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Saudi Intermediate School EFL Teachers' Views in the Kingdom of Saudi Arabia of the Multiple Intelligences Theory as an Inclusive Pedagogy

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Abstract
In this study, the researcher attempted to shed light on Saudi intermediate school EFL teachers' views of the multiple intelligences theory as an inclusive pedagogy. The purpose of this study was to investigate the impact of multiple intelligences on Saudi intermediate students' learning of EFL. The study also tried to illustrate the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view. It also investigated the impact of the multiple intelligences theory on the students' understanding of EFL in Saudi classrooms. The methodology used in this study was the descriptive and analytical methodology. The researcher attempted to illustrate Saudi intermediate school EFL teachers' views of the multiple intelligences theory as an inclusive pedagogy. The sample of the current study consisted of 124 teachers, who reside in Riyadh and teach English as a foreign language. Finally, the results of the study showed that multiple intelligences theory helped to provide learning opportunities to meet the students' diverse needs. It also helped the teachers to have an accurate picture of students' skills, abilities, and learning preferences.
Keywords: Multiple Intelligences (MI), Intelligences Theory, English Foreign Language (EFL), Teacher development, English Language Teaching (ELT), TESOL, Saudi Arabia.

1. Introduction:

Intelligence is a psychological idea, which is related to the learning and teaching process as educators and students can build a lot of their decisions based on this idea. Ibnian (2013, p. 292) illustrated that "Since the late nineteenth century and early twentieth century, various theories about intelligence have been discussed, and many attempts to define and to measure human intellectual capabilities have been made."

The traditional view of intelligence was changed with the appearance of Gardner (1983), who suggests an alternative idea to intelligence, which is the multiple intelligences theory. Vries (2014, p.11) reported that "The theory of Multiple Intelligences was developed in (1983) by Howard Gardner; he describes intelligences as the languages that humans speak, which are influenced by society or the cultures in which we live. According to Gardner, intelligences are the tools needed to learn, solve problems and create. Most people have the full range of intelligences and use them in personal ways."

The theory of multiple intelligences has an important role in the field of teaching and learning. This is because there is a relationship between each part of multiple intelligences and the learning process. This relationship can help teachers to illustrate their opinions in curriculum, instruction, and assessment. Bahare (2015) illustrated that the multiple intelligence theory can support instructors to explain their instruction as it has provided the opportunity to look differently at the educational process. Therefore, instructors can employ it as an inclusive pedagogy.

Mansour (2004, p.1) adds that "Teaching and learning which is informed by multiple changes is an inclusive pedagogy because it takes a very wide view of intelligence and works towards teaching and assessing students using more than just two of the intelligences." This allows students to use their strengths to focus on the new ways of learning and not the traditional ways of learning. This is very important because it copes with the increased variation of students involved in intermediate school. Mansour (2004) also reported that in Saudi Arabian schools, students come from a variety of social and educational backgrounds. On the one hand, the education system has been slow to take diversity into account in the teaching/learning process. On the other hand, developments like multiple intelligences and other inclusive pedagogies are not common in Saudi Arabian schools.

This means that the education processes in Saudi Arabian schools can benefit from Gardner's theory of multiple intelligences. This is because this theory is based on the belief that multiple intelligences are not the only pedagogical approach, but it takes into account the ways in which students learn. This means that the Saudi education system and the multiple intelligences theory can be related; this is very obvious in the diversity of the students' educational background and the diversity of the multiple intelligences principles.

The researcher sees that the multiple intelligences theory has an important role in the field of education. This motivates the researcher to conduct this study to explore Saudi intermediate school EFL teachers' views of the multiple intelligences theory as an inclusive pedagogy. Therefore, the researcher attempts to explore the main

obstacles that hinder the implementation of the multiple intelligences theory among intermediate schools students from the teachers' view. Also, the researcher seeks to identify the impact of the multiple intelligences theory on EFL students' learning.

2. Statement of the problem:

Based on the researcher's current experience as an EFL instructor, the following observations were made. Teaching methods and strategies used in classrooms do not engage students' diverse intelligences. Efforts to improve learning focus more on "product" rather on "process".

Ibragimova (2011) highlights that Gardner's theory of Multiple Intelligences offers a great variety of practical implications for organizing and presenting materials to engage and develop students' intelligences. Therefore, teachers should take into account learners' intelligence profiles in order to cater to for students' various intelligences and help them develop the less developed ones.

As for the current situation in Saudi intermediate schools, students come from different social backgrounds (parents' levels of education, having rural or urban roots). Therefore, it is expected that they possess different multiple intelligences profiles. Therefore, there is a need for a study to explore Saudi intermediate school EFL teachers' views of the multiple intelligences theory as an inclusive pedagogy. Thus, the teachers need to classify the nature of Saudi intermediate schools students regarding the multiple intelligences theory to explain their view about the intelligences theory as an inclusive pedagogy.

3. Objectives of the study:

This study aims to investigate the impact of the multiple intelligences on Saudi intermediate students' learning of EFL. From the main aim, some aims can be derived as follows:

1. Investigating the Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy.
2. Studying the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view.
3. Investigating the impact of the multiple intelligences theory on the students' understanding of EFL in Saudi classrooms.

4. Significance of the study:

This study derived its significant from helping curriculum planners take the multiple intelligences theory into account in designing intermediate school EFL curricula. This theory familiarized EFL teachers with implications of the multiple intelligences theory and how it can be employed in classrooms. The researcher hoped the findings of this study could provide a better understanding of the application of the multiple intelligences theory for intermediate school EFL teachers.

5 Limitations of the study

1. The study is limited to exploring Saudi intermediate school EFL teachers' views in the kingdom of Saudi Arabia of the multiple intelligences theory as an inclusive pedagogy.
2. The findings of this study cannot be generalized to all society due to the big size of the society, so the sample chosen in this study is limited to Intermediate EFL teachers.

6. Study questions:

The main question of this study is: What are the main effects of multiple intelligences on the Saudi intermediate students' learning of EFL?

From the main question, the following questions are derived:

1. What are the Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy?
2. What are the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view?
3. How do the multiple intelligences affect the students' understanding of EFL in Saudi classrooms, and are there any differences among students that have multiple intelligences and those who have not?

7. Study definitions of terms:

The following definitions provide guidance in understanding the terminology used throughout the study:

7.1 Intelligence

Ibnian (2013, p.202) states that "Intelligence is a psychological notion which is connected with learning and which educators base a lot of their professional decisions on."

7.2 Multiple intelligences

Gardner uses the term "multiple intelligences" to refer to our skills or intelligences that assist us in understanding the world. The following intelligences were identified by Gardner as far back as 1983: Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal. The Naturalistic Intelligence was later added to his list of intelligences (Vries, 2014, p.17-18).

8. Theoretical framework and early studies:

8.1 Theoretical framework:

8.1.1 Definition of intelligence

Albus (1991, p.474) explained that "Intelligence is the integration of perception, reason, emotion, and behavior in a sensing, perceiving, knowing, caring, planning, acting system that can succeed in achieving its goals in the world." This definition illustrates the meaning of intelligence through a psychological viewpoint because it depends on reason, emotion and behavior in presenting the meaning of intelligence.

