims to show from the perspective of the teachers the primary barriers that impede Saudi High School students from employing their MIs. Additionally, it examines how MI concepts influenced Saudi high school students' comprehension of EFL in language classrooms. The study demonstrates how Saudi High School EFL teachers interpret the notion of MI as an educational approach. The study sample is random, comprising 100 High School EFL teachers who teach English as a Foreign language (EFL) at Dammam city in Saudi Arabia. The research is quantitative in nature and uses a five-point Likert Scale questionnaire to collect data on EFL teachers' perspectives. Results show that teachers strongly agree with the notion that MI as an educational approach may create a negative effect in the classroom if not comprehended properly, consequently raising challenges in its application in the EFL classroom. However, the MI approach is effective in language learning if its nuances are comprehended. It is expected that these results would be of use to curriculum developers and teachers training programs geared to enhance learning.</p> <p><b>Keywords:</b> Education Approach; EFL Instructors; Multiple Intelligence; Teacher Development</p>

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## **Introduction**

Learners' conviction in their intelligence may form the basis for a wide range of choices over the course of their education, and this confidence is psychologically tied with the process of learning and teaching. The notion of MI was first developed by Howard Gardner in 1983. Ever since, several attempts have been made in studies to characterize and assess human intellectual talents (Al-Ahdal, 2014; Ibnian & Hadban, 2013). Vries (2014) states that bits of intelligence are like the languages that people speak and are impacted by the societies or cultures that they live in. The skills required to learn, solve problems, and create are intelligences, in Gardner's view. The vast majority of individuals employ all of their intelligences for personal purposes.

The theory of MI is significant in the domain of teaching and learning. This is possible since each component of the learning process is interrelated with MI. This association can assist instructors in expressing their ideas for curriculum, assessment, and instruction. Saibani and Simin (2015) provided evidence that the MI hypothesis can aid teachers to explain their lessons since it gives them a new perspective on how to approach learning. As a result, teachers may use MI as an educational approach or as inclusive pedagogy.

The term inclusive pedagogy refers to a method of teaching and learning that takes into account a wide variety of factors. Mansour (2004) held that if we want to educate and evaluate students using just two of the intelligences, we need to adopt a very broad view of intelligence. By playing to their strengths, students are free to focus on innovative pedagogical approaches rather than relying on tried-and-tested techniques. This is crucial since high schools are seeing a rise in students from a diverse range of backgrounds and experiences. This is witnessed Saudi Arabian schools too where students come from a wide spectrum of social and educational backgrounds (Mansour, 2004; Munger, Sanders, & Smith, 2010; Kaya, 2006). One problem is that nothing has changed in the way schools approach diversity in the classroom. On the other hand, inclusive pedagogies and other forms of MI instruction are not common in Saudi Arabian classrooms. The researcher claims that the notion of MI has substantial implications for the field of education. This motivates the investigator to inquire into how EFL instructors in Saudi high schools feel about MI theory as a means of instruction or inclusive pedagogy. Therefore, the purpose of this study is to examine, from the viewpoint of high school educators, the primary barriers to implementing the MI paradigm with their students. The researcher is also curious about the impact of the theory of MI on the education of English as a Foreign Language (EFL) learners.

### **Problem statement**

Classroom teaching approaches and practices do not engage learners' MI. The result rather than the process is the emphasis of efforts to enhance learning. Ibragimova (2011) highlighted the wide range of practical implications that Gardner's theory of MI presents for organizing and delivering content to engage and strengthen learners' intelligence. Consequently, to cater to learners' varied intelligences and aid in the development of the least developed ones, teachers must take into consideration students' intelligence profiles. Students currently attending high school in Saudi Arabia come from a diverse range of social, economic or educational backgrounds (parents' educational degrees, having roots in the city or the countryside, etc.). As a result, it is anticipated that they will each have a unique profile of MI. Researchers need to learn more about how EFL teachers in Saudi high schools use the theory of MI in their classrooms. To express their thoughts on the MI theory as a teaching technique, Saudi educators must first identify student features in line with the theory. This study aims to answer the following research questions:

(1)What are the Saudi high school EFL instructors' perceptions on using MI concepts as an educational approach?

