

## تطبيق نظرية الذكاءات المتعددة في تدريس وتعليم اللغة الانجليزية بالمرحلة الثانوية بسبها (ثانية ثانوي)

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### ملخص البحث :

أظهرت العديد من نتائج البحوث أن المتعلمين يواجهون العديد من الصعوبات في تعلم اللغة الاجنبية. ومع ذلك للتعلم الفعال يجب على المرء أن يعرف قدراته الذاتية مثل نقاط القوة والضعف لديه. ستكون عملية التدريس والتعلم أكثر فعالية عندما يعرف المعلمون والمتعلمون إمكاناتهم وأساليبهم الفريدة ونقاط القوة والضعف في التعلم. إن نظرية هوارد غاردنر حول الذكاءات المتعددة هي نظرية نفسية وتربوية تتبنى وجود عشرة أنواع من "الذكاء" لدى البشر. كل منها يرتبط بمجال مختلف من حياة الإنسان ونشاطه. ففي الوقت الحاضر، تختلف طريقة تفسير المتعلمين للمعرفة اختلافاً كبيراً عما كان ينظر إليه المعلمون ، كما أن الطريقة التي يقدم بها المعلمون المعرفة قد لا تتوافق مع توقعات المتعلمين ، ونتيجة لذلك أصبحت الأساليب والمناهج التعليمية للمعلمين غير فعالة وهنا قد يفشل المتعلمون في التعلم لذلك يجب موازنة التغيير الهائل في المتعلمين بالتغيير المتساوي في تعليم المعلمين وخاصة بين طلاب المدارس الثانوية.

## **Applying the Multiple Intelligence Theory in Teaching and Learning English in Secondary Schools of Sebha, 2nd grad**

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### **Abstract**

Many research findings have shown that learners of foreign languages encounter many learning difficulties. However, for effective learning, one has to know his own abilities in terms of points of strengths and weaknesses. The process of teaching and learning will be more effective and meaningful when teachers and learners know their potentials, their unique styles, strengths and weaknesses in learning as well. Howard Gardner's theory of multiple intelligences is a psychological and educational theory espousing that ten types of "intelligence" exist in humans. Each intelligence is relating to a different sphere of human life and activity. Nowadays, how learners interpret knowledge differs greatly from what used to be perceived by the teachers. Also how the teachers deliver the knowledge may not match the expectations of the learners. As a result, in this case, teachers' instructional methods and approaches might become inefficient and as a consequence learner fail to learn. The drastic change in learners should be balanced by an equal change in teachers' instruction especially among secondary school students.

### **Introduction**

This research paper examines the Multiple Intelligences pattern among the secondary school students. This research paper tries to explore the feasibility of combing the basic concepts of Howard Gardner's MI theory with the practice

of teaching English as a foreign language in order to develop the multiple intelligences on the part of improving the quality of teaching and learning as well as the comprehensive qualities of students. Moreover, Gardner's theory of Multiple Intelligences (1983) is outlined and its key features are discussed in details through this paper. Finally, this paper tries to elucidate the applications and implications of this theory in relation to teaching and learning English as a foreign language in secondary schools.

### **The Purpose of the research paper**

The goal of most of the teaching methods, approaches and theories of foreign languages are for teachers to provide themselves with varieties of teaching methods, approaches, and theories that enable them achieve their objectives being reflected in students learn and use the target language affectively and appropriately. Teachers of English as a foreign language work to help students to build their EL and use it in communication. They work to make their students able to depend on themselves, to improve their language learning strategies and use the target language in the EFL classroom.

### **The Objectives of the Paper**

The main objective of this research paper is to acquaint teachers with a better understanding of how MI theory works in TLEFL to improve students' language learning strategies to use their learning language skills.

### **The MI Theory (background)**

Multiple Intelligence theory which is the concern of this paper, began to appear with the book "Frames of Mind: The Theory of Multiple Intelligence" written by Howard Gardner in (1983, 1993, 1999) considers intelligence as a set of different aptitudes which are closely related to one another. As Yenice and Aktamis (2010: 6) assert that "The

theory of multiple intelligence creates a new path to consider individual differences in education and educational settings".

In favor of this view, Sauer (1998) holds that the commonality of Gardner's multiple intelligence theory (1983), in teaching and learning English, led many teachers to take it as a basis from which to promote curriculum, syllabus and methodology. Gardner, in the same context, believes that there are ten unique intelligences (not one intelligence) with different elements. Confining our focus to the goal of this paper, we concentrate only on four types of intelligences that have strong links to our scope. These intelligences are '**Verbal Linguistic intelligence, Spatial intelligence, Interpersonal intelligence, Intrapersonal intelligence**'. The reason that there is a big chance to use them in our schools in Libya, as they suit the Libyan teaching situation in terms of the teaching method, approach and material.

## **Features of Chosen Intelligences of MI**

### **Verbal linguistic Intelligence**

Verbal Linguistic Intelligence (word smart) is one of the main MI in ELT. According to Gardner (1983) VLI is the ability to think in words and to use language to express and appreciate complex meanings. Linguistic intelligence allows us to understand the order and meaning of words and to apply meta-linguistic skills to be reflected on our use of language. VLI is the most widely shared human competence and is evident in poets, novelists, journalists, and effective public speakers. Young adults with this kind of intelligence enjoy writing, reading, telling stories or doing crossword puzzles.

