LITERE

USING MULTIPLE INTELLIGENCES THEORY TO FOSTER STUDENT MOTIVATION IN THE CONTEXT OF EFL TEACHING

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Această cercetare urmărește să demonstreze eficacitatea teoriei inteligențelor multiple (TIM) în creșterea motivației elevilor în cadrul orelor de limba engleză. Sunt analizate sursele teoretice și implicațiile pentru implementarea TIM cu scopul de a asigura varietate și incluziune în procesul de predare. Partea practică demonstrează corelația dintre cerințele educaționale și implementarea TIM, evaluând eficacitatea acesteia în creșterea motivației. TIM valorifică diferite tipuri de inteligență și integrează în procesul de predare diversitatea în rândul elevilor. Cercetarea evidențiază modul în care varierea stilurilor de predare în funcție de inteligența dominantă influențează motivația și succesul academic al elevilor.

Throughout the onset of education, the term „intelligence" has been used to describe a single, unchanging trait that all people possess from birth. According to this method, intelligence increases a person's chances of succeeding in a social group and an academic setting. The researcher who first recognized the many types of intelligence was Howard Gardner. He states in his book Frames of Mind that every person possesses a unique set of abilities in many fields. This concept had an impact on a variety of fields, including education and language learning. This approach is viewed favorably in EFL classrooms since it takes into account the variability of the students within the same group without taking into account their competence levels [1, p.63-74].

In his book "Frames of Mind," the psychologist Howard Gardner describes human intellectual competence as a collection of problem-solving abilities. He highlights the distinction between know-that and know-how in this passage. The term "know-what" in the first sentence describes a portion of knowledge that facilitates an action. The actions of executing the intended action by the previously acquired information are included in the second phrase, "know-it-all." The fundamental typology was created by Gardner, who distinguished eight categories of intelligence. However, other experts, such as Thomas Armstrong and Albane de Beaurepaire, also contributed to its development. They examined the traits associated with different intelligence types, including *musical*, *body-kinaesthetic*, *linguistic-verbal*, *visual-spatial*, *logical-mathematical*, *intrapersonal*, *interpersonal*, and *naturalistic* [2, p.33; 3, p.32-42].

The research into methods for motivating students through MIT was another important focus of the study. Since motivation is a component of education and relates

to a student's attitude towards a course or the material they are expected to acquire, it follows that motivation is crucial for academic success. The four steps suggested by Dornyei were implemented during the experiment: creating basic motivational conditions, generating initial motivation, maintaining and protecting motivation, and encouraging positive retrospective self-evaluation [4, p.524].

The units of competence represent the evidence that the educational process can be set up by MIT. The correlation of MIT and NC was ensured by adjusting the activities based on the types of intelligence found in the group [5, p.25-37]. Also, the three broad areas in the CEFR serve as an opportunity of introducing MIT in Policy Documents. These are the following: *knowledge*(*savoir), attitudes(savoir-être),* and *skills(savoir-faire)* [6, p.124].

The paper's hypothesis was that students' motivation levels are maintained and even rise when activities are diversified, according to MIT. It is feasible to capture students' attention and improve academic achievement by emphasizing their abilities. The effectiveness of the educational process is ensured by the selection of the most appropriate teaching strategies based on the dominant types of intelligence.

The research adopted the quasi-experiment since the experiment was designed using a particular methodology for a single group. The *pretest-posttest control group design* is the most used model of quasi-experimental study design. While the posttest allows the researchers to determine how the treatment affects the outcome variable immediately after it is given, the pretest compares the group's knowledge before the treatment. The study was carried out in the framework of the LLMTI "Socrate" in Chișinău, Moldova. In the sixth form, 6B, fourteen kids, ages twelve to thirteen, took part in the quasi-experimental design. Lessons were taught using a range of instructional tactics and activities at the institution's modern facilities and classrooms staffed by teachers who are proficient in technology.

Administering a questionnaire to determine the group's various intelligence types was the first step in the quasi-experiment. The study was, therefore, set up according to these four categories of intellect. Throughout the course, the following techniques and activities were used for each type of intelligence:

1. *Logical* – matching, ordering, brainstorming, listing, multiple choice, tables.
2. *Intrapersonal* – immediate creativity, note taking, completion.
3. *Musical* – tongue twister, reconstructing video, oral drills.
4. *Linguistic* – description, immediate creativity, discussion, expansion task.

Analyzing the pretest data, the experimental group's average was found to be 9.28. The average score, however, is 9.71 based on the posttest results. Consequently, there was a 0.43 rise in academic progress. It showed that the performance of the students had much improved. First off, the high degree of student engagement in the classes and the post-test results demonstrated the effectiveness of the activities and approaches chosen based on the type of intelligence found in the experimental group. Students valued being able to select activities based on their intelligence type in certain circumstances. Second, this group showed a high degree of motivation to learn

EFL. The success of using a variety of teaching techniques is another element of this experiment worth discussing. It has been shown that there are many ways to communicate information, which guarantees a high degree of comprehension and application of newly learned material.

Overall, the quasi-experiment revealed that the best way to ensure psycho-emotional growth in learners is to adjust instructions to their unique developmental needs. The degree of student participation, the teacher's expertise, the difficulty of each learning assignment, and the individual comprehension and learning of each student correlate with the efficacy and efficiency of the educational process. Correlating the task to the student's types of intelligence helps increase involvement and engagement. The activity-type intelligence correlation raises total achievement.

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Recomandat
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