Gardner (1989, p.5) defined intelligence as "The ability to solve problems or to create products that are valued within one or more cultures." The previous definition of intelligence through Gardner's view can be illustrated as follows:

- Intelligence solves problems in real life.
- Intelligence makes something or offers a service that is valued within one's culture.

Intelligence is also the capacity to learn from experience, using metacognitive processes to enhance learning, and the ability to adapt to the surrounding environment, which may require different adaptations within different social and cultural context (Temiz, 2010).

Deyoung (2011, p.2) defined intelligence as "A very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experience." Both of the definitions of Gardner and Deyoung emphasized that intelligence represent the ability to solve problems, to learn, understand, and think about things by thinking.

Munger (2012, p.6) assumed that "Intelligence was the capacity that allowed for success in school; the linguistic and logic-mathematical skills needed in a traditional classroom." This means that Munger attempts to illustrate intelligence through an educational side. This definition differs from Gardner's definition that presented intelligence in a general way.

Through the previous definitions, the researcher concludes that intelligence is the ability to learn, understand, and make judgments or have opinions that are based on reason.

8.1.2 The multiple intelligences theory

The multiple intelligences theory was introduced by Howard Gardner in (1983). Gardner (1989, p.3) pointed out, "The multiple intelligences theory is a psychological theory of the mind. It is a critique of the notion that there is a single intelligence which we are born with, which cannot be changed, and which psychologists can measure. It is based on a lot of scientific research in fields ranging from psychology to anthropology to biology."

This means that this theory is based on findings of the study of the mind. It gives importance to the abilities-intelligences in each individual.

Carlton (2000, p.2) illustrated that Gardner's multiple intelligences theory postulate that "There are at least eight ways in which students can learn. They are Linguistic intelligence, Logical-mathematical intelligence, Spatial intelligence, Musical intelligence, Bodily-kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, and Naturalist intelligence."

Thus, Howard Gardner classification of the intelligences can be illustrated as follows:

8.1.2.1 Linguistic intelligence

Temiz (2010) reported that linguistic intelligence is an ability to understand and use spoken and written communication. This kind of ability is exhibited in its fullest form by poets. A specific area of the brain called "Broca's Area" is responsible for linguistic skills and if a person has damage to this area, he can understand words and sentences but has difficulty in speaking. The tasks reflecting the intelligence are tasks such as reading a book, writing a paper, a novel and a poem, and understanding spoken words (p.18-19). This applies to what Fierros (2004, p.4) states, "Linguistic intelligence allows individuals to communicate and make sense of the world through language. Those who have a keen sensitivity to language in its spoken or written forms might demonstrate this strength as poets, writers, lawyers, and public speakers. Linguistic intelligence is highly valued and rewarded in schools."

People with high linguistics intelligence have the ability to analyze information involving oral and written language such as speeches, and books, they like reading, writing, and telling stories. This means that they are sensitive to sound structure and how language and words function.

8.1.2.2 Logical-mathematical intelligence

Svava (2008, p.13) illustrated, "People with high Logical-Mathematical Intelligence have the ability to use numbers effectively and are sensitive to logical patterns and relationships. They like experimenting, questioning

and figuring out logical puzzles. They have a unique way of searching for relationships and connections, categorizing, sequencing and outlining. The Logical-Mathematical learner typically solves problems with logic, calculates math problems quickly, and prefers to see things categorized in a logical sense of order."

Thus, logical-mathematical intelligence enables the individuals to develop equations and proofs, make calculations, and solve abstract problems.

8.1.2.3 Spatial intelligence

Fierros (2004, p.4) explains, "Spatial intelligence enables people to perceive visual or spatial information, to transform this information, and to recreate visual images from memory. Blind people skillfully employ this intelligence, using it to create mental maps of their environments. It is commonly seen operating at high levels in architects, artists, surgeons, and pilots." Temiz (2010, p.19) also reported that "For spatial intelligence, the most commonly stated professions are the sailor, sculptor, painter, pilot, decorator, engineer, topologist, and architect."

Thus, individuals who use spatial intelligence should be sensitive to colors, shapes, form, space and the relationships that exist between these elements. This means that individuals who use spatial intelligence have to do with vision and spatial judgment.

8.1.2.4 Musical intelligence

Svava (2008, p.21) states, "Musical intelligence has to do with rhythm, music and listening. People who have high musical intelligence are more perceptive to sounds, rhythms, tones, and music. They like singing, whistling, humming and tapping feet and hands." This applies to Temiz's (2010, p.20) words, "Musical intelligence is the capability to understand and use concepts such as rhythm, pitch, melody, and harmony. The parts of the brain that are responsible for musical ability are located in the right hemisphere, although musical skills are not as specifically localized. Musical intelligence is used in singing a song, composing a sonata, playing trumpet, or even appreciating the structure of a piece of music."

Spirovska, (2013, p.4) adds, "Musical intelligence allows us to think in rhythmic, cadenced terms, and to enjoy and compose melodies. Of all intelligences, it is the most precocious and is among those where the genetic patrimony has the strongest influence. It includes aspects (intonation and timbre) related to auditory perception, along with other aspects (rhythmic organization) that are independent of it."

Thus, musical intelligence allows people to create, communicate, and understand meanings made out of sounds.

8.1.2.5 Bodily-kinesthetic intelligence

Armstrong (2009) explains, "Bodily kinesthetic intelligence is the use of one's whole body to express ideas and feelings (e.g., as an actor) and facility in using one's hands to produce or transform things (e.g., as the sculptor, mechanic, or surgeon). This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as proprioceptive, tactile, and haptic capacities." (Fierros, 2004, p.7). As such, bodily-kinesthetic intelligence requires using all or part of the body to solve problems or create products.

8.1.2.6 Interpersonal intelligence

Fierros (2004, p.5) reports, "Interpersonal intelligence is the capacity to recognize and make distinctions among others' feelings and intentions, and to draw on these in solving problems. Successful teachers, actors, therapists, political leaders, and salespeople rely on highly developed interpersonal intelligence."

This means that Intrapersonal intelligence is the ability to understand other people, what motivates them, and how to work cooperatively with them and this intelligence is localized in the frontal lobes of the brain. Damage in this area can cause a personality change. The tasks reflecting this intelligence are related to other people, for example, we use the intelligence when we try to understand another individual's behavior, motivating, and emotions (Temiz, 2010). In this regard, interpersonal intelligence helps to recognize and understand other people's moods, desires, motivations, and intentions.

8.1.2.7 Intrapersonal intelligence

Svava (2008, p.27) illustrated, "People with high intrapersonal intelligence have great self-knowledge, and they have an accurate picture of themselves. They know about their strengths and weaknesses as well as their motivations, desires and intentions. They are good at setting goals for themselves, planning and reflecting on their work; they prefer to work alone." Fierros (2004) adds that intrapersonal intelligence also enables individuals to achieve the following:

- Recognize and distinguish among their feelings.
- Build accurate mental models of themselves.
- Draw models to make decisions about their lives.