### **Spatial Intelligence**

Spatial Intelligence (picture smart) is the ability to think in many dimensions. This includes mental imagery, spatial

reasoning, image manipulation, graphic and artistic skills, and active imaginations. Christison (1996: 11) states that "The sensitivity to form, space, color, line and shape". Gardner (1983) states that people with a high spatial intelligence perceive the visual world accurately to perform transformations and modifications upon one's initial perceptions. It enables language users to re-create aspects of one's initial perceptions, even in the absence of relevant physical stimuli. This helps in teaching and learning as teacher can use different activities related to visual aids to present their lessons, to grape the learners' attentions. This helps learners use their own language abilities to enrich their communicative abilities.

### **Interpersonal Intelligence**

Interpersonal Intelligence (people smart) is also very important. It is the ability to work well with people. It is the ability to understand people's emotions, feelings and motives. It is the ability to perceive different moods, intentions, motivations, and feelings of other people and their sensitivity toward others facial expressions, voices, and gestures. An argument by Armstrong (2000: 10) states that "An interpersonally intelligent individual may be very compassionate and socially responsible like Mahatma Gandhi, or manipulative and cunning like Machiavelli". Again Armstrong (2016) refers to the interpersonally intelligent individual, arguing that such an intelligence may an interactant to be socially appropriate.

Interpersonal Intelligence includes the ability to understand other people's motivations, intensions, and desires, and to work well with others. People who use this intelligence are salespeople, teachers, actors, and religious and political leaders.

### **Intrapersonal Intelligence.**

Intrapersonal Intelligence (Self Smart) is the capacity to understand oneself, one's thoughts and feelings, and use such knowledge in planning and directing one's life. Intrapersonal intelligence involves not only an appreciation of the self, but also of the human conditions.

Armstrong (1993, 2007) on the other hand explains that counselors, theologians, and self-employed business people are the ones that require this type of intelligence. They are the type of people who like to meditate and contemplate, but they tend to prefer working alone rather than working with other people.

The other MI intelligences are **Logical mathematical intelligence** which deals with numbers and logic issues. Logical mathematical intelligence is the kind of skill that scientists, accountants and computer programmers often use in their profession. **Musical intelligence** is the ability to recognize and produce musical sounds. It helps in understanding the phonological relations between words. **Bodily-kinesthetic intelligence** is having a well-coordinated body and understanding the world through body. Regarding ELT, in a later addition Gardner (1999) adds other types of intelligences to these seven categories. He states that there might also be other intelligences that possibly will be added to the list where some of these identified intelligences may no longer be qualified to be called intelligence. These new intelligences include: **Naturalist intelligence** which means the ability to distinguish and classify many species in the environment. **Existential intelligence** which means the ability to pose and ponder questions regarding the existence including life and death. **Spiritual intelligence** involves a concern with cosmic issues and the recognition of the spiritual as achievement of a state of being.

## **The Application of MI Theory in ELT**

The literature of MI Theory in the field of language teaching and learning entails information related to the application of MI theory in classrooms, curriculum, syllabus design, evaluation and assessment. Moreover, it provides recommendations for teachers, students, textbook writers, curriculum developers, and syllabus designers. According to Chen, Moran, and Gardner (2004: 14), MI Theory can be a very helpful vehicle for broadening the responsibility of teaching and learning: to include subjects that address the several intelligences and ways of thinking, as well as teaching methods that suit individual differences, and assessments that go beyond standards, short-answer language – and – logic instruments.

According to Hoerr (2000), the application of MI Theory has led to the development of new teaching and assessment methods; the formation of MI bases curriculum and instruction, as well as positive experiences and close connection with students and their parents. Likewise, educators and teachers have claimed that the application of MI Theory in teaching and learning in TEL classrooms will definitely have positive effects on learners' interest, motivation, and success. More importantly, as argued by Armstrong (2002, 2009), implementing MI Theory in curriculum and syllabus design has been found to improve and develop teaching practices and assessment techniques.

The application of MI Theory in ELTL can be considered invaluable for both teachers and students as to the curriculum design, instructional strategies, materials and textbooks used in language teaching and learning. The theory of MI, in particular, has had a significant impact not only on the design of the foreign language curriculum but also on the design of textbook materials. MI inspired curriculum as well as improved academic performance and raised the students'

motivation and interaction in the classroom. In the study which involved the evaluation of activities in a textbook, according to the MI Theory, Ferro (2004) reveals that MI Theory is very practical in encouraging the creation of activities according to the different intelligence types and enhancing the learning experience of the students.

It is possible that the integration of an MI curriculum with the textbooks can resolve some of the problems that the field of ELT may encounter. However, in some EFL contexts, the integration of the theory of MI into the ELT curriculum is a recent phenomenon which requires extensive investigation through textbook analysis and evaluation. It is important to note that Gardners' MI theory is used as a theoretical framework assessing the availability, presence and representation of MI structure tasks in those particular textbooks that are developed for EFL learners.

