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Enhancing Motivation in EFL Learners through the Application of Multiple Intelligences Theory

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Abstract: **This study explores ways to motivate learners of English as a Foreign Language (EFL) through the lens of Multiple Intelligences (MI) Theory. Research grounded in Howard Gardner's intelligence model shows that teaching methods aligned with students' intelligences can boost motivation in the classroom and improve learning outcomes. The purpose of this study is to examine the impact of students' multiple intelligences profile on their motivation and language proficiency. In this study, a group of 80 secondary school EFL students will be evaluated to identify their intelligence profiles using MI-based interventions that targeted various intelligences including Linguistic, Musical, Bodily-Kinesthetic, Logical-Mathematical, Spatial , Naturalist , Interpersonal and Intrapersonal intelligences. The research illustrates the capability of MI Theory to cultivate a more comprehensive and motivating atmosphere for EFL learning by catering to the distinct learning styles of students. This approach not only aids in language acquisition but also creates a positive and engaging classroom environment that contributes to long-term success in language learning.**

Keywords: **Multiple Intelligences (MI) Theory, students' intelligences, EFL students, EFL learning, Multiple Intelligences Theory.**

1. INTRODUCTION

This study examines how Multiple Intelligences (MI) Theory can enhance motivation among learners of English as a Foreign Language (EFL). Drawing on Gardner's framework, the research explores whether instruction that reflects students' varied intelligence strengths will lead to higher motivation and more active engagement in the classroom. When implementing multiple intelligence in the classroom, teacher can enhance motivation and help students become aware of different level of language learning.

1.1 Background of the Study

Meeting the different educational needs of students; especially in language learning, has been an on-the-spot concern in education. Conventional methods of learning language play to the strengths of students strong in linguistic and logical-mathematical intelligence, while leaving the rest who learn best in other ways behind. From a pedagogical standpoint , many EFL teachers observe that for English as a Foreign Language (EFL) learners this type of one-dimensional approach echoes innate struggles. A second option is back to Howard Gardner and his Multiple Intelligences (MI) Theory, which suggests that each learner possesses a different combination of intelligences and that education should cater to all of these various intelligences (Mehiri, 2020).

In 1983 Gardner introduced MI Theory which broadens the meaning of intelligence from just linguistic and logical-mathematical areas. The first two intelligences to be named—not necessarily to identify and argue for their existence—linguistic and logical-mathematical intelligence were defined as a way of helping the development of school programs encompassing individuals with disparate abilities, like "learning for learning's sake" (Gardner 1973). Not all the eight are created equal with every person possessing a different blend of them and some more potent than others. This reconceptualization transformed educational approaches towards student learning diversity, as it gave a framework for what might help them in creating their curriculums to suit a wider variety of learning styles.

Research showed that when