

Implementing the Theory of Multiple Intelligences in Teaching English as a Foreign Language in Algeria (case study of University Teachers of English in Oum el Bouaghi and Batna Universities)

تطبيقه نظرية الذكاءات المتعددة في تدريس اللغة الإنجليزية كلفظ
أجنبية في الجزائر (دراسة حالة أساتذة الجامعة للغة الإنجليزية بجامعتي أم
البواقي وبنات)

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Abstract:

This study aims at evaluating the use of Multiple Intelligences theory for teaching in order to bridge the gap between the theory and practice in the Algerian educational context. It seeks to explore the teachers' perspectives regarding this theory through interviewing teachers of English as a Foreign Language from the universities of Batna and Oum el Bouaghi. An interview with 20 teachers from both universities was conducted to collect the needed data. The interview revealed the teachers' positive attitude towards using the theory to improve education, and provided us with tangible methods of implementing the theory in teaching for better results. It also showed the barriers that the theory faces in the Algerian context such as the lack of technological expertise and equipment. Thus, we stated promising solutions to the issues we found. In order to implement the theory at hand, we must urge the instructors, syllabus designers and administration managers to reconsider teaching beneath a new light where this method is taken into consideration to cater for all kinds of learners.

key words: Multiple Intelligences Theory, English as a Foreign Language, Theory and practice.

ملخص باللغة العربية:

تهدف هذه الدراسة إلى تقييم إستعمال نظرية الذكاءات المتعددة في التدريس وذلك لخلق جسر بين النظرية والتطبيق في النظام الجزائري للتدريس. تهدف أيضا لإستكشاف مفاهيم المعلمين بخصوص هذه النظرية من خلال إجراء مقابلة مع مدرسي اللغة الإنجليزية كلفة أمنية من جامعتي باتنة وأم البواقي. جرت المقابلة مع 20 أستاذ من الجامعتين لتحصيل البيانات اللازمة. كشفت المقابلة نظرة الأستاذة الإيجابية تجاه إستعمال النظرية لتحسين التدريس، وزودتنا بطرق قابلة للتطبيق لإستعمال النظرية في التدريس لتحصيل نتائج أحسن. وكذلك كشفت العراقيل التي تواجه تطبيق النظرية في الجزائر كقصور في الخبرة والمواد التكنولوجية. ولذلك، ذكرنا حلول واعدة للإشكلات التي عهدها. لتطبيق هذه النظرية، يجب أن نلج على المعلمين، ومصممي المناهج الدراسية ومسيري الإدارات بإعادة النظر في نظم التدريس بالأخذ بعين الإعتبار هذه النظرية لتلبية احتياجات كافة أنواع أساليب التعلم لطلبة المعلمين.

الكلمات المفتاحية: نظرية الذكاءات المتعددة، الإنجليزية كلفة أمنية، النظرية والتطبيق.

Introduction

One of the main goals of education is to train and improve individuals so that they can perform well at a target job in real life using the acquired knowledge. However, we often notice a gap between the theory in education and its practice in real life. For instance, examinations could require memorizing many definitions that the students don't hold on to after they are done with the exam resulting in them not applying what they learnt later on when it comes to practice. One of the theories suggested to fill this gap between theory and practice is the Multiple Intelligences theory (MI). MI theory suggests that people can be smart in more than one way, that they possess nine multiple intelligences, each of those intelligences encompasses specific characteristics and those characteristics lend themselves to certain professions. In short, it calls for a more personalized education where various learning styles are catered for due to acknowledging that all students have the ability to learn, but not in the same way. Dr. Howard Gardner, professor of education at Harvard University, and the father of this theory claims that humans do not possess a single intelligence that is usually measured by IQ (intelligence quotient) tests, but rather they have different intelligences that co-exist to shape the human mind and the way he learns things and perform in life. To visualize his theory, take for example a computer, you can improve it to make its performance better, and that's what one dimensional intelligence believers assume, that the higher someone's IQ, the better they perform in life. Results however show otherwise, you can find people with high IQ that fail at social real-life interactions, or vice versa. In other words, when it comes to real life