Temiz (2010, p.21) states, "The professions for intrapersonal intelligence are psychologist, therapist, counselor, theologian, program planner, philosophers, therapist, religious leader, researcher, artist, and autobiographer, however, high intrapersonal intelligence should help in almost any job because of its role in self-regulation, although few paid positions reward a person solely for knowing himself or herself well."

People with high intrapersonal intelligence have the ability to recognize and understand his/her moods, desires, motivations, and intentions. They are usually friendly and sensitive to others' moods, feelings, and motivations. They like leading, organizing, and relating, and they work best as part of a group.

8.1.2.8 Naturalist intelligence

Fierros (2004, p.5) mentions, "Naturalist intelligence allows people to solve problems by distinguishing among, classifying, and using features of the natural world. This intelligence is commonly seen in people's ability to categorize different kinds of plants and animals and has been harnessed to the task of distinguishing among human-made objects. It is essential to the work of landscape architects, hunters, archeologists, environmental scientists, and farmers."

For naturalist intelligence, the mostly professions are the botanist, astronomer, wildlife illustrator, meteorologist, chef, geologist, landscape architect, farmer, agriculturist, biologist (Temiz, 2010). Naturalist intelligence is the ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world.

Nagel (2010, p.88) outlines four key points in the previous eight of the multiple intelligences theory; these four points can be illustrated as follows: "(1) People possess all of these intelligences, (2) most people have the potential to develop further in each of the intelligences, (3) the intelligences work together, and (4) there are numerous ways intelligences can be interpreted within each category. Gardner's work with multiple intelligences led educators to a new way of looking at intelligence and learning."

According to Stanford (2003, p.81), "Each person possesses all of these intelligences in different ways. Some people are developed in all areas, while others can be weak in most of the intelligences, having only one ability highly developed."

To apply the concepts of multiple intelligences, instructors should accept the idea that everyone learns differently, everyone has multiple intelligences, and that one specific method of teaching cannot be applied to all learners. The multiple intelligences theory provides students to demonstrate and share their strengths. It also helps students to use their talents and strengths to learn and interact with the content.

8.1.3 The importance of the multiple intelligences theory

The primary importance of the multiple intelligences theory is that it is possible to give students a chance to use their predominant strengths and capabilities to foster learning. Spirovska (2013, p.6) emphasizes, "If teachers are acquainted with the intelligence profiles, they can adapt or develop a variety of activities which can use students' intelligence to enrich the learning environment." In addition, Spirovska (2013, p.6) adds, "Teachers should not only observe the highest scores registered by each of their students in order to discover appropriate entry points for effective learning, they should also examine the lowest scores obtained by their students in order to discover which areas of intelligence need to be developed during the course."

Thus, the multiple intelligences theory helps to observe the highest and the lowest scores; this helps the teachers to have an accurate picture of students' skills, capabilities and learning preferences. It also helps them to have the opportunity to predict the difficulties and plan the activities in order to develop the intelligences which are not strongly emphasized.

According to Arnold (2004, p.120), he illustrated, "Multiple intelligences can help language teachers to give recognition to the nature of learners and to address student diversity. It enables teachers to organize a variety of contexts that offer learners a variety of ways to engage meaning and strengthen memory pathways; it is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favorable motivational conditions."

Arnold (2004, p.125) adds, "With multiple intelligences teachers are better able to tap into the areas of the personal meaningfulness of their students." This applies to the viewpoint of Chicas (2013, p.8) who asserts, "The multiple intelligences theory is a very important investigation that has contributed a lot to improve teachers work and students' development inside and outside the classroom in everyday situations; it also aims to help individuals to solve any kind of problem they encounter throughout their life."

Fierros (2004, p.2) states that the multiple intelligences theory is of paramount importance in education because:

- It helps teachers, students, and parents realize that there are multiple ways to learn and that they possess multiple types of intellectual strengths and life skills, that help them to learn.
- It increases students' confidence and enthusiasm for learning.
- It can also improve students' academic achievement and change teachers' perceptions of their students' learning abilities.
- It unveils academic strengths and honors alternative ways of learning, which can be highly helpful when educating students.

To conclude, the multiple intelligences theory can allow students to use their strongest intelligence to understand and learn best. It also can be used as a guide to provide a greater variety of ways for students to learn

and to demonstrate their learning and understanding.

8.1.4 Obstacles that hinder exploiting the multiple intelligences theory in Saudi classrooms

There are many obstacles that make it difficult to implement the multiple intelligences theory in Saudi classroom. These obstacles can be illustrated as follows:

8.1.4.1 The belief that multiple intelligences rhetoric rather than science

Koken (2006) states that most people who study intelligence view multiple intelligences rhetoric rather than science. They think that intelligence is not a crisp concept but a term of value indeed; intelligence also is not precise enough. Another obstacle is that Gardner is not expanding the definition of the word "intelligence"; he denies the existence of intelligence, as it is traditionally understood, and instead uses the word intelligence whenever other people traditionally used the word "interest."

8.1.4.2 The false opinions and misunderstanding that teachers' have about the multiple intelligences theory

Nafiz (2006) affirms that teachers have some false opinions and superficial knowledge about the fundamental principles of the multiple intelligences theory and how the theory was developed. Many teachers thought that Gardner developed the theory after long years of observation or just sitting at a table without doing any research on human mind and how it functions. The main reason for this is that the teachers have excessively concentrated on how they can apply the theory in classrooms rather than learning the theoretical background of it or the fact that the training they have taken in the multiple intelligences theory is much more practical. The low level of most teachers in reading and understanding English prevented them from analyzing the main resources for an individual effort. They could not fully understand the main principles, what Gardner meant by eight criteria when determining a candidate intelligence, how he used those criteria and the different aspects of the theory in comparison with previous theories of intelligence.

Clearly, these previous obstacles negatively affect teachers who attempt to apply the multiple intelligences theory in their classrooms. Teachers could not follow their notes or develop some activities of their own. In other words, the teachers could not interpret the multiple intelligences theory but only carry over the multiple intelligences theory of the specialists, who prepared those brief notes to their classrooms. These ready-made activities are given to teachers and have made it possible for them to maintain a positive attitude toward the theory. However, they have also caused some misapplications of the theory in language classrooms.

8.1.4.3 The inappropriateness of curriculum

The curriculum is not suitable to the multiple intelligences theory; Gangi (2011, p.31) illustrated, "The curriculum needs to be adapted to match the intelligence strengths of students so they can connect with what they are learning." Thus, it is necessary for the curricula to be designed in a way that helps apply the multiple intelligences theory to correspond to the students' intelligence and help them in their learning.

8.1.4.4 The inefficient application of the multiple intelligences theory activities

The most important problem for many teachers is the application of the multiple intelligences teaching activities; the main reason for this problem might be that no preliminary information was given to the students and parents about the theory. Teachers based their main arguments for the inefficient application of multiple intelligences activities on the fact that the curriculum was crowded and that the activities were carried out in limited time periods and without accounting for the efficiency (Nafiz, 2006).

Teachers should be prepared to present their content, or lessons, in some ways. They should present the information in various ways to accommodate the varying learning needs of their students. The more ways the information is presented, the better chance a student has to understand and also to make connections and representations to other materials they have learned. This helps to apply the multiple intelligences theory activities.