(2)What are the Saudi high school EFL teachers' perspectives about the major barriers that impede the application of MIs among high school students?

(3)To what extent do MIs influence Saudi high school EFL students' comprehension in the classrooms?

## Literature Review

### MI

Gardner (1983) coined the phrase Multiple Intelligence (MI) to describe how we acquire and use knowledge and abilities by identifying first identifying seven distinct intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, and intrapersonal. The next year, he broadened his intelligence categorization to include what he termed 'naturalistic intelligence' (Vries, 2014, pp.17-18).

#### Previous research

Mansour (2004) investigated how secondary school teachers perceived the concept of MI. The method used in this study included textual analysis of instructors' self-reports, observations, and quantitative and qualitative analysis of interview data. The study's findings showed that there are various viewpoints on MI amongst the instructors. Most importantly, the majority of instructors were unsure as to what MI meant. In another large-scale study, researchers found that educators' expectations for using MI in the classroom were moderated by several real-world challenges: Time constraints, institutional barriers, instructor inexperience, poor interaction with students, etc., all had an impact. Participants, however, reported that they were able to overcome these challenges and effectively use MI in the classroom after attending the sessions.

Ibragimova (2011) evaluated the texts and teaching strategies used to implement the MI paradigm in intermediate-level language classes. This study examined a subset of 148 undergraduates and 10 faculty members at Eastern Michigan University. Using a survey on MI, review of textbooks, classroom observations, and teacher interviews, the study triangulated information gathered from a variety of sources. The study findings showed that the MI profiles of learners and textbooks did not match perfectly. While linguistic intelligence was identified as the most prevalent intelligence type in the textbooks, intrapersonal intelligence was discovered to be the most prevalent intelligence type among the students.

The effects of MI theory-based activities on students' reading comprehension and motivation to learn were investigated by Sukeemok (2012) in the third grade at Taweethapisek School's Matthayomsuksa class. 49 students from Bangkok's Taweethapisek School participated in the research. Findings showed that when students learned English using activities based on the MI approach, their reading comprehension got enhanced significantly (.001). Furthermore, once students were taught English using activities based on the MI theory, their engagement also showed a significant increase (.001).

Zainudin (2012) explored the perspectives of instructors and students regarding the learning characteristics of students in Malaysian secondary schools. The MI theory of Howard Gardner served as the foundation for this investigation. The study recruited 142 student participants and 36 instructors and students for interviews, group discussions, and observations. The study was conducted in two suburban secondary schools in Kajang. The results demonstrated that several factors either support or hinder students' and instructors' metacognition to comprehend the profiles of the students' MI. Teachers frequently designate their students as being factors. Both instructors and students highlighted the issue of ethnic labelling, which characterizes the Malaysian environment, as a factor that significantly influences the learning process. The importance of MI as a necessary motivator for meaningful learning is acknowledged by both instructors and students. However, this study showed that teachers were somewhat reluctant to incorporate the knowledge of students' learning profiles in their instruction.

The purpose of Koura and Al-Hebaishi (2014) was to investigate the relationship between the intelligence and self-efficacy profiles of Saudi female third-intermediate (gifted/regular) students and the development of proficiency in EFL. Of the 85 Saudi female students in grades 3 and 2, 43% were identified as talented and 42% as normal. Data were gathered using a MI test, a self-efficacy scale, and a language achievement test. The findings of the data analysis showed that among exceptional and average participants, interpersonal intelligence was the most chosen intelligence type. The least valued intelligence in both groups was musical intelligence. The order of the other choices determined the differences between the two groups.