### **Data Collection Methods**

There are two stages of data collection used in this paper. The first data collected by using interviews. There are different types of interviews, the choice of approach depends on the kind of the study and its objectives (interviewing is usually done by recording what the interviewee comments, using a pen and paper to write what is said, or using a tape-recorder). Recording is the type of interview we chose for this study. It is based on an interview guide. Gilbert (1993: 30). explains that "an interview guide is used for a focused interview and will list areas to be covered while leaving the exact wording and order of the questions to the interviewer". where Bell (1987: 72) describing the guided or focused interview saying that: A framework is established by selecting topics round which the interview is guided. The respondent is allowed a considerable degree of latitude with the



framework. Certain questions are asked, but respondents are given freedom to talk about the topic and give their views in their own time.

The second type of our data collection is classroom observation. It involved using various procedures like note-taking, audio-recording or video-recording depending on the nature of the observation. Note-taking was used for this data collection. However, the following sections will explain the data collection in relation to the teachers' interviews and the classroom observation.

### **Interviews**

Nunan (1989) has defines structured interview agenda as totally predetermined by the researcher, who works through a list of set questions in predetermined order. In this concern Seliger and Shohamy (1989: 167) claim that "this type of interview is usually employed when uniform and specific information is needed and when it is necessary to interview a large number of subjects".

Therefore, in closed questions, interviewees usually find one or more fixed answers which they may disagree with or may not have experience to understand. It is much easier for the interviewee to be accurate in their comments when they are dealing with open questions.

The second type of the interview which is used in this study is the semi-structured interview and it involves a list of open-ended questions. Berg (1989: 148) notes that:

semi-structured interview is conducted in a systematic and consistent order, but it allows the interviewers sufficient freedom to digress; that is the interviewers are permitted in fact expected to probe for beyond the answers to their prepared and standardized questions.

The third type of the interview is unstructured interview. It is more concerned with interviewees' experience than with

their responding to structural closed questions. Even if the interviewer feels that the interviewee has started talking about something else, he can guide the interviewee back to the topic of the study. Nunan (1989:149) argues that, "An unstructured interview is guided by the responses of the interviewee rather than the agenda of the researcher". In other words, during this type of interview the researcher has a little time to talk, and the direction of the interview might be unpredictable.

### **Observation**

Observation, especially classroom observation, is an important source of information. It is an qualitative studies. Hammersley and Atkison (1995: 20) state that:

The data collected through the observation provides personal insights into events Through observations, researchers can get data on students' learning processes and difficulties encountered by observing the learning processes and activities undertaken inside the classroom.

Observation can also help in recording the classroom events which can be easily studied later for research purposes. Simpson and Tuson " (1995:03) regard observation as "one of the most versatile ways of gathering information". Due to such advantages of the observation method, five schools were observed to investigate the hypothesis of this paper that 'secondary school teachers do not use an appropriate teaching methods and approaches to achieve their goals of TEF'L and to enhance their students with the use of the target language'. As teachers we directly involve in the observed setting, and we select some items to concentrate on while observing.

## **Procedures of Data Collection**

The data for the study was collected through interviews and observation. Once we stated the objectives and motives of the research. We began sampling the subjects to apply the methods of data collection to approach those subjects. Then, we began to contact the schools for obtaining the required permissions for carrying out the study. The concerned authorities in schools, including the EFL teachers were told about the aims and objectives of the study and how their co-operation is important to achieve the purpose of the study.

Once the required permissions were obtained, we began to visit the schools for the interviews with the teachers in order to get first-hand experience of teaching methods, techniques and activities used inside the classroom by EFL teachers to teach English Language to secondary schools of Sabha. The aim is to know the students level and also to understand their liking and interests for what is happening inside the classroom to know the difficulties that the teachers and the students are facing while teaching and learning EL.

## **Data Analysis Procedure**

The data collected in this research paper was analyzed using different guidelines. We analyzed the data based on the purpose of this research paper, which we used as guidelines for the paper maining Seliger and Shohamy (1989: 201) views suggesting that:

Data analysis refers to sifting, organizing, summarizing, and synthesizing the data so as to arrive at the results and conclusions of the research.

The data was analyzed in different stages. During the first phrase, the data from interviews, and observation were transcribed. The second step was to read, to understand and

to make sense of the collected data. In order to make sense of patterns that emerge from the data, we re-examined the data many times and make notes of relevant points. The data was analyzed quantitatively. Therefore, data analysis is important to produce the considerations involved in the planning and design of the study.

## **Interview**

### **First Group: Information about teachers**

The purpose of this group of questions are to get more information about the teachers' experiences in secondary schools. Regarding the question, **When did you graduate?**. Teachers answer are different. Their graduations range from 2003 to 2013. Two teachers graduate in 2003, one teacher graduate in 2004, two teachers graduate in 2006. one teacher graduate in 2008. Three teachers graduate in 2012, and one teacher graduate in 2013. That means there are 10 years between the teachers who graduate in 2003 and 2013. This means that most of the teachers are aware of the communicative approach and the other important teaching methods and approaches that we need to compare with the MI.