It can be concluded that teachers should overcome these obstacles because the multiple intelligences theory helps teachers to develop a better understanding of learners' intelligences. It also helps the students to develop a better understanding and appreciation of their strengths and their preferred ways of learning. Finally, the multiple intelligences theory provides a great variety of ways for students to learn and to demonstrate their learning.

8.1.5 Using the multiple intelligences theory in the classroom

8.1.5.1 Techniques of using the multiple intelligences theory in the classroom

Moran (2006, p.25) explains that using the multiple intelligences theory in the classroom allows teachers to provide students with "rich experiences-activities in which they can engage with the material personally rather than just absorb it in an abstract, decontextualized way." There are many ways to use multiple intelligences in the classroom. Teachers can use daily learning activities such as activity centers, simulations, and presentations. The various ways to use the multiple intelligences theory in classroom can be illustrated as follows:

8.1.5.1.1 Presentations

Gangi (2011) confirms that presentation is one of the tools for using multiple intelligences in the classroom. It is one way of sharing students with an audience. To deliver effective presentations, the student must understand the

subject matter, the audience, different presentation strategies, and how to organize the information.

8.1.5.1.2 Learning Centers

Lunenburg (2014) illustrates that learning centers are areas in the classroom that a teacher establishes for students to work in groups or individually. Each of these learning centers is equipped with supplies and materials that provide students with the tools they need to complete a variety of activities and mini-projects.

Gangi (2011) adds that one way to use multiple intelligences in daily learning activities is through activity centers. Each center can be dedicated to one specific intelligence, and activities can be set up where the student will use that intelligence to complete the activity. Students can choose which activity center they would like to complete. This allows students to select an activity that suits their intelligence strengths and also gives them an opportunity to explore other intelligences. These learning centers help students' understanding of subject matter; it also helps students to choose the activity center which suits to their abilities.

8.1.5.1.3 Simulation

Hampton (2009) highlights that simulations are beneficial because students learn and understand when they experience something first-hand rather than only hearing new information. Moreover, students can actively engage each of the intelligences while participating in simulations. It allows students to showcase their intelligence strengths by first creating a project that reflects those strengths, and then, by sharing their project with others.

8.1.5.2 Strategies for applying multiple intelligences in the classroom

There are four strategies for applying the multiple intelligences theory in the classroom. These strategies can be illustrated as follows:

8.1.5.2.1 Collaborating with other teachers

Lunenburg (2014, p.8) reports that a teacher, he/she might collaborate with a colleague who is also interested in multiple intelligences. Together teachers can brainstorm possible ways to teach the same or complementary subject matter. For example, instead of lecturing to students about grammatical rules, teachers may collaborate with a physical education teacher and invent a game where students are verbs, nouns, adjectives, etc., and teams only can constitute complete sentences. They can do the same with paragraphs and topic sentences".

8.1.5.2.2 Providing students with various presentation options

Providing students with various presentation options is considered one of the strategies for applying the multiple intelligences theory in the classroom. The Educational Broadcasting Corporation (2004, p.5) explains, "You can encourage students to demonstrate what they know by giving oral presentations accompanied by visual aids they create to organize the information. Other presentation options include role playing exercises, plays, debates, murals, Web publishing, and multimedia computer presentations."

8.1.5.2.3 Incorporating multiple intelligences in cooperative learning groups

Incorporating multiple intelligences in cooperative learning groups is the third strategy for applying multiple intelligences in the classroom. Lunenburg (2014, p.5) pointed out that to help students develop interpersonal intelligence; teachers can use cooperative learning groups. After determining some of their students' multiple intelligences, teachers can organize cooperative learning groups, so there is an interesting distribution in each group. Students with strong interpersonal skills frequently make excellent theatrical directors, while those with strong visual intelligence enjoy painting lively sets. Teachers can have the naturalist and interpersonal specialists in the group collaborate to plan a nature walk.

8.1.5.2.4 Involving education stakeholders and guest speakers

The Educational Broadcasting Corporation (2004, p.5) explains, "In involving education stakeholders and guest speakers, you can develop a panel of education stakeholders to review your students' multiple intelligences demonstrations of understanding. For example, when teaching writing concepts, invite an author who is writing/has written a book to discuss how he/she uses writing concepts in his/her writing."

8.1.6 Benefits of using multiple intelligences

There are lots of benefits of the multiple intelligences theory that are acknowledged by most educators. The multiple intelligences theory can greatly affect students' behavior in the classroom by creating an environment where individuals' needs are recognized and attended to throughout the school day. Thus, the benefits of the multiple intelligences theory can be illustrated as follows:

8.1.6.1 Catering for students' learning needs

The multiple intelligences theory helps teachers accommodate their students' learning needs, which in turn allows teachers to cater to instruction for the academic needs, intelligence strengths, and weaknesses of their students. Gardner (1983, p.10) believes that individuals identify their intelligence strengths; they can "Draw upon this knowledge to enhance that person's educational opportunities and options." This allows the teacher to cater to students' learning needs.

Gangi (2011) explains that the learning method that works best for one student may not work for another due to their differing intelligence strengths. Therefore, if a teacher uses Gardner's multiple entries approaches to target several intelligences in one lesson, students will get more exposure to the content, and more

students will be reached criticism about the multiple intelligences theory. Thus, the more variety teachers' offer to students in ways they ask them to learn and show what they have learned, the higher the chance teachers have to reach more students. Thus, students' learning needs will be accommodated.

8.1.6.2 Passivity affecting students' social skills

According to Koken (2006), a multiple intelligences approach to social skills provides an avenue for teachers to teach the skills and thinking habits necessary for students to interact with others and control their behavior. For example, the use of verbal-linguistic and logical-mathematical intelligences helps teachers and students to formulate the steps of a particular skill. Moreover, the use of intrapersonal intelligence helps students to respond less impulsively and more thoughtfully. Thus, the use of the multiple intelligences theory in instruction offers students diverse and natural ways of learning and of joining in the community. Koken (2006, pp.32-33) adds that "Through the use of the multiple intelligences theory, teachers can more effectively engage young people in the governance of the classroom and can enhance personal responsibility and empowerment."

8.1.6.3 Developing students' special abilities

The multiple intelligences theory helps the students to develop their special abilities, as it encourages teachers to create activities to cater to students' learning needs. Gangi (2011) states, the multiple intelligences theory also helps teachers create more personalized and diverse lessons to accommodate their students' learning needs, which leads to more opportunities for students to learn the expected material. This allows teachers to provide concrete opportunities to develop their students' intellectual potential. For example, the multiple intelligences theory would allow the spatial learner to draw a picture that illustrates the problems; the linguistic learner to write out the steps needed to solve the problems, and the bodily-kinesthetic learner to role play or use manipulative to solve the problems. Thus, students use their strengths to ultimately come up with the same answer, but doing so in a way that accommodates their individual strengths and abilities.

According to Armstrong (2009), using multiple intelligences 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. Armstrong also states that when students become aware of their intelligence strengths and consider themselves as being "smart" in that area of intelligence, their self-esteem is raised.