### Theoretical underpinning

Ibnian and Hadban (2013) assert that intelligence is a psychological construct connected to learning, upon which instructors build several of their professional activities and judgments. Albus (1990, p. 474) states that "intelligence is the incorporation of perception, reason, emotion, and conduct in a sensing, perceiving, knowing, caring, planning, and acting system that is capable of effectively achieving its goals in the world". This is an illustration of the notion of intelligence from a psychological standpoint since it concentrates its portrayal of intelligence on reason, emotion, and conduct. Gardner (1989, p. 5) defines IC as "the capacity to solve problems or to generate goods that are valued within one or more cultures". Following is an explanation of the preceding definition of intelligence from Gardner's perspective:

- Real-world issues are solved through intelligence.

- A service that is valued by one's culture is made by intelligence. Temiz (2010) illustrated that intelligence may be defined as an ability to adapt the surrounding environment for which there might occur a need of various adaptations within both cultural and social contexts, and it can be also referred as the capacity to use metacognitive experiences and learn from experience.

### MI theory

In 1983, it was Howard Gardner who introduced the theory of MI. Gardner (1989, 1999) illustrated that the theory of MI can be elaborated as a psychological theory of mind. The notion critiques that we are born with a single intelligence that cannot be changed, and hence can be measured by the psychologists. Enormous scientific research in fields ranging from biology to psychology to anthropology is the basis of this idea. "This illustrates that the findings of the study of the mind support this theory". Each individual's intelligences are given importance by this theory (p. 3). Carlton and Thomas (2000) explained the eight ways that can be used by the students to learn as illustrated in Gardner's theory of MI. They are: intrapersonal intelligence, spatial intelligence, linguistics intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, logical-mathematical intelligence, naturalist intelligence, and musical intelligence.

### MI as an educational approach

The main advantage of the notion of MI simplifies the process of motivating learners to study by fostering the growth of their ability to draw on a wide range of their innate talents and abilities. If teachers are acquainted with their students' intelligence profiles, they may tailor their lessons to better suit each student's unique strengths and weaknesses (Nagel, 2010; Spirovska, 2013; Sólmundardóttir, 2008). Besides, Spirovska (2013) states that teachers should look at both the lowest and highest scores each student receives to determine which areas of intelligence need to be developed throughout the course. This is in addition to observing the best scores each student receives to determine appropriate points of entry for successful learning. The impact of the idea of MI in the field of English language instruction was studied by Ibnian and Hadban (2013). The results of the research revealed that the notion of MI is potentially crucial in creating an interesting, inspiring, and encouraging setting in English as a Second Language (ESL) courses. Teachers and researchers in the field of English Language Teaching (ELT) would do well to draw on the many types of intelligences outlined by Gardner and create activities that cater to students' unique perspectives, passions, and skill sets. Al Omari and Bataineh (2014) investigated how MI theory was integrated into the pedagogical practices of EFL instructors. The sample included 141 male and female EFL instructors who worked in public schools under the First Directorate of Education Irbid, Jordan and used the Action Pack textbooks for grades one through eleven. Results showed that, to a minor extent, gender, grade level, age, credentials, experience, and training had an impact on EFL instructors' knowledge of and use of the MI hypotheses.

The study at hand probes the new dimension of MI not as dependent variable, but as an independent variable in teaching and learning English in the Saudi context. This study explores the concept of MI from three perspectives, i.e., Saudi EFL instructors' perceptions of MI as an approach to teaching, the barriers such teachers faced while applying this approach in their teaching. Finally, the study also collected high school students to get a three dimensional framework of applying MI in the Saudi context. So, to accurately present students' competencies, abilities, and educational needs to instructors, they need to see both the best and least scores, which is achieved by the MI model. Arnold and Fonseca (2004), also noted that MI tends to allow

teachers to set up a variety of situations that give learners different opportunities to involve interpretation and enhance memory processes. Based on Arnold and Fonseca, this study hypothesizes that MI aids in the development of students' less-emphasized intelligences by giving them the chance to foresee problems and organize their responses. Besides, MI may assist language instructors in recognizing the dynamics of learners and managing student heterogeneity.

## **Methodology**

### Research design

This study took the quantitative approach. It explored the perceptions of Saudi EFL high school teachers of MI as an instructional approach. This study was conducted in the eastern region of Saudi Arabia during the academic year (1444 AH).