intelligence is not one dimensional, and people perform better at different things because people possess different strengths and intelligences. Consequently, this theory deems our current education to be unfair because it rewards mostly people with linguistic and logical intelligence (those who are good with words and their logical reasoning) leaving behind other intelligences that we find in: artists, architects, musicians, naturalists, designers, dancers and so on. Those with such intelligences are often considered as underachievers or even thought to have learning disability or ADD (attention deficit disorder). Albert Einstein is credited to the quote: "Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid." The issue at hand could be seen in Goodlad (2004) research "A Study of Schooling", which had researchers observing over 1000 classrooms nationwide. The results were that 70% of classroom time is the teacher talking, mainly giving the lecture to the students or assigning them with instructions. Then second most observed activity was the students performing a written assignment. According to Armstrong (2018), the state of education remained the same. Armstrong appeals for using MI theory as a remedy to the one-sidedness of teaching in order to break out of the narrowly confined approach to learning. That can be done through synthesizing and organizing education to provide a stimulating curriculum and expand the teachers' repertoire of techniques, strategies and tools beyond typical logical and linguistic predominant ones. Our research comprises of a study that was done at Batna 2 University and Oum el Bouaghi University, at the level of English department where we interviewed teachers to check their perspectives on the MI theory, to what extent they think it is beneficial and how to implement it in English as a Foreign Language Classroom (EFL).

1. Reviewing the Literature

1.1 Introducing Multiple Intelligences Theory

Typically, Albert Einstein is thought of as intelligent figure. He is virtually synonymous with intelligence due to his accomplishments in physics and mathematics. However, Mozart made symphonies, concertos and operas that were nothing short of brilliant work. In addition, he is said to be musical genius. There are other prodigiously brilliant people who were smart in other fields but were not associated with intelligence just for the fact that their brilliance wasn't in logical and mathematical problem solving.

Intelligence tests could be followed back to 1904, when a French psychologist along with his colleagues were tasked by the minister of public instruction to determine which primary grade students were at risk of failing so they would receive remedial attention. According to Armstrong

(2018) Binet and his colleagues made intelligence tests that soon spread to the united states as well. With the spread of intelligence tests, the notion that “intelligence” could be objectively measured and coined to a single number or what we know as “IQ score” has also spread. 80 years after that, this notion of IQ got challenged by some scholars and mainly Howard Gardner in his book Frames of mind (1993) where he said that our culture defined intelligence too narrowly and suggested 7 basic intelligences in his book, with the addition of 2 intelligences later (1999).

In the theory of MI, Gardner claims that human’s potential is confined by IQ, that the idea of single intelligence doesn’t match the world we observe. He defined intelligence as the capacity of solving problems and fashioning product in a natural setting and a context-rich situation. Moreover, he states:

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences.

We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world (Gardner, 1993;12).

Embracing this pragmatic and broader perspective makes intelligence less of a mystery and more of a functional concept that could be observed working in people’s daily lives in several ways.

1.2 The Description of the Nine Intelligences

As extracted from Web.cortland.edu website, the 9 intelligences are:

	Intelligence	Skills and Career Preferences
1	Verbal-Linguistic Intelligence Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words	Skills - Listening, speaking, writing, teaching. Careers - Poet, journalist, writer, teacher, lawyer, politician, translator
2	Mathematical-Logical Intelligence Ability to think	Skills - Problem solving (logical & math),

	conceptually and abstractly, and capacity to discern logical or numerical patterns	performing experiments Careers - Scientists, engineers, accountants, mathematicians
3	Musical Intelligence Ability to produce and appreciate rhythm, pitch and timber	Skills - Singing, playing instruments, composing music Careers - Musician, disc jockey, singer, composer
4	Visual-Spatial Intelligence Capacity to think in images and pictures, to visualize accurately and abstractly	Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer
5	Bodily-Kinesthetic Intelligence Ability to control one's body movements and to handle objects skillfully	Skills - Dancing, sports, hands on experiments, acting Careers - Athlete, PE teacher, dancer, actor, firefighter
6	Interpersonal Intelligence Capacity to detect and respond appropriately to the moods, motivations and desires of others	Skills - Seeing from other perspectives, empathy, counseling, co-operating Careers - Counselor, salesperson, politician, business person, minister
7	Intrapersonal Intelligence Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes	Skills - Recognize one's S/W, reflective, aware of inner feelings Careers - Researchers, theorists, philosophers
8	Naturalist Intelligence Ability to recognize and categorize plants, animals and other objects in nature	Skills - Recognize one's connection to nature, apply science theory to life Careers – Scientist, naturalist, landscape architect