Campbell (1999) found that when teachers looked to their students' strengths instead of weaknesses, both teachers and students had higher expectations, and this led to greater student achievement. As a result of higher expectations and the "Positive and explicit belief in student intelligence, teaching practices change and, ultimately, so does student achievement. This means that the multiple intelligences theory can help the students develop special abilities better. Moreover, they still develop their abilities when they are encouraged by the multiple intelligences activities.

Thus, the researcher summarized the benefits of the multiple intelligences theory as follows:

1. It allows teachers to cater to students' learning needs.
2. The multiple intelligences theory affects the student's social skills. It helps teachers to teach the skills and thinking habits necessary for students to interact with others and control their behavior.
3. Multiple intelligences helps teachers create more personalized lessons to accommodate their students' learning needs, which leads to more opportunities for students to learn the expected material.
4. It assists teachers in expanding their current teaching tools to include a broader range of methods, materials, and techniques that cater to students' learning needs.

8.2 Early studies:

Mansour (2004) examines secondary school teachers' views of the multiple intelligences theory. The methodology used in this study is the quantitative and qualitative analysis of the interviews, observations, and content analysis of teachers' self-reports. The results of the study indicated that teachers hold a variety of views regarding multiple intelligences. The findings showed that most of the teachers confused about what multiple intelligences means. Another important finding indicated that there were some of the hindrances which affected teachers' views about implementing of multiple intelligences in the classroom. These hindrances included lack of time, school administration, teachers' experience, teachers' attitude toward students, etc. However, the participants expressed that the workshops around multiple intelligences helped them to enact multiple intelligences in the classroom and to cope with these hindrances.

Ibragimova (2011) aimed to investigate the application of the multiple intelligences theory in intermediate language classes at Eastern Mediterranean University (EMU) English Preparatory School (EPS) by evaluating the textbooks and classroom activities used. The research study was designed as a qualitative case study which involves descriptive methodology with a particular sample of (148) students and (10) teachers at (EMU) (EPS). The study employed the triangulation approach to collect the data. The study collected data from multiple sources through multiple intelligences survey, textbook evaluation, classroom observation, and teacher interviews for triangulation.

The results of the study revealed that there were discrepancies between the students' multiple intelligences profiles and textbooks. The students' most dominant intelligence type was found to be intrapersonal intelligence while the textbooks' most dominant intelligence was obtained to be linguistic intelligence. Similar results were obtained from classroom observations. That is, the observed classroom activities did not correspond to the students' multiple intelligences profiles. As for the analysis of the textbooks' multiple intelligences profiles, it was found out that there was a wide range of distribution of eight intelligences in the textbook activities. The results of this study may have some practical and theoretical implications. First of all, it may help language teachers in designing or adapting materials regarding multiple intelligences Theory to better cater to for the students' multiple intelligences and, as a whole, improve learning and teaching process. Moreover, the framework can be used in various educational and cultural contexts to analyze textbooks of different levels. Finally, the findings of this study may contribute to the related literature regarding the application of multiple intelligences in language classes, as a whole.

Sukeemok (2012) investigated the effects of using the multiple intelligences theory based-activities on reading comprehension and students' interest of Matthayomsuksa III at Taweethapisek School. The sample of this study was (49) students at Taweethapisek School, Bangkok in the second semester of the academic year (2011). They were recruited by convenience sampling. They were the experimental group which was taught through the multiple intelligences based activities. This study was used with one group pretest-posttest design. The instruments used in this study were eight lesson plans, reading comprehension test and students' interest questionnaire. The data were statistically analyzed by percentage, mean and T-test for the dependent sample. The result of this study indicated the students' reading comprehension significantly increased at the level of (.001) after learning English through the multiple intelligences theory based-activities. Also, the students' interest significantly increased at the level of (.001) after learning English through the multiple intelligences theory based-activities.

Zainudin (2012) investigated the teachers' and students' perceptions of students' learning profiles in classrooms in Malaysian Secondary Schools. The study adopted Howard Gardner's multiple intelligences (MI) theory as a base. The teachers' perceptions and expectations of their students' learning profiles were compared to the students' perception of their learning profiles in two research study phases. The first phase had taken place before teachers and students were informed about students' (MI) profiles while the second phase investigated what happened to these perceptions after the information has been supplied. This research study is mainly qualitative and used these methods of data collection: semi-structured interviews, quiz-questionnaire (QQ), and observation. The study was carried out in two suburban secondary schools in Kajang, Selangor, with (142) student participants for the (QQ) and a total of (36) teachers and students for the interview, group discussions and observations.

The findings show that there are several factors that help or obstruct the students' and teachers' metacognition to understand the students' multiple intelligences profiles. Teachers tend to assign labels to the students as factors. The issue of ethnic labeling which characterizes the Malaysian context was highlighted by both teachers and students as a factor with significant influence on the students' learning. Importantly, teachers and students acknowledge multiple intelligences as an essential catalyst for meaningful learning. Nonetheless, this study provides evidence that teachers showed a degree of unwillingness to use the information on students' learning profiles in students' learning.

Ibnian (2013) explored implications the multiple intelligences theory in English Language Teaching (ELT) field. The study used the descriptive methodology with a particular sample of (136) students and (10) teachers to illustrate the benefits of the multiple intelligences theory in (ELT) Field. The results of the study showed that the multiple intelligences theory could have a vital role in creating an attractive, encouraging and motivating atmosphere in (ELT) class. Also, (ELT) teachers and specialists need to make use of the different types of intelligence described by Gardner and design activities that take into account the students' attitudes, interests, and levels, to keep them engaged and involved and motivate them to put more effort into learning.

Al-Omari & Bataineh (2014) examined EFL teachers' awareness and incorporation of the multiple intelligences theory into their pedagogical practices. The methodology used in this study is the descriptive and analytical methodology. The sample consisted of (141) male and female EFL teachers who taught the first-, fourth-, eighth- and eleventh- grade Action Pack textbooks in the public schools of the First Directorate of Education (Irbid, Jordan). The findings revealed that, albeit moderate, EFL teachers' awareness and incorporation of the multiple intelligences theory is influenced, to various degrees, by gender, grade level, age, qualifications, experience, and training.

Al-Hebaishi & Koura (2014) aimed to investigate and describe the multiple intelligences and self-efficacy profiles that characterize Saudi female (gifted/regular) third intermediate students and their relationship to the achievement of EFL language skills and aspects. The sample consisted of (85) Saudi female third intermediate grade students, (43) were identified as gifted, and (42) were regular students. Three research instruments were used to collect data: (a) the multiple intelligences inventory, (b) the self-efficacy scale and (3) A language

achievement test. The results of data analysis revealed that interpersonal intelligence was the most preferred intelligence types among gifted and regular participants. Musical intelligence was the least preferred intelligence among both groups. Differences between the two groups were in the order of other preferences.

The study also revealed that there was a significant correlation between multiple intelligences and achievement in specific language skills and language aspects. Self-efficacy, on the other hand, did not correlate to language achievement, but it was a good predictor of success. The study recommended EFL teachers to respond to different potentials of their students, develop activities that support students' intelligences as well as improving the weak ones and pay more attention to creating a motivating classroom environment.