In relation to the question **How long have you been teaching?**. The teaching years were different from one teacher to another. Two teachers have been teaching for 12 years. One teacher has been teaching for 10 years. Another teacher was teaching for 7 years, and another one was teaching for 6 years. One of the teachers was teaching for 3 years. One was teaching for 2 years. Two teachers were teaching for 1 year. The teaching experience years were different from one teacher to another. **How long have you been teaching, 2nd grade?**. Two of the teachers were teaching 2nd grade for 4 years, two of them were teaching 2nd grade for 3 years, and one of them was teaching, 2nd

grade for two years. Four teachers were teaching 2nd grade for the first year. One teacher commented that "I do not remember how many years I have been teaching, 2nd grade". However, teachers experiences indicated that they have enough experience in relation to the teaching years.

To obtain more information about the teachers if they have had an experience in teaching in different schools, we asked: **Where have you been teaching?**. One of the teachers commented that "I have been teaching in private school for one year", and one teacher stated that "I have been teaching in another secondary school". Another one stated that "I have been teaching in two secondary school before this one". One teacher comments that "I have been in three schools before, one is preparatory school and two are secondary school". And the other teachers were still teaching in the same school. Teachers were concerned that they also have an experience to teaching in different schools also the private schools.

**Describe students in your classroom?** The purpose of asking this question is to know the students' level in the secondary schools of Sebha. All of the teachers comment that "We have different level in our classroom, most of the students have low or bad level some of the students are good, and few of the students are very good". This means that there are different levels in the classroom. To know if the teachers in secondary school have had any training courses TEFL or TESL we ask this question, **Have you ever had any TEFL training?**. Three of the teachers comment "Yes" they have training course in 2010 in the language center in Sebha is given by the British counsel. The other teachers comment "No" they have not had any course training. From this group of information, we can conclude that teachers have varied backgrounds and good

teaching experience regarding different practical teaching situation. And most of them are aware of the different teaching methods regarding to their graduation years. The MI suggests that teachers trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection, and much more. MI theory is an excellent tool to enable teachers to plan attractive ways to provide learners with language learning practice. MI theory can help teachers to think about how they should present or deliver new material to their learners.

### **Second Group:**

#### **Information about methods and approaches teachers used in the classroom**

This section is concerned with the actual teaching experiences that teachers have with the teaching methods and approaches. There are different answers to the questions in this group and these answers reflect different experiences that teachers have. The first question is, **Would you classify yourself as a good teacher?**. For comments on this question one of the teachers comments "Yes, I am a good teacher". Other teachers comment "We do not know, but we do our best to be a good teachers". But when we come to the next question. **What are the qualities of a good teacher?**. Teachers her mention different qualities could be in a good teacher. One of the teachers comments that "a good teacher who has a good relationship with the students". Four of them argue the same comment and one states that:

*a good teacher who puts a plane which suit the students level by using different strategies to handle the different levels in the classroom, and use any thing available to get the goals of the lesson.*

Two teachers stated "The most important thing is pronunciation, the teacher must be a good module in pronunciation". Another one comments: "*I think the most important thing is managing the time. There are 45 minutes the teacher should explain the lesson, do activities and exercises.*"

It is clear from their answers that 45 minutes are not enough for the teacher to give a full information, do activities, and do different exercises with students to cover all the students' weakness and strengths points. This means that there is no enough time for teachers to use different activities to handle the all levels in the classroom. *And they cannot create an opportunity for the students to practise language in the classroom.* MI theory gives a large variety of learning tasks and activities and knowledge about the learners' learning preferences and interactions. Thus, MI theory need more time because, it offers multiple ways for presenting valuable materials and taking learners' differences into account.

Moving on to their methods of teaching in the classroom, **How would you describe your teaching methods<sup>1</sup> and approaches<sup>2</sup>?** The answers are not varied. All of the teachers use grammar translation method in their classrooms, because of the poor proficiency level of the learners. Most of the teachers do not know that there are different methods and approaches which they can use in the classroom. Some teachers neglect the other teaching methods and approaches, because of the students' lack of motivation to learn EL.

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<sup>1</sup> A **METHOD** is a target plan or set of orderly procures that are based on a credible approach. It reveals what needs to be done in a systematic way and how to focus on achieving those goals.

<sup>2</sup> An **APPROACH** It encompasses a set of logical assumptions that could be made for better comprehension of issues. It could also be seen as a term that births your systematic plans and the strategies that you'll use to achieve particular objectives.

We can argue, that the reason why teachers in our schools cannot achieve their objectives is that they do not use the appropriate teaching method. Nowadays, teachers teach in the way they are taught, or in a way that reflects their beliefs about teaching and learning. Palmer (1998) states "...we teach who we are" (1998: 2). Teachers do not have enough training to use the current teaching methods which are supposed to be used in our schools to enhance the students with the clear understanding of the lesson. It is clear that teachers use their mother tongue in the classroom, which is mean that they follow the traditional grammar translation method to explain their lessons.

The main purpose of this question is to know if the teachers know how to change their method or approach of TE, **Does your teaching method change from lesson to another?**. For this question all of the teachers comment "Yes" teaching grammar is different from teaching a reading text. But this is not enough for me. It is clear that teachers do not know the techniques of using different methods and approaches or use different activities to present their lessons. According to the teachers' answers they just use grammar translation method to present the all lessons. *Teachers* do not try to create a real interaction, no particular materials or textbooks are necessarily used. A big shift is made from teachers controlling the class to students to learn by themselves, and monitoring their progress.