### Participants

The total number of EFL high school teachers working in Dammam high schools is 620. For this study, the researchers randomly included 100 EFL instructors using draw of lots from five different private high schools in Dammam as the sample. This made the data comprehensive as the researcher took the sample from 50 (private and public) high schools randomly to represent the different educational administrations in Dammam.

### Instrument

The questionnaire was used to explore the perceptions of participants on MI. It has three sections. Items related to the views of the theory of MI as an inclusive pedagogy in the eyes of Saudi high school teachers were a part of the first section. The main obstacles hindering the employment of the theory of MI in Saudi schools are the constructs that comprise the second section. The impact of the theory of MI on the EFL understanding of students in Saudi classrooms comprises the third section. Clear instructions were given by the researcher ahead of the administration of the questionnaire, and an explanation about the questionnaire was given to the teachers. Moreover, a cover letter with an explanation of the aim and purpose of the study was attached to the questionnaire. A total of 100 questionnaires were sent back and appeared to be valid.

Four professors of linguistics evaluated the questionnaire for validity. Concerns about the addition of two items and the order of some items were raised by the professors. The researchers considered the comments and modified the questionnaire.

A pilot study was conducted by the researchers for verifying the reliability of the questionnaire. 20 EFL teachers teaching English in 3 high schools were selected from outside the sample by the researcher. The questionnaire was given to them to be answered and the same cycle. Repeated after two weeks, the reliability of the questionnaire was proved as answers in both the rounds were consistent.

## **Results**

The Statistical Package for Social Sciences (SPSS) was used to process the data. Frequencies, percentages, means, and standard deviation were used for descriptive analysis.

The answers to the questions of the study are presented in this part.

RQ 1. What are the Saudi high school EFL instructors' perceptions on using MI concepts as an educational approach?

Table 1 shows that the mean scores of the sample opinions reached ( $M=4.30$ ) while the standard deviations reached ( $Std=0.52$ ). The statement, "The concept of MI is valuable for instructors in and out of the classroom" was given the first rank with a 4.52 mean. Strong agreement was expressed by 58%, and agreement by 34%. The statement that came second with a mean of 4.46, which states that, "To help students learn and comprehend, I use the theory of MI as a framework" was agreed to by 60.0%, and agreement by 30.0%. The statement, "Taking into account the ideas of MI has altered how I see my learners' potential for learning" came at the third

rank with strong agreement by 48.0%, the percentage of agreement is 40.0%. The rank four statements scored a mean of 4.30 for "I use MI to cater to students' learning needs." The statement, "The hypothesis of MI has helped me understand how students learn" came at rank 5, and the statement, "I use MI to provide opportunities to develop students' intellectual potential" got mean score of 4.20 at the final rank.

Table 1. Saudi high school EFL instructors' perceptions on using MI as an educational approach

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
1	I use MI to solve students' problems.	R	52	28	16	4	0	4.30	0.48	4
		%	52.0	28.0	16.0	4.0	0.0			
2	The principle of MI encourages the development of each student's unique set of skills.	R	40	38	18	2	2	4.14	0.63	8
		%	40.0	38.0	18.0	2.0	2.0			
3	MI approach assists me having a realistic image of learners' skills.	R	46	30	16	2	2	4.22	0.54	6
		%	46.0	30.0	16.0	2.0	2.0			
4	The hypothesis of MI has helped me understand how students learn.	R	52	24	22	2	0	4.46	0.60	5
		%	52.0	24.0	22.0	2.0	0.0			
5	The concept of MI is valuable for instructors in and out of the classroom.	R	58	34	8	0	0	4.52	0.67	1
		%	58.0	34.0	8.0	0.0	0.0			
6	Taking into account the ideas of MI has altered how I see my learners' potential for learning.	R	48	40	6	6	0	4.32	0.70	3
		%	48.0	40.0	6.0	6.0	0.0			
7	To help students learn and comprehend, I use the theory of MI as a framework.	R	42	38	16	4	0	4.20	0.57	7
		%	42.0	38.0	16.0	4.0	0.0			
8	Teachers may benefit from the notion of MI as a guide for developing interesting classes that excite students.	R	60	30	6	2	2	4.46	0.71	2
		%	60.0	30.0	6.0	2.0	2.0			
9	I use MI to cater to students' learning needs.	R	42	36	16	4	2	4.19	0.46	9
		%	42.0	63.0	16.0	4.0	2.0			
10	I use MI to provide	R	44	34	18	2	2	4.20	0.49	10