8.3 Similarities and differences between the current study and previous studies

- The current study is very similar to the previous studies in the main idea of the study; this is because all of the previous studies revolve around the theory of the multiple intelligences theory as the study of Ibnian (2013), Zainudin (2012) and Ibragimova (2011). The current study and the previous studies are similar in dealing with the reasons behind the use of the multiple intelligences theory in classrooms and education.
- The current study differs from the previous studies in its application because the current study applied on Saudi intermediate school EFL teachers, so there is a difference in the population of the study.
- The current study is very similar to the study of Mansour (2004); the two studies illustrate the teachers' views of the multiple intelligences theory as an inclusive pedagogy. The difference between the two studies is in the study population, the study population of the current study is Saudi intermediate school EFL teachers, but the study population of Mansour's study is the secondary school teachers.
- The current study is similar to the study of Sukeemok (2012); both studies deal with the multiple intelligences theory. The two studies are also similar in their application; the current study applies to intermediate school teachers, and Sukeemok's study applies to intermediate language classes.
- The current study is similar to the study of Al-Omari & Bataineh (2014); both studies deal with the multiple intelligences theory. However, the two studies differ in their application; the current study applies to intermediate school teachers, and Al-Omari & Bataineh's study applies to male and female EFL teachers who teach the first, fourth, eighth and eleventh grades.
- The current study is similar to the study of Al-Hebaishi & Koura (2014) in dealing with the multiple intelligences theory; the current study deals with the multiple intelligences theory only, but Al-Hebaishi & Koura's study deals with the multiple intelligences theory and self-efficacy. The two studies differ in their application; the current study applies to intermediate school teachers, but Al-Hebaishi & Koura's study applied to Saudi female third intermediate student.

9. Methodology and procedures of the study:

9.1 Methodology of the study

The methodology used in this study is the descriptive and analytical methodology. The researcher attempted to illustrate Saudi intermediate school EFL teachers' views of the multiple intelligences theory as an inclusive pedagogy. The researcher used a five-point-Likert type scale in the questionnaire, where each statement was followed by (strongly agree, agree, uncertain, disagree, and strongly disagree). Each participant then chose one of them to show their agreement or disagreement.

9.2 The study population

A research population is a large collection of individuals or objects that are the main focus of a scientific query. The population is also known as a well-defined collection of individuals or objects known to have similar characteristics. All individuals or objects within a certain population usually have a common, binding characteristic or trait. The population of this study consists of all EFL teachers in intermediate schools in Riyadh that equal nearly 624 EFL teachers.

9.3 Sample of the study

The sample of the current study consists of 124 EFL teachers selected from five private intermediate schools in Riyadh. The researcher collected data about teachers who teach EFL in intermediate schools in Riyadh to get deep insight into the structure of the community. Thus, the researcher selected five popular private intermediate schools, representing the different educational administration in Riyadh (North, South, East and West). These schools were selected to guarantee serious participation from the side of the teachers. Also, the teachers of these schools are well known for their competence. These schools are Al-Rowad private Schools, Al-Manarat Private Schools, Ibn Khaldon Private Schools, Al-Forsan Private Schools and Riyadh Najd Private Schools.

9.4 Sample properties

Table No. (1) The sample distribution by age

Age categories	Repetition	Percentage
Less than 25 years.	27	20.3 %
From 26 to less than 30 years.	51	59.4 %
From 30 to less than 35 years.	19	18.7 %
From 35 to less than 40 years.	3	1.6 %
Total	100	100 %

Table (1) illustrates the properties of the study sample by age. The previous data illustrates that (59.4 %) of the study sample, their age ranging from 26 to 30 years. A percent of (20.3%) of the study sample belongs to the age category less than 25 years. A percent of (18.7%) of the study sample belongs to the age category ranging from 30 years to less than 35 years. Also, a percent of (1.6%) of the study sample fall in the age category ranging from 35 years old to less than 40 years old.

Consequently, the researcher concluded that the sample of the study ranging from 20 years to 30 years old was characterized by being intellectual mature, which may be useful in the results of the current study.

Table No. (2) The sample distribution by experience

Years of experience	Repetition	Percentage
Less than 5 years.	27	21.6 %
From 6 to less than 10 years.	47	57.4 %
From 10 to less than 15 years.	28	19.6 %
From 15 to less than 20 years.	2	1.4 %
Total	100	100 %

The previous table illustrates the properties of the sample by experience. The previous data illustrated that (57.4 %) of the study sample, their experience ranging from 6 years to less than 10 years. A percent of (21.6%) of the study sample, have experienced less than 5 years. A percent of (19.6%) of the study sample have experience ranging from 10 years to less than 15 years. Also, a percent of (1.4%) of the study sample have experience ranging from 15 years to less than 20 years old.

The researcher assumes that the number of the experience years is suitable for the study sample. This is very useful for the current study because the individuals of the study sample have high experience in this field.

9.5 Tool of the study (Questionnaire)

The questionnaire contained three sections. The first section consisted of questions about Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy. The second section explains the main obstacles that hinder employing the multiple intelligences theory in Saudi schools. Section three contains questions related to the effects of multiple intelligences theory on the students' understanding of EFL in Saudi classrooms.

The questionnaire was explained to the teachers, and the researcher gave clear instructions before the questionnaire administration. Furthermore, the questionnaire was accompanied with a covering letter explaining the purpose and aim of the study. One hundred and twenty-four copies of the questionnaire were administered by the researcher. Moreover, the researcher sent the questionnaire by e-mail to some of the participants who expressed approval to participate in the study. Finally, one hundred and fifteen questionnaires were received, one hundred questionnaires were valid, and the others were not valid.

9.5.1 The validity of the questionnaire

For the validity of the questionnaire, the researcher presented the questionnaire to some professors' of linguistics. The professors' gave their comments concerning the order of some items and the addition of two other items. These comments were considered by the researcher and the questionnaire, then, was given to the sample to answer it.

9.5.2 The reliability of the questionnaire

For the reliability of the questionnaire, the researcher implemented a pilot study. He selected 20 EFL teachers who were teaching English in three intermediate schools from outside the sample of the study and gave them the questionnaire to answer and after two weeks they were given the same questionnaire again. Their second answers were consistent with the first ones, so the questionnaire was proved reliable.

9.6 Statistical Processing Methods:

The researcher administered the questionnaire to the teachers and requested them to fill out the questionnaire according to their use and information about multiple intelligences. After that, the researcher collected the questionnaire and checked the data of the questionnaire and entered the data in the Statistical Package for Social Sciences (SPSS) program as follows:

- The researcher entered the data in the (SPSS) program to get the percentage and frequencies of these data.
- Descriptive statistical analysis was used such as frequencies, percentages, means and standard deviations.
- The researcher divided the results of these data into tables according to the questions of the study.
- The researcher explained these data in descending order according to the agreement means.