The reason of asking this question is to know if the teacher have any benefit of using a specific activity in the classroom such as activities that are used in MI theory, **Can you name a successful classroom activities<sup>3</sup> you had with**

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<sup>3</sup> **Classroom Activities** refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. The situation in which a lot of things are happening to achieve an aim.



**your students?**. Some teachers comment that they use True and False question, some comment that they use multiple choice questions, and others use pictures. The teachers answers are not clear and they do not understand what we mean by asking this question because, we want to know how the secondary school teachers manage their classroom to present their lessons the activities that teachers use in the classroom are individual work, pair work, group work, or a whole class work. In these activities teachers can use different styles of MI to obtain their goals of the lesson.

The activities do not usually involve teachers in communicating with the students. Instructions are often in a fixed, prescribed formula, True and False, Multiple choice questions do not encourage students to explore the language or interact with the teacher or with the other students in the classroom. When a communicative strategy is used, teachers need not depend on fixed, set expressions, but find their own way to introduce the activity, continually presenting learners with new language, enabling them to expand their understanding. These activities require teachers to use unexpected techniques in the classroom. The learners' views and responses consequently differ according to the teachers' language, the type of text and nature of the activity.

It is known that most of the EL teachers' face some problems and difficulties while teaching English, thus we ask these questions. **What are the biggest difficulties you have been facing in TE, and how do you deal with these difficulties?**. One of the teachers states that "the biggest difficulties we have been facing is in pronunciation, speaking, and reading skill". To deal with these difficulties she gives an extra words to pronounce, more excises to students, more chances to practice the language and speak more in the classroom, and extra texts to read. Some teachers state that "the biggest difficulty is how to deal

with the different levels of the student in the English language classroom". They solve this problem by concentrating on the students who have a weak level and provide less time to the others. One teacher states *"I think the language is a living thing, so we need more time, different activities, strategies, techniques and exercises. Give the students more chance to use the target language to like it."*

Teachers should always ask themselves about the main idea of teaching and learning process. The main idea lies in the fact that teachers can teach anything in a variety of ways. This makes our teaching appeal to many students. Another teacher comment that "the lack of motivation to learn EL". She deal with this difficulty by using pictures and power point machine to motivate the students to learn EL. That is an evidence that there are some teachers us Visual Spatial Intelligence (picture smart) without knowing that this is one style of MI theory.

It is known that the Libyan schools follow the communicative approach that means the Libyan teachers' know how to teach the four skills, thus the reason of asking this question to know which skill students need to practice more. **Which language skill do you think that your students need more to achieve?.** Three of the teachers comment that "speaking skill", one of the teachers comments "writing". Teachers comments are different from one to another but one teacher comments

*"I think our students need a good assessment for the four skills, because the students need all of them to use the target language in a good way."*

Libyan curriculum is supposed to use CLT, the purpose of teaching and learning EL in Libya is to communication. Communication is a very vital process which plays a very important role in our life. To be able to communicate

involves the ability to use the language systems (listening, speaking, writing and reading) in a balance way for the purpose of communication. Teaching of English takes a very classical and traditional form in Libya especially in secondary schools of Sebha, 2nd grade. It does not allow for the development of the students to use the target language in the classroom. we assume that MI classroom helps students realize how smart they are. Hoerr . (2000: 36) argues: "MI theory is important here because it teaches us that all the students are smart, and that they differ only in the way in which they are smart"

More time in planning and preparation might be necessary when using Gardners' theory. The MI classroom looks different than typical classroom, because it needs more effort from the teachers to use appropriate materials and tools to be sure that the teachers apply the theory in the perfect way. The effective environment cannot be provided under the traditional mode of instruction.

#### **4.1.3. Third Group: Perception about MI theory**

This group of question consists of two questions to obtain more information about the teachers' perception of MI theory. The questions are, **Have you ever heard about MI theory?**. All teachers state that "We do not know this theory". They also state that they do not remember this theory except one teacher. She states that "I hear about this theory but I do not remember it". In such case we prepare some handouts to the teachers about MI theory and we give them general idea about MI theory. After the explanation, most of the teachers express their interest in this theory. For example one of them states that

*"I do not know that there is a theory that have different strategies and techniques which can provide a solution for teachers and students; For teachers to*

*think of a different strategies, techniques and activities; For students to encourage them to explore their strength and weakness language areas. Using MI theory can give students real chance to use the target language in the classroom."*

It means that teachers need training to know more about the teaching methods and approaches and how they can use different techniques to present their lessons and interact with their students. To know if the teachers obtain the idea of MI theory and they can present their lessons by evaluating their lessons according the MI theory, we ask this question, **Do you think that coursebook and workbook in secondary schools, 2nd grade apply any of MI?.** All of the teachers comment that "there are some lessons in the course book and excises in the workbook we can apply the MI theory to present them".