No.	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
	%	44.0	34.0	18.0	2.0	2.0			
							4.30	0.52	

RQ 2. What are the Saudi high school EFL teachers' perspectives about the major barriers that impede the application of MI among high school students?

Table 2 shows that Saudi EFL teachers have greater tendency towards the belief that when they apply MI, students may show reluctance, in other words it is also observed that teachers think that students take it as an obstacle ( $M=4.30$ ,  $Std = 0.77$ ). Table 2 describes that the statement, "Teachers were not able to understand the principles of the theory due to low level of English" scored a mean of (4.44). Strong agreement was expressed by 60%, and agreement by 30.0%. The statement, the theory of MI rhetoric is an obstacle in its application" came at the second rank; strong agreement was expressed by 38.0%, and agreement by 54.0%, and the mean score was (4.32). The third rank is given to the statement, "The application of the theory of MI gets weakened in the classroom due to a lack of information" with strong agreement of 38.0% and agreement of 42.0%. The statement, "MI theory does not align with the curriculum" was given the fourth rank with a mean (of 3.98). The statement, "The theory is prevented by the embedded culture" came at the fifth rank and the statement, " Comparison between the skills of students becomes difficult with theory of MI make it difficult" scored a mean of (3.62).

Table 2. Major obstacles that hinder the exploitation of MI within EFL high schools

No.	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank	
1	The theory of MI rhetoric is an obstacle in its application.	R	38	54	8	0	0	4.32	0.62	2
		%	38.0	54.0	8.0	0	0			
2	The application of the theory of MI gets weakened in the classroom due to a lack of information.	R	38	42	16	2	2	4.16	0.90	3
		%	38.0	42.0	16.0	2.0	2.0			
3	The application of this theory is prevented by the ready activities of MI, and theory prevents its application.	R	26	44	28	0	4	3.88	0.97	6
		%	40.0	26.0	28.0	0.0	4.0			
4	MI theory does not align with the curriculum.	R	36	34	20	10	0	3.98	1.00	4
		%	36.0	34.0	40.0	20.0	0.0			
5	MI are not well understood by the teachers. Application of MI usually.	R	28	36	28	4	4	3.82	1.04	7
		%	28.0	36.0	28.0	4.0	4.0			
6	The theory is	R	30	44	16	4	4	3.96	1.02	5

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
		%	30.0	44.0	16.0	4.0	4.0			
7	Comparison between the skills of students becomes difficult with theory of MI make it difficult. to compare students' skills and abilities across classrooms.	R	34	22	24	10	10	3.62	1.33	8
		%	34.0	22.0	24.0	10.0	10.0			
8	Teachers were not able to understand the principles of the theory due to low level of English.	R	60	30	4	4	2	4.44	0.92	1
		%	60.0	30.0	4.0	4.0	2.0			
								4.30	0.77	

RQ 3. To what extent do MIs influence Saudi high school EFL students in the classrooms?

Table 3 shows that EFL teachers have high positive perceptions on the influence of MI on students' understanding with scores of (M=4.03, Std=0.94). Table 3 also reports that the statement, "Formation of learning and social skills gets better with theory, helps teachers and students to formulate their understanding" took the first rank with a mean of (3.62). Strong agreement was expressed by 60.0% while agreement was expressed by 30.0%. The statement, "Development of social abilities in students become easier" got the second rank with strong agreement of 52.0%, and agreement of 30.0%, and mean (4.14). The statement, "Enthusiasm for learning and confidence of students increases by the theory of MI" took the third rank with strong agreement by 46.0%, and agreement of 24.0%, and mean at (4.14). The statement, "Students understand English better with the help of the theory of MI" took the fourth rank with a mean (of 4.08) while the statement, "More attention to what is taught and then learned. can be paid by the students by the MI theory" received the final rank with a mean of (3.82).