9.7 Procedures of the study

The researcher followed the procedures below to conduct the study research; these steps are summarized as follows:

- Read theoretical and empirical studies related to the topic under investigation. Theoretical and empirical studies investigated multiple intelligence in general and multiple intelligence through the teachers' view in specific.
- Collected data about teachers who teach EFL in intermediate schools in Riyadh.
- Obtained data of teachers who teach EFL in the intermediate schools through asking them.
- Set forth the questions of the study depending on the related literature, the theoretical background and the purpose of the study to cover all the elements of the study.
- Designed a questionnaire that covered the demographic information and questions of the study.
- Administered the questionnaire to the subjects for the reasons mentioned previously.
- Took data from the questionnaire and checked, recorded, analyzed and interpreted them. The results were tabulated, and each table was given a number and a title. The results were analyzed by using descriptive statistical analysis (i.e. frequencies, percentages, means and standard deviations).
- Discussed the results of the questionnaire and explained them.
- Concluded, suggested and recommended further studies.

10. Results and discussion:

In this part, the researcher attempts to answer the questions of the study as follows:

10.1 Answering to the first question: What are the Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy?

To answer this question, the researcher depended on frequencies, percentages, means, and standard deviations. The next table will answer this question .

10.1.1 Discussions and analysis of the findings related to the first question

Table (3) illustrates that the mean of this section reached (4.20). This indicates the fluctuation of the sample opinions. The previous table also illustrates that the standard deviations for this section reached (0.43). The data of the above table reported that the first rank is for the statement (Multiple intelligences theory improves teachers work inside and outside the classroom); its mean is (4.50). The percentage of agreement is (34.0%), and strong agreement is (58.0%). The second rank is for the statement (I consider multiple intelligences a teacher-friendly tool for lesson planning that can attract the attention of learners); its mean is (4.44). The agreement percentage is (30.0%), and strong agreement is (60.0%). The third rank is for the statement (Multiple intelligences theory changes my perceptions of the students' learning abilities); its mean is (4.30). The percentage of agreement is (40.0%), and the strong agreement is (48.0%). The fourth rank is for the statement (I use multiple intelligences to solve student's problems); its mean is (4.28). The fifth rank is for the statement (Multiple intelligences theory gives me recognition to the nature of learners.), and the final rank is for the statement (I use multiple intelligences to provide opportunities to develop students' intellectual potential); its mean is (4.18).

10.2 Answering the second question: What are the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view?

To answer this question, the researcher calculated the frequencies, percentages, means, and standard deviations. The next table will answer this question as follows:

Table No. (4) The sample study responses to the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view in a descending order according to the agreement mean.

Table No. (3) Study sample study responses to the multiple intelligences theory as an inclusive pedagogy in a descending order according to the agreement means

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
1	I use multiple intelligences to solve student's problems.	R	52	28	16	4	0	4.28	0.88	**4**
		%	52.0	28.0	16.0	4.0	0.0			
2	Multiple intelligences theory gives students a chance to use their strengths.	R	40	38	18	2	2	4.12	0.92	**8**
		%	40.0	38.0	18.0	2.0	2.0			
3	Multiple intelligences theory helps me having an accurate picture of students' skills.	R	46	30	16	2	2	4.21	0.94	**6**
		%	46.0	30.0	16.0	2.0	2.0			
4	Multiple intelligences theory gives me recognition to the nature of learners.	R	52	24	22	2	0	4.26	0.88	**5**
		%	52.0	24.0	22.0	2.0	0.0			
5	Multiple intelligences theory improves teachers work inside and outside the classroom.	R	58	34	8	0	0	4.50	0.65	**1**
		%	58.0	34.0	8.0	0.0	0.0			
6	Multiple intelligences theory changes my perceptions of the students' learning abilities	R	48	40	6	6	0	4.30	0.84	**3**
		%	48.0	40.0	6.0	6.0	0.0			
7	I consider multiple intelligences a guide to provide a variety of ways for students learning and understanding.	R	42	38	16	4	0	4.18	0.85	**7**
		%	42.0	38.0	16.0	4.0	0.0			
8	I consider multiple intelligences a teacher-friendly tool for lesson planning that can attract the attention of learners.	R	60	30	6	2	2	4.44	0.86	**2**
		%	60.0	30.0	6.0	2.0	2.0			
9	I use multiple intelligences to cater to students' learning needs.	R	42	36	16	4	2	4.16	0.94	**9**
		%	42.0	63.0	16.0	4.0	2.0			
10	I use multiple intelligences to provide opportunities to develop students' intellectual potential.	R	44	34	18	2	2	4.18	0.96	**10**
		%	44.0	340.	18.0	2.0	2.0			
								4.20	**0.43**	

10.2.2 Discussions and analysis of the findings related to the second question

The data of Table (4) illustrates that the mean of this section reaches (4.00). This indicates the fluctuation of the sample opinions. The table also illustrates that the standard deviations for this section reach (0.56). The data of the table reported that the first order is for the statement (The low level of most teachers in English prevented them from understanding principles of multiple intelligences.); its mean is (4.42). The percentage of agreement is (30.0%), and strong agreement is (60.0%). The second order is for the statement (The rhetoric of multiple intelligence theory stands as an obstacle for applying it.); its mean is (4.30). The percentage of agreement is (54.0%), and the strong agreement is (38.0%). The third order is for the statement (The lack of information about multiple intelligences theory weakens its application in classrooms); its mean is (4.14). The percentage of agreement is (42.0%), and the strong agreement is (38.0%). The fourth order is for the statement (The curriculum is not suitable to the multiple intelligences theory.); its mean is (3.96). The fifths order is for the statement (The embedded culture prevents the application of multiple intelligences.), and the final order is for the statement (Multiple intelligences make it difficult to compare students' skills and abilities across classrooms.); its mean is (3.60).

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
1	The rhetoric of multiple intelligence theory stands as an obstacle for applying it.	R	38	54	8	0	0	4.30	0.61	2
		%	38.0	54.0	8.0	0.0	0.0			
2	The lack of information about multiple intelligences theory weakens its application in classrooms.	R	38	42	16	2	2	4.14	0.89	3
		%	38.0	42.0	16.0	2.0	2.0			
3	The ready activities of multiple intelligence theory prevent its application.	R	26	44	28	0	4	3.86	0.96	6
		%	40.0	26.0	28.0	0.0	4.0			
4	The curriculum is not suitable to the multiple intelligences theory.	R	36	34	20	10	0	3.96	0.99	4
		%	36.0	34.0	40.0	20.0	0.0			
5	Teachers do not understand multiple intelligences well.	R	28	36	28	4	4	3.80	1.03	7
		%	28.0	36.0	28.0	4.0	4.0			
6	The embedded culture prevents the application of multiple intelligences.	R	30	44	16	4	4	3.94	1.01	5
		%	30.0	44.0	16.0	4.0	4.0			
7	Multiple intelligences make it difficult to compare students' skills and abilities across classrooms.	R	34	22	24	10	10	3.60	1.32	8
		%	34.0	22.0	24.0	10.0	10.0			
8	The low level of most teachers in English prevented them from understanding principles of multiple intelligences.	R	60	30	4	4	2	4.42	0.91	1
		%	60.0	30.0	4.0	4.0	2.0			
								4.00	**0.56**	

10.3 Answering the third question: How do multiple intelligences affect the students' understanding of (EFL) in Saudi classrooms, and are there any differences among students that have multiple intelligences and those who have not?