The course book and workbook have a lot of activities based on reading, reading with a partner, writing, speaking, and memorizing which bases on **Verbal Linguistic**. The Uses of graphic organizing, making maps, charts, and using photos and pictures to write a story which goes under **Visual Spatial**. Also, pair work, group work and whole class work which classifies under **Interpersonal Intelligence**. And, expressing idea, personal writing, discussion about what is important of what is being learned, and individual work which goes under **Intrapersonal Intelligence**. Generally, we can state that teachers in the secondary schools of Sebha need courses and training to remind them by the methods and approaches of teaching EL and how they can follow them in their classroom, especially the MI theory and how teachers can evaluate their lessons according to the MI.

#### **Forth Group: Classroom activities and techniques**

This group of questions concentrate on obtaining information about the activities and the techniques that

teachers use to consider the individual differences in the classroom directly or indirectly. The questions are, **How do you choose an extra activities and techniques? And why do you choose this one?**. All of the teachers comment that "We depend on the course book and the workbook because everything is fixed and already planned in the teachers' book". The course book nowadays follow a fixed pattern of activities and techniques like dialogue, reading comprehension texts, grammar rules, vocabulary, writing, speaking, and listening. At the same time, because of the students' level and the limited time that teachers have to present their lessons and there is no chance to give the students an extra activities and techniques. One teacher states that "The students' level is important to use different types of activities and techniques in the classroom". Others comment that

*"It is very difficult to use pair or group work in the classroom, because it takes time to organize the students, and it is very difficult to give them instruction by using the target language. We needs to translate each single word."*

Such comments stress that teachers do not know how to use different activities and techniques to present their lessons with class that has different levels of student. It is also clear that the mother tongue takes place in the classroom to present the lessons and give instructions to the students.

The next question leads to the same result, **How do you consider individual differences in your teaching method?**. All of the teachers recognize the individual differences, For example one of the teachers states that

*"I can recognize the individual differences and also the different needs. But there is no opportunity to use different strategies, activities and techniques to meet these individual differences in the EL classroom. This happens because of*

*the students' level, the students' number in each class and lack of teaching resource material."*

This means that teachers can use different activities to consider these differences but the problem, is that there is no teaching resource material that teachers can use to support the teaching process.

The next question gives the teachers chance to think of different activities they can use if they have opportunity and the teaching resource material to consider the individual differences. **Which activities you use to consider individual differences?** One teacher states that "I repeat the lesson two or three times to the students in the same way to make sure that the students understand the lesson". This means that the teachers do not know how to deal with such problems. In this situation, we think that it is not only a matter of the use of a good or bad method, but also a matter of situation and how the teachers and learners are used to teaching and learning the language. Different activity, involves learners in doing most of the work, and teachers help more than teach during the teaching process.

For the four last interview questions, when we ask the teachers these questions they feel confused, and they ask me how we can use different activities in each type of intelligences. **Which activities you prefer for Verbal - Linguistic (VL – word smart)?, Which activities you prefer for Visual – Spatial (VS – picture smart)?, Which activities you prefer for Interpersonal (Interp. People smart)?, Which activities you prefer for Intrapersonal (Intrap Self smart)?**. It seems that teachers do not know this theory and its styles which enable them to handle their language and classes activities in the target language rather than the mother tongue. It is also gives more freedom to teachers and learners in the classroom. This kind of activities will clear the ambiguity in some learning areas, making

learners feel more comfortable with their teachers. In order to help the English language teachers gain a better understanding of how MI theory applies to teaching, we indicate checklists provides with activities for each intelligence.

MI activities facilitate the existing intelligence types, and encourage the creation of activities and develop the undeveloped ones. It is provides various approaches for teachers to foster learners' intelligences by analyzing their teaching ways according to MI to have a better idea of the benefits of MI theory in TESL and TEFL.

### **Observation**

Teachers were not trained to use this approach. We observe that teachers do not use the communicative approaches in the classrooms. The most important thing is to know the problems and the difficulties that teachers face while TE. For this reason, we concentrate on the next point, **The problems and** The purpose of doing observation is to know how the process of teaching EL going on in a natural sitting inside the classroom and the potential application of MI. Thus, we concentrate on this point. **The methods and approaches used in the classroom.** we observe that teachers use the Grammar Translation Methods in their classroom to present their lesson. That is an evidence that the teachers in secondary schools do not use an appropriate method to enhance students with the use of EFL. The Libyan syllabuses' follow the communicative approach. Teachers were supposed to use the teacher role of this approach, but it is clear that the **difficulties faced by the secondary school teachers.** It is observed that the EFL teachers face many problems and difficulties while presenting lessons by using EL, because of the poor proficiency level of the learners as well as the lack of motivation to learn EL, insufficient teaching aids, inappropriate teaching resource material, lack of training to

teach EL, lack of the variety of activities in each lesson. It is clear that the students find difficulties in improving the four language skills.

To know which activities and techniques that teachers can use with the available materials in their classroom, we concentrate in the point, **The activities and techniques used in the classroom.** It is clear that the use of different activities do not enjoy a significant place in the secondary schools in Sebha specially, 2nd grade. This might be because of the fact that either the teachers are not aware of the benefits of using different activities in the classroom, or because they do not know these activities.