Table 3. Effect of MI on the comprehension of Saudi EFL students in classroom

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
1	Students' behavior in the classroom is affected by MI theory affects students' behavior in the classroom.	R	32	46	14	4	4	4.00	1.01	6
		%	32.0	46.0	14.0	4.0	4.0			
2	Students understand English better with the help of the theory of MI. Helps students to understand English in classrooms.	R	38	36	20	6	0	4.08	0.92	4
		%	38.0	36.0	20.0	6.0	0.0			



No.	Statements	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank	
3	Enthusiasm for learning and confidence of students increased by the theory of MI intelligence theory increases students' confidence and enthusiasm for learning.	R	46	24	26	4	0	4.14	0.95	3
		%	46.0	24.0	26.0	4.0	0.0			
4	The academic achievements of students get improved by MI. MI theory improves students' academic achievement.	R	28	42	18	10	2	3.86	1.03	7
		%	28.0	42.0	18.0	10.0	2.0			
5	Accommodation of the learning needs of students gets better with the theory of MI helps teachers accommodate their students' learning needs.	R	44	32	10	6	8	4.00	1.25	5
		%	44.0	32.0	10.0	6.0	8.0			
6	Formation of learning and social skills gets better with theory, helps teachers and students to formulate their understanding.	R	32	60	8	2	0	4.20	0.67	1
		%	60.0	30.0	8.0	2.0	0.0			
7	Development of social abilities in students becomes easier intelligence theory helps students to develop their special abilities.	R	50	30	18	2	0	4.14	0.70	2
		%	52.0	30.0	18.0	2.0	0.0			
8	More attention to what is taught and then learned. It can be paid to by the students by the MI theory.	R	28	36	28	4	4	3.82	1.04	8
		%	28.0	36.0	28.0	4.0	4.0			
							4.03	0.94		

## **Discussion**

This study explored the perceptions of Saudi EFL instructors on using MI as an educational approach. Findings showed that the Saudi EFL teachers showed high positive perceptions on the use of MI in their teaching. This finding justifies the study hypothesis that MI can be applied as an educational approach which conforms with other previous studies (Saibani & Simin, 2015; Ibragimova, 2011; Al Omari & Bataineh, 2014). Saibani & Simin found that MI can aid teachers to explain their lessons since it gives them a new perspective on how to approach learning. Similarly, Al Omari and Bataineh reported that MI theory was integrated into the pedagogical practices of EFL instructors. However, such findings still remain meaningless unless it is pronounced how the theory can be applied in the classroom.

Furthermore, findings indicated that teachers strongly perceived complexity that prevented the application of MI as an educational theory. The study indicated that Saudi EFL teachers perceived strongly the application of MI as an impeding factor for their students. This is confirmed by Ibragimova (2011) which found that MI profiles of the learners and the textbooks did not match perfectly while linguistic intelligence was identified as the most prevalent intelligence type in the textbooks, intrapersonal intelligence was discovered to be the most prevalent intelligence type among the students. Zainudin (2012) demonstrated that several factors either support or hinder students' and instructors' metacognition to comprehend the profiles of the students' MI. Teachers frequently identify their students as being the factors. Both instructors and students highlighted the issue of ethnic labelling, which characterizes the Malaysian environment, as a factor that significantly influences learning. Instructors and students agreed that various intelligences motivate meaningful learning.

Finally, the study explored the impact of MI on Saudi EFL students' comprehension. The study revealed that teachers strongly agreed to the fact that MI influenced students' understanding. This finding is consistent with Sukeemok (2012) which showed that when students learned English using activities based on the MI concept, their reading comprehension increased significantly. Moreover, Ibnian and Hadban (2013) found that MI is potentially crucial in creating an interesting, inspiring, and encouraging setting in ESL courses. Teachers and ELT researchers would do well to draw on the many types of intelligences outlined by Gardner and create activities that cater to students' unique perspectives, passions, and skill sets.