To answer this question, the researcher depended on the frequencies, percentages, means, and standard deviations. The following table presents answers to this question as follows:

Table No. (5) Study sample responses to how do multiple intelligences affect the students' understanding of (EFL) in Saudi classrooms in a descending order according to the agreement means

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
1	Multiple intelligences theory affects students' behavior in the classroom.	R	32	46	14	4	4	3.98	1.00	6
		%	32.0	46.0	14.0	4.0	4.0			
2	Multiple intelligences theory helps students to understand English in classrooms.	R	38	36	20	6	0	4.06	0.91	4
		%	38.0	36.0	20.0	6.0	0.0			
3	Multiple intelligences theory increases students' confidence and enthusiasm for learning.	R	46	24	26	4	0	4.12	0.94	3
		%	46.0	24.0	26.0	4.0	0.0			
4	Multiple intelligences theory improves students' academic achievement	R	28	42	18	10	2	3.84	1.02	7
		%	28.0	42.0	18.0	10.0	2.0			
5	Multiple intelligences theory helps teachers accommodate their students' learning needs.	R	44	32	10	6	8	3.98	1.24	5
		%	44.0	32.0	10.0	6.0	8.0			
6	Multiple intelligence theory helps teachers and students to formulate their	R	32	60	8	2	0	4.18	0.66	1
		%	60.0	30.0	8.0	2.0	0.0			

No.	Statements		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	Mean	Standard Deviation	Rank
	social and learning skills.									
7	Multiple intelligences theory helps the students to develop their special abilities.	R	50	30	18	2	0	4.12	0.69	2
		%	52.0	30.0	18.0	2.0	0.0			
8	Multiple intelligences theory causes students to pay more attention to what is taught and then learned.	R	28	36	28	4	4	3.80	1.03	8
		%	28.0	36.0	28.0	4.0	4.0			
								4.04	**0.47**	

10.3.3 Discussions and analysis of the findings related to the third question

Table (5) illustrates that the mean of this section reached (4.04). This indicates the fluctuation of the sample opinions. The previous table also illustrates that the standard deviations for this section reached (0.47). The data of the above table reported that the first order is for the statement (Multiple intelligence theory helps teachers and students to formulate their social and learning skills.); its mean is (4.18). The percentage of agreement is (30.0%), and the strong agreement is (60.0%). The second order is for the statement (Multiple intelligences theory helps the students to develop their special abilities.); its mean is (4.12). The percentage of agreement is (30.0%), and the strong agreement is (52.0%). The third order is for the statement (Multiple intelligences theory increases students' confidence and enthusiasm for learning.); its mean is (4.12). The percentage of agreement is (24.0%), and the strong agreement is (46.0%). The fourth order is for the statement (Multiple intelligences theory helps students to understand English in classrooms.); its mean is (4.06). The fifths order is for the statement (Multiple intelligences theory helps teachers accommodate their students' learning needs.), and the final order is for the statement (Multiple intelligences theory causes students to pay more attention to what is taught and then learned); its mean is (3.80).

10.4 The mean and standard deviations for the items of the study

Table No. (6) The means and standard deviations for the statements of the study

Statements	Mean	Standard Deviation	Rank
The Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy.	4.20	0.43	1
The main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view.	4.00	0.56	3
How do multiple intelligences affect the students' understanding of (EFL) in Saudi classrooms, and are there any differences among students that have multiple intelligences and those who have not?	4.04	0.47	2

Table (6) illustrates that the first order is the Saudi intermediate school teachers' views of the multiple intelligences theory as an inclusive pedagogy; its mean is (4.20), and its standard deviation is (0.43). The second order represented in how multiple intelligences affect the students' understanding of (EFL) in Saudi classrooms and are there any differences among students that have multiple intelligences and those who have not? Its mean is (4.04), and its standard deviation is (0.47). The third order represented in the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view; its mean is (4.00), and its standard deviation is (0.56).

11. Summary of the findings and recommendations of the study

11.1 Summary of the study

The current study aimed at investigating the impact of the application of the multiple intelligences theory on Saudi intermediate students' learning of EFL from EFL teachers' perspective. Different previous studies were reviewed in an attempt to illustrate the definition of multiple intelligence theory, the reasons behind the choice of this theory, the main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view, and finally the effects of multiple intelligences theory on the students' learning of EFL in Saudi classrooms.

The findings of the study revealed that teachers realized the importance of the multiple intelligences theory to improve their work inside and outside the classroom. They considered it a teacher-friendly tool for lesson planning that can attract the attention of learners. They also realized that multiple intelligences theory helped perceive students' learning abilities and preferences in a way that could help them adopt different

learning strategies and techniques matching their abilities and preferences. However, the results of the study showed that less than half of the sample used the multiple intelligences theory to provide opportunities to develop students' intellectual potential.

With regard to the obstacles of applying multiple intelligences theory in learning English, the results of the study revealed that there are some main obstacles that hinder exploiting the multiple intelligences among intermediate schools students from the teachers' view. The main obstacles represented in the EFL teachers' inability to understand the principles of multiple intelligences; the rhetoric of multiple intelligence theory; the lack of information about multiple intelligences theory; the nature of the curriculum; the embedded culture in addition to the difficulty of comparing students' skills and abilities across classrooms.

Concerning the effects of the multiple intelligences theory on students' EFL learning in Saudi classrooms, the results of the study showed that teachers realized the significance of the multiple intelligences theory in formulating students' social and learning skills and special abilities. It also increases students' confidence and enthusiasm for learning and helps them to understand English in classrooms. It helps teachers accommodate their students' learning needs.

11.2 Conclusions

The major findings of the study are as follows:

1- The multiple intelligences theory helps to provide learning opportunities to meet the students' diverse needs. This helps the teachers to have an accurate picture of students' skills, abilities, and learning preferences.
2- It also helps teachers to have the opportunity to predict the difficulties and plan the activities to develop the students' intelligences which are not strongly emphasized.
3- The multiple intelligences theory helps teachers and students realize that there are multiple ways to learn and that they possess multiple types of intellectual strengths and life skills that help them to learn.
4- The multiple intelligences theory can also improve students' academic achievement and change teachers' perceptions of their students' learning abilities.
5- It helps teachers accommodate their students' learning needs, which in turn allows teachers to cater to instruction for the academic needs, intelligence strengths, and weaknesses of their students.
6- It also helps teachers expand their current teaching tools for including a broader range of methods, materials, and techniques that cater to students' learning needs.
7- Multiple intelligences theory affect the student's social skills, it helps teachers to teach the skills and thinking habits necessary for students to interact with others and control their behavior.

11.3 Study recommendations:

Based on the results of this study; these recommendations can be presented as follows:

1- Researchers should study the impact of using multiple intelligences theory activities in language classrooms.
2- Teachers' training centers and supervision departments at schools should exert more efforts in helping teachers' perceive the importance of using activities and techniques based on the multiple intelligences theory and training teachers on how to apply it in their teaching of English.
3- In order to be more specific regarding the integration of multiple intelligences, the activities should be constructed for use at the other levels of education.
4- It is suggested for further studies to consider time (the periods) as an important factor when designing multiple intelligences based on activities.
5- It is suggested for further studies to provide classroom situations for the activities where the application of multiple intelligences can be evaluated in a real classroom context.

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