9	Existential Intelligence Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here	Skills – Reflective and deep thinking, design abstract theories Careers – Scientist, philosopher, theologian
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02. The Study

2.1. Aims of the Study

The current study aims at:

- Investigating the use of MI theory in the Algerian educational context.
- Exploring teachers' perceptions towards using MI practices to enhance the educational outcome in Algeria.
- Defining the limitations MI theory faces in Algeria.
- Collecting real life examples of MI technics that the Algerian teachers' use.

Based on that, one should come to the following research questions:

2.2. Research Questions

1. To what extent do teachers of Batna and Oum el Bouaghi University use MI practices in their teaching?
2. Do teachers consider MI practices in the Algerian university to be effective?
3. What are the suggested MI technics that are useful to the teachers?
4. What are the obstacles that face the Algerian teacher when it comes to applying MI methods?

2.3 Research Methodology

2.3.1 Research Method

In this exploratory study, we aim to explore the teachers' perceptions towards using MI practices in the Algerian university.

In an attempt to answer the research questions of the study, we interviewed teachers from Batna and Oum el Bouaghi universities. The interview was recorded with the teachers consent and the promise of keeping their anonymity while treating the data. The interview was used to gain context and insight about the topic as well as the teachers' experiences, practices, and attitudes. Questionnaires are done to a larger population, while in our study the population is smaller.

2.3.2 The sample of the study

The teachers who participated in this study were from the two universities of Batna and Oum el Bouaghi from the English Department. We selected 12 teachers from Mustapha Ben Boulaid Batna 2 University as well as 8 teachers from Larbi Ben M'hidi University of Oum El Bouaghi. The teachers have shown willingness to participate in the study and all of them had more than three years of teaching in the university.

2.3.3 Data Collection Procedures

We conducted the study in the 2nd semester during 2019. We conducted the interview with each teacher individually face to face. During the interview we recorded using a smartphone and an app called smart recorder. Teachers consented to using the recording for the current study. They were given time to answer and write down their answer if it's needed. The study included both female and male teachers who teach EFL at the level of English department in both universities. The interview was comprised of 6 questions in which teachers can clarify, justify and explain their answers to aid with interpreting the collected data.

2.3.4 Data Analysis and Discussion of the Findings

The data will be qualitative in nature, through a thematic method. The approach of thematic method is utilized to analyze identify, and report patterns or themes among the data collected from the interview in order to answer the questions of the research (Braun and Clarke, 2006, p.97). First, we prepared the data for analysis through transcribing the recorded interview, reducing the transcription into themes by isolating data tackling the same category together. For instance, "group work" was classified under the category of "*Strategies for Intrapersonal Intelligence*". We used this process due to its efficiency, readability and time saving. Not to forget that it identifies the similar responses that teachers state to avoid repeating the same answers. After defining those themes and introducing the teachers' response, we interpreted the data qualitatively. Overall, the analysis goes this way:

- Data organization.

- Data Description.

- Linking the Data with the Research Problem and Questions.

2.3.5. Analysis of the Teachers' Interview

In order to answer the aforementioned questions of the research, we are going to display and analyze EFL teachers answers to the interview questions. To show the existence of the problem, the effectiveness of MI theory, The MI practices that the teachers perform, and the barriers they face when applying MI theory in the Algerian educational context.