If the process of teaching and learning going on in a perfect way, that means the verbal interaction play the basic role in the classroom and also means that the student use the target language. The next point concentrates on this point, **Learner's participation in the classroom (verbal interaction).** It is clear that the amount of learners participation is quite less than what we expect. Most of the learners do not take active part in classroom. It is noticeable that in interaction participating activities most students feel bored and uninterested in the classroom. We observe that the teachers use texts with similar teaching procedures all the time. There is no interaction between teachers and the students and between students to students. In other words, most of the teachers activities are heavily linguistic based. Some students seem to be bored with the similarity of these linguistic activities in the classroom. For example, in reading class we observe, a teacher asks students individually some reading comprehension questions. Then she asks students' opinions individually. It seems that the main classroom dynamic is teacher – students, and there is no pair work or group work. While the teacher asks one



student, the rest of the students sit quietly and waiting for their turn.

The classroom atmosphere is important vital for the teacher as well as the students to make them feel comfortable and relax to doing well in the classroom. In this concern we refer to the point, **Student's mood and interest according to the activities, strategies<sup>4</sup> and techniques used in the classroom.** It is noticeable that learners keep on talking to one another, looking outside the class and do not pay attention to what teachers do in the classroom. It is better to create an enjoyable classroom atmosphere in which students like what they learn and enjoy. This means that there is no creativity and encouraging atmosphere to deal with different students who have different minds. It involves all the students with their different personalities to have more chance for learning and achieving success in spite of these differences that cannot be considered.

The discussion confirms the argument presented by Lazer (2004) using MI in the classroom makes lessons more interesting, which causes students to pay more attention to what is taught and then learned. As a result, students are more engaged, they remember more, and achievement increases. Students learn better when they enjoy what they are doing. Bailey (1999: 37) states:

Giving students the opportunity to display their talents, learn new skills without fear of embarrassment or failure, and laugh in the process makes the learning experience rewarding for both teacher and student.

The reason for collecting information through observation, is that we need to support some comments of teachers about

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<sup>4</sup> **strategies** refer to the structure, system, methods, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist student learning.

the students and their levels moving on to their strategies. **Student's ability of using their LLSs in the classroom.** Because of the poor proficiency level of the learners as well as the lack of motivation to learn EL. It is clear that they cannot use their LSs. They have many difficulties and problems not only in learning the language but also in using it.

To create real interaction, no particular materials or textbooks are necessarily used, and a big shift is made from teachers controlling the class to the students to learn for themselves, and monitoring their progress, for this reason we concentrate on the next three points. **Student's mood of using (V.S picture smart).** It is clear that students are very interested in using pictures, videos, and power point projector in the classroom. But because of the difficulties, the problems and that there are no materials to present using visual aids, and also the students who have poor level of participation, that mean our schools are not provide with materials and tools that help teachers to present their lessons. we observe a class where the teacher in this class brings her laptop and projector to present the lesson to the class, all the students pay attention to the teacher and they are seemed very interested.

**Student's mood and interest of using (Inter. People smart).** It is observed that the teachers do not use this activity in the classroom. **Student's mood and interest of using (Intra. self-smart)** It is clear that for self-smart only the clever students take place inside the classroom, and it is clear that the students are not motivated to learn English and most of them disliked English regarded it as boring, difficult, and hard language to learn. Using MI in the classroom makes lessons more interesting, which causes learners to pay more attention to what is taught and then

learn. Learners are more engaged, they remember more, and achievement increases.

## **Findings**

### **Finding (Interviews)**

From the discussion and analysis, It is found that the majority of the teachers do not have any idea about the methods and approaches of teaching English language except the GTM. All teachers do not have any TEFL training. Only two of them have had training course in teaching English. Teachers do not have any idea about using different types of strategies, techniques, and activities to provide themselves with different teaching methods, approaches, and theories that enable themselves and their learners to achieve their objectives. Teachers do not know their roles of communicative approach which is supposed to be used in Libyan schools, especially in Sebha schools. This remark has been very clear from the interviewees.

Teachers need a training courses to assess their teaching methods, approaches and the use of different strategies and techniques. Some teachers may find difficulties to connect some activities, techniques and strategies with language teaching. However, if teachers look for different types of materials to use in their lessons, they will realize that there are infinite sources of materials to be use in language teaching. Teachers should use the same material for different purposes. One possibility for creating codes with letters, words and pictures. Teachers can create words or sentences using the code (pictures) and students use the code to find out the words or sentences. Students can also create their own codes and make words or sentences for their classmate.

Teachers can also adapt code word, which is found in puzzle magazines, for adult learners. In code word, numbers

represent letters of the alphabet. Graphs and charts are used in some lessons to present statistical information. Teachers need to be aware of the fact that potential materials are available for them anywhere. Some materials that can be adapted to language teaching such as card games, board games, photos, maps, puzzle magazines, TV programs, encyclopedias, educational software and Internet sites. Teachers just need to use their creativity to adapt the materials to present, practice, reinforce or review any subject matter. And the MI activities can help the teachers to create materials to present their lessons.

In terms of activities which can be done in the classroom, pair work and group work are the most common types of activities that generate interaction among learners and enhance the interpersonal intelligence. Interpersonal intelligence can be enhanced in several types of activities. For example speaking, listening, and reading even in writing and grammar exercises. In grammar exercises, for example, learners usually work alone; teacher can ask learners to work in pairs or groups to compare their answers and check exercises. MI theory is useful in teaching a language because learners have different abilities, skills and learning styles to learn, and it gives a chance to use different activities in the classroom.

### **Finding (Observation)**

From the observation, it was clear that teachers teach while standing at the front of the classroom, write on the board, ask students questions about the assigned reading or handouts. We also found that the classes lack teaching resource materials and tools. And, we found that many teachers were text bound and used texts with similar teaching procedures all the time. The methods and approaches that the teachers applied were important, teachers

need to be aware of the fact that if they apply a particular teaching methods and approaches with the whole texts, they will not lead to achieving their goals. According to the finding of the observation, most teachers were traditionally using the same method GTM in teaching EL. Teachers think that this method is the easiest way to present their lessons, and in this way they help their students to get the target language by translating each lesson into their mother tongue.

MI theory is possible solution to a problematic matter concerning the traditional methods of teaching that does not take into account the diversity of the learners. Using MI in classroom help learners become more well-rounded persons and more effective language learners. As we indicate previously, focusing on one intelligence, such as linguistic, in language classroom does not seem to help learners improve their foreign language competence. Understanding MI theory and its principles is extremely important, and opens up a wide range of possibilities for helping learners learn more effectively and successfully in EFL classrooms.

Teaching depends on teachers' training, teachers' styles, and especially teachers' strengths of using appropriate teaching methods and approaches in the teaching process. In other words, most of the teachers activities are heavily linguistically based, and some students seen to be bored with the similarity of these linguistic activities in the classroom. When teachers adopt course books, they omit some exercises, change or supplement others. Teachers tend to choose a text as the basic for their practice and their choices of exercises are according to their method and approach and judgment of what they find useful for their students, and the way to present this text. Several factors determine the procedures that are used in the classroom. Teaching and learning that are informed by MI are an

inclusive teaching because they take very wide view of intelligence and works towards teaching and assessing students using more than just two of the intelligences.

The use of MI allows students to use their own strengths and not be marginalized by having to focus on traditional ways of learning. This is especially important to consider in the context of the increased diversity of students now involved in secondary education. The course book and workbook designers of the secondary schools, 2nd grade are required to find ways to challenge and involve most of the intelligence types to fulfill the needs of the learner to get the target language. Teachers, who want to apply MI in their lessons, should identify the activities they often do in their classes and categorize them according to each intelligence. Some activities can enhance more than one intelligence. we assume that the MI theory is the solution of all problems and difficulties that teachers and students face in the classroom. But we need to train teachers to create a suitable classroom environment to be more conducive to use the MI theory. Ministry of education needs to prepare schools with the teaching resource materials and tools which enable teachers to follow the MI styles in the classroom and improve their students' learning strategies.

## 9. Conclusion

MI Theory provides language teachers with a variety of means to understand and categorize human intelligences, throwing light on our awareness of what makes learning possible and effective for individual students. On the other hand, MI theory is to catalyze ideas. Therefore, MI model should not be considered as rigid or prescriptive pedagogical formula. Rather, it can be seen as a framework by which language teachers employ in creative, exploratory and trial – and - error reform. In brief, MI theory is a useful tool for planning language learning tasks which insure that students can cope in the presence of challenge. When learners see what they can do, this has a positive effect on their self - esteem and can lead to enhancing success in language learning.

This study investigates the application of MI theory in English language teaching due to a growing interest in MI theory especially in Libya. Teachers have had training in MI theory. However, the interest in MI is not limited. Many teachers and researchers throughout the world have considered and discussed the application of MI in several contexts. The review of literature in this study includes several issues. Based on what has been mentioned, the MI theory could have a vital role in creating an attractive, encouraging and motivating atmosphere in ELT class specially in Libya. Teachers have sought to find new ways of teaching in order to consider their learners' needs as well as their intelligence profiles.

Organizing teaching with the MI theory in mind offers various teaching ideas and can increase students' interest in their studies. The teaching becomes more like the real world and give students the opportunity to develop their special abilities. It is important that teachers and schools value what the students can do and support their strongest intelligences as well as improving the others. Implementing the MI theory to the English language classroom can mean a better outcome for the teachers as well as the students because there is so much variety involved. The theory also offers various possibilities and ways to a better and more organized assessment where students are greatly involved. It also gives them the opportunity to think about their own learning and set goals for themselves regarding the intelligences. We assume that the MI theory is the solution of all problems and difficulties that teachers and students face in the classroom. But we need to train teachers to create a suitable classroom environment to be more conducive to use the MI theory. Ministry of education need to prepare schools with the teaching resource materials and tools which enable teachers to follow the MIs styles in the classroom and improve their students' learning strategies. MIs activities facilitate the existing intelligence types, and encourage the creation of activities and develop the undeveloped ones. It is provides various approaches for teachers to foster learners' intelligences by analyzing their teaching ways

according to MIs to have a better idea of the benefits of MI theory in TESL and TEFL.

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