The results showed that educators valued the MI hypothesis and used it to enhance their professional performance both in and out of the classroom (Gangi, 2011; F. C. Lunenburg & M. R. Lunenburg, 2014; Moran, Kornhaber, & Gardner, 2006). They saw it as a useful tool for teachers to use in creating engaging lessons for their students. They also found that students' learning talents and preferences could be better understood using the MI hypothesis, which in turn led to the development of individualized learning plans that made full use of each student's strengths. The study at hand thus found the impact of MI theory on Saudi students' comprehension to be positive. It also reported that high school teachers positively perceived MI as an educational approach. However, they showed the complexity of applying the theory in the classroom setting. This study sets this problem to be explored in future studies.

## **Conclusions**

This study suggests that Gardner's idea of MI might improve educational practices in Saudi Arabia. This is since the theory behind the idea postulates that catering to a student's innate talents is only one of many possible approaches to teaching. Given the wide range of student backgrounds and the similarly broad set of features and ideas embodied by MI, it seems reasonable to conclude that the two are related in the Saudi educational system. These are some of the study's most important conclusions:

First, the idea of MI aids in creating a variety of teaching methods that may be used to accommodate students with a wide range of learning styles. It aids educators in getting a clear image of their student's strengths, weaknesses, and preferred methods of learning.

Second, it provides educators with a moment of opportunity to foresee potential impediments

and devise strategies to foster learners' innate abilities that are often not brought to the frontline.

Third, the idea of MI assists students and teachers by highlighting the fact that each person has a unique set of intellectual talents and practical abilities that may be used in the classroom.

Fourth, the notion of MI has the potential to alter educators' views of their students' scholastic potential while simultaneously raising students' overall performance.

Fifth, it supports instructors in meeting the diverse needs of their learners, allowing them to customize lessons to meet the academic goals, IQ levels, and learning styles of each student.

Sixth, it supports instructors in meeting the diverse needs of their learners, allowing them to customize lessons to meet the academic goals, IQ levels, and learning styles of each student. It facilitates educators' use of a wider variety of resources to meet the diverse demands of their students' learning environments. Student's ability to communicate with others and maintain self-control is positively impacted by the application of MI theory, which also benefits educators in imparting these lessons to their charges.

### **Implication**

Results from this study have significant implications for EFL instruction in Saudi Arabia because they show that EFL teachers are aware of the importance of the many intelligences theory in shaping students' social and learning abilities, as well as their personal characteristics. It helps kids learn English faster, feel more comfortable speaking the language, and increase their confidence and desire to succeed academically. It is a helpful resource for teachers looking to personalize classes for their learners.

### **Limitation**

When it comes to the challenges of implementing the theory of MI into ESL classrooms, the findings showed that there are a few major obstacles that prevent individuals from high schools from fully using the MI. The main problems stem from the fact that it is hard to compare students' skills and knowledge from different classes, as well as from the fact that many EFL instructors do not understand the idea of MI beyond its superficial surface level. The study was restricted to examining Saudi high school EFL teachers' perceptions of the MI concept as an educational approach or inclusive pedagogy in Saudi Arabia. Due to the size of the city, the results of this study cannot be applied to the entire population, hence the sample in this study is restricted to high school EFL teachers.

### **Future Recommendation**

The following are some suggestions for the future that may be derived from the findings of this study:

(1)The effects of incorporating activities from the theory of MI into language courses should be studied by researchers.

(2)More work has to be done by schools' training and supervision departments to make teachers aware of the significance of incorporating MI-based activities and strategies into their instruction of English.

(3)The activities should be built for usage at the various levels of education to be more particular on the integration of different intelligence.

(4)While planning for MI in activity-based settings, it is recommended that researchers take time (the class duration) into account.

(5)It is recommended that future research create scenarios in which many intelligences may be tested in a classroom setting.

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