Interview question 01

The first question of the interview aims at exploring the existence of the gap between theory and practice in the Algerian education. Teachers were asked if the Algerian universities cater merely for theory or both theory and practice. And the results were as follows:

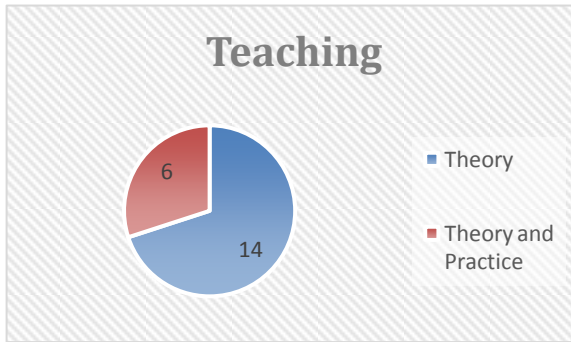


Figure:

Teachers perspective on

the courses of the Algerian universities.

Teachers were asked to elaborate on their answer. Their answer included the following points:

- Most of the teaching done is theoretical including activities such as: giving students the rules then solving written exercises about those rules, observing sentences and extracting the rules from them (inductive and deductive way), dictating, written assignments, homework, essays, and presentations.
- The practice part lingers in the background sometimes through debates, group works, solving real life problems using the given lesson, and roleplay.
- Some modules had practical side to them while others were purely theoretical. For instance: oral expression and phonetics did contain some practical side. Whereas modules like grammar contained merely theory.

Interview questions (02 & 03)

The interview questions 2 and 3 attempt to investigate teachers' familiarity with MI theory, and whether they use it or not in their teaching.

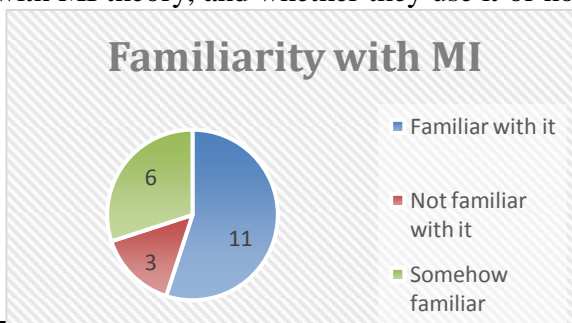


Figure: Teachers' familiarity with MI theory.

Out of 20 teachers', 11 of them were familiar with the theory of MI, six of them said that they are somehow familiar to it, and three said that it doesn't ring a bell. We took the 17 teachers who said they know it and asked them to what extent they use it in their teaching, and the results were as follows:

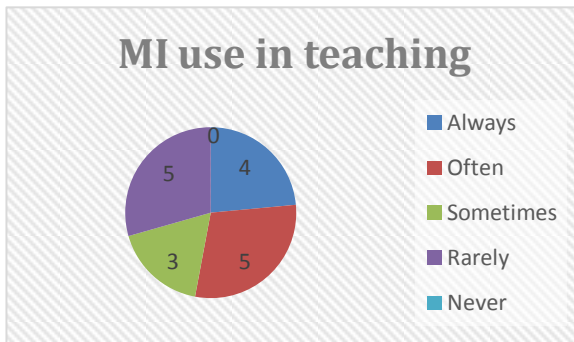


Figure:

Implementing MI theory in teaching.

Out of the 17 teachers, four said they always implement MI theory in their teaching, five said they often do so, three said they sometimes do, five said they rarely use it, and none of them said they never used it.

Interview questions 04

The 4th question attempts to investigate teachers' perspectives and attitudes toward implementing MI theory in the Algerian education through asking them if they find it effective or not, and why they think so.

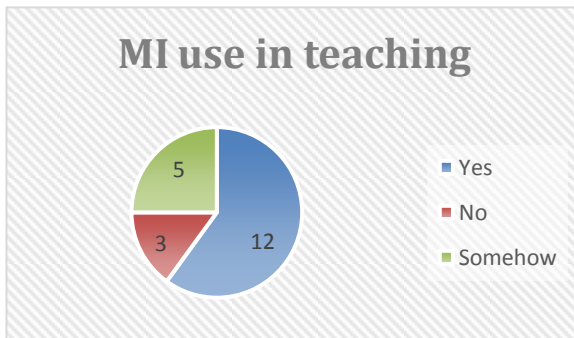


Figure:

Teacher's opinion whether MI is effective or not.

12 teachers out of 20 said that they find implementing MI theory in the Algerian context of education to be effective, five said that it is somehow effective, and three said that it is not effective.

As per why were their answers as previously mentioned, the 17 participants who claimed its effectiveness justified with the following points:

- Giving support to students who can find traditional activities indigestible and hard.
- Facilitates learning through using multiple ways of teaching to touch on a variety of learning styles.
- It reduces some irregularities or complexities in the classroom to an extent.
- Offers a refreshing view on teaching that everything can be taught if taught the right way, and on viewing individuals in the sense that they possess all nine intelligences but they vary among each person.
- Rather than thinking intelligence is a fixed trait and giving up on learners with bad grades, it shows how intelligence can be developed and nurtured.

As per the three teachers who answered that it's not effective, they stated the following points:

- There are too many points to address in the curriculum, and there is no time to address same point through different ways, so implementing MI techniques it was time consuming especially if we conduct tests to verify which intelligence is prominent among students.

Interview questions 05

Question number 5 aims to demonstrate some real-life practices of MI theory in the classroom through asking teachers how they implemented the theory in their teaching.

The theory of MI suggests nine different potential pathways to learning. However, that is not to say a teacher have to teach in all those nine ways, instead, he would realize the possibilities and decide on which pathway is more suitable for him and his students, and what would be more effective.

Teachers who were interviewed implemented this theory through different instructions. We organized them according to each intelligence as follows:

1. **Strategies for linguistic intelligence:** Most of the teachers used strategies for this kind of intelligence. Apart from the traditional worksheets and lectures, they mentioned

using: Storytelling, Brainstorming (through collecting verbal thoughts, placing them on the board and then organize them after). In addition to that, they used tape recording then analyzing the recorded part. Other useful method was: Journal writing by making students keep a personal journal where they write notes, points they didn't get, or any written records related to the topic. Finally, Publishing is what they used so that students' work is not thrown away after grading, but exposed to the class, school, or a newspaper, so that the students feel more inspired and encouraged to write.

2. Strategies for Logical-Mathematical Intelligence: Teachers said they stimulate this kind of intelligence through making classifications and categorizations for the information provided, it could be done through rationalizing the data provided, analyzing patterns to distinguish among the data and organize them in a logical way. They also encourage critical thinking through debates that require reasonable arguments and speech analysis.

3. Strategies for Spatial Intelligence: Teachers implement visual techniques like "Guided Imagery" or "Idea Sketching" where they have their students close their eyes and picture what is being studied then project it through drawing or storytelling. Literature teachers made use of "picture metaphor" where they express concepts in a visual image. Also, teachers use different color cues to stimulate highly spatial people due to their sensitivity to colors.

4. Strategies for Bodily-Kinesthetic Intelligence: Implementing activities for such intelligence can be done through body explaining or body answering, and example of this would be having students hold one finger up to show they have a little understanding for what is being taught or 5 fingers to show they understood it fully. Another way would be Classroom Theater where students can make a play to illustrate a lesson, role-play, or just five-minute improvisation to show their understanding. In general, teachers mentioned hands-on thinking when it comes to stimulating this kind of intelligence through making experiments or providing students with objects to interact with to solve the problems provided in the lecture.

5. Strategies for musical Intelligence: Teachers used rhythms, poems, raps, and songs to stimulate this kind of intelligence. For instance, raps and poems were easier to recall due to their appealing nature and rhymes, for the mind draws patterns between things and when the

information is located within a musical piece, the mind draws a relation between that information and the rhyme, music, and way it is heard. Some teachers also said that having classical music in the background while teaching proved effective way to help students commit to information more.

6. Strategies for Interpersonal Intelligence: Most of the human beings have interpersonal intelligence to a degree since humans are social creatures. To teach these social learners, teachers implement cooperative technics such as Peer Sharing (having students share their responses or questions among each other). Also, other technics like: Cooperative Groups (group work toward an instructional goal), Board Games, Simulation of real life situations where each student take a role.

7. Strategies for Intrapersonal Intelligence: By implementing strategies for this type of intelligence teachers aim to provide opportunities for individuals to be autonomous with a unique life experience and sense of their individuality. One of the strategies used is the “One-Minute Reflection Periods” where they take a time out to think about and digest the information provided and how it connects to their life. Another strategy is establishing personal connection between what is taught and the student’s life so they would know why they are learning about it and feel motivated through that connection. For instance, while talking about traveling, you can ask students to share their traveling stories. Teachers also support this intelligence through being engaged in their teaching and not delivering the lesson with an emotionally neutral way that, they set a realistic goal and let students decide on some matters like how much time should be spent on addressing a particular point.

8. Strategies for the Naturalist Intelligence: Teachers did not say they apply technics to cater for this intelligence much because it usually involved an experience in the natural world such as field trips or nature topics while our participants were language teachers. However, teaching the language involves teaching about the natural environment and it can involve its vocabulary, natural functions, and our relationship with the world that could be applied if students were allowed to be taken into field trips in Algeria.

9. Strategies for the Existential Intelligence: Teachers said they have been implementing technics that include use of such intelligence without them realizing it, technics like discussing cultural values of different cultures, their belief systems, myths, rituals, institutions, dogmas and ultimate life issues. Civilization teachers also discuss the

historical development of philosophical beliefs and symbol systems that are fascinating for language learners to see how languages differ and shape differently across the world.

10. Strategies for Different Intelligences: Some of the teachers said that they're activities are not to satisfy just one of the categories of intelligence but they cater for many, some of them are: the use of multimedia and Information and Communication Technologies (ICT). Consequently, using ICT contains visual learning, auditory, interaction with the interface, seeing different colors and hearing sounds.

While it could be difficult task to satisfy all learning styles and cater for all intelligences, using strategies like multimedia would save time and do the job.

Interview question 06

Question number 6 aims at highlighting the obstacles that teachers face in order to include activities that cover the MI theory in the Algerian educational system. Teachers said that they face the following obstacles:

- 1. Using Information and Communication Technologies:** Using ICTs as stated before caters effectively for several kinds of intelligences. However, using ICTs in the Algerian context still faces some obstacles. Mainly, the lack of equipment in the Algerian universities, or having outdated equipment. Some of the teachers also demonstrated unwillingness to integrate ICTs in the classroom due to their lack of training when it comes to using it, being technophobes, or because the students may use it for other purposes rather than using it for learning. Furthermore, ICTs require maintenance from Information Technology (I.T) expert, while most universities in Algeria lack I.T specialists who manage those technologies and cater for the needed softwares and setups. For instance, if a teacher is attempting to have students register an audio on the computer using the headset, and all those records are stored in a software that shows correct pitch and pronunciation in order to improve their speaking, having an I.T expert setting it up beforehand would make it possible and save time.
- 2. Restrictions that hinder the teacher:** One of the obstacles also, is the restrictions that teacher faces that end up compromising the potential he could achieve. For instance, teachers are not allowed to take students on a field trip, which is why teaching the students who depend on natural intelligence can be tough. In addition, teachers are required to stick to the curriculum with its heavily charged content that they cannot afford to spend time teaching one element in various ways, nor tracking students to implement what fits for everyone.

Therefore, time constraint and loaded curriculum is an issue as well. Furthermore, when it comes to teaching about other cultures, many materials are restricted due to the content being taboo in the Algerian society or viewed in a negative light. For instance, when it comes to religion and philosophical questions, teachers usually restrict their speech and do not talk freely from a neutral point of view about religions, beliefs, or politics.

2.4. Discussion of the Findings

Going through the answers provided by the teachers, we find that 70% of the interviewed teachers say that the Algerian educational context when it comes to teaching English as a foreign language is purely theoretical, whereas 30% of them think that it includes both theory and practice. Thus, reflecting a gap between theory and practice in that educational context. The results also show that 55% of the teachers are familiar with the MI theory, 30% are somehow familiar with it, and 15% do not know about it. This finding reflects that we should not take it for granted that all teachers know about the theory since there are teachers who haven't heard of it yet that does not mean they don't apply it. In all cases, knowing about it more could prove to be helpful in both cases. The findings also show that only four out of the 20 teachers said they always use the theory, five said they use it often, three said sometimes, five said rarely, while three said they didn't use it. These results show a variety of frequency of use among teachers and that some use it more than others do while few say they do not use it at all. Although, it might not be the case since even traditional setting allow for its use. For instance, if the teacher draws a picture on the board, illustrated using body language, or even gave students some time to think (intrapersonal), it means he is using the MI theory. When it comes to our main research question about whether teachers find the theory to be of any value, the findings show that 60% of the teachers said they find the theory effective when used for teaching, 25% said that it is somehow effective, and 15% said that it is not effective. Their answers afterward clarified the reasons they had to believe so. Clearly, the majority of teachers find the theory effective therefore confirming our hypothesis, whereas the minority does not share their view due to obstacles and hindrances they faced when applying the theory. In addition, teachers who applauded its effectiveness and said they use it provided us with the strategies they use. To say the least, their strategies can be applied to almost any classroom, with the exception of strategies for naturalist learner as they found it hard to implement naturalist intelligence methods in the Algerian setting of education. Finally yet importantly, the data from the final question show the obstacles that teachers face in applying such theory. Mainly, the absence of

ICTs, the lack thereof, or simply the unwillingness of teachers to use it. Moreover, the restricted nature of the educational setting that prevents total freedom of teaching and obliges the teacher to stick to certain curriculum or ideologies without applying much “out of the box thinking” which is clearly a hindrance for critical thinking.

2.5. Recommendations

Based on the findings of the study, and the answers of teachers, we recommend the following:

- More awareness about the MI theory is needed.
- Curricula designers should include a more diverse instructional ways, or models that cater for several intelligences and not just one type or two.
- Teaching phonetics must be reconsidered, and hence should be taught in laboratories instead of classrooms.
- To eliminate the gap between theory and practice in the Algerian educational setting teachers must include more practice in their teaching and avoid purely theoretical ways when possible.
- Syllabus designers must consider the individual differences and learning styles in order to cater more for them, and if possible include sometime at the beginning of the year where the teacher can run a test to identify the prominent intelligences in the classroom to plan his lessons accordingly.
- English departments throughout the Algerian Universities should be provided with more ICTs to facilitate teaching and learning. Furthermore, they could make use of an I.T section that helps with those ICTs.
- For the teachers who are not techno-savvy, a training to use ICTs would be helpful. So, providing such training is definitely recommended.
- Concerning recommendations about future research, the participants were 20 teachers from two universities, and more research about the topic from other universities would certainly be valuable. Also, the research included only the teachers, so one of its limitations is that it did not include the students’ perspectives when it comes to the theory.

Conclusion

To sum up, we noticed that there is clearly a gap between theory and practice, and that the educational system in Algeria could use more practice for it can prove to be vital in developing both students’ educational level and their effectiveness in society as individuals. Multiple Intelligence theory which is a suggested theory to provide the teacher with repertoire of tools and technics to use to achieve that is the suggested solution to achieve the previously mentioned aim. We found that not all teachers are aware of it

or use it in their teaching, but the ones who do find it effective and recommend using it.

The MI teacher shows more flexibility at work, as Abraham Maslow said: "If the only tool you have is a hammer, everything around you looks like a nail". The MI teacher however, can lecture and write on the blackboard since it's the legitimate technique of teaching, but also draws pictures, shows video clips to explain the data. He plays some music to set the environment for studying or achieve an objective by making a point, provides hands-on experiences to bring reality closer to the teaching. And he also gets the student to build something tangible to show their understanding, gets the student to interact with each other in several ways like group works or pairs. Furthermore, he plans time for students to engage in self-reflection, he links their personal experiences to the studied material, or undertake self-paced work. Last but not least, he creates opportunities for learning to occur through living things.

The traditional teaching methods could be useful to prepare students for exams and tests, but that is not the real mission of education. To improve education as a whole is the responsibility of instructors, syllabus designers and administration. That can be done through reconsidering the methods used in teaching in order to eliminate the problems facing the Educational system.

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Appendix

The interview questions:

1. Do you think there is a gap between theory and practice in the Algerian Education? Elaborate on your answer.
2. Are you familiar with the MI theory?
3. To what extent do you use it in your teaching?
4. Do you find the MI theory effective in teaching, somehow, or not effective? Why do you believe so?
5. How do you implement the theory in your teaching?
6. What are the obstacles facing the implementation of MI theory in the Algerian Education?