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**Relationship between EFL Learners' MI Profiles and their
Reading Comprehension Abilities: Case of Second-Year EFL
Students at the University Centre of Ain Temouchent**

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Abstract

Gardner's Multiple Intelligences has a tremendous role in the field of education in general and foreign languages in particular. It helps many teachers to understand their learners' individual differences as well as their struggles particularly in EFL Reading Comprehension. The purpose of the current study is twofold. On the one hand, it aims to enhance EFL learners' reading comprehension abilities and make them successful and skillful readers. On the other, it attempts to figure out whether there is a significant relationship between learners' MI profiles and their reading abilities. Thus, to meet these aforementioned purposes, the researcher has selected a group of 32 participants from Second-Year EFL students at the University Centre of Ain Temouchent. She has also used a reliable McKenzie's survey in order to identify the learners' MI profiles in addition to a TOEFL Reading Comprehension Test to assess their comprehension abilities. According to MI inventory, learners possess a set of intelligences in a latent way. Moreover, the results have shown that the predominant intelligences among this group are interpersonal and intrapersonal intelligences which could be predictors to achieve EFL Reading Comprehension. Furthermore, the comparison between learners' MI profiles and their TOEFL scores has made it clear that learners' scores match with their MI potential abilities. Therefore, there is indeed a significant relationship between their MI profiles and their reading comprehension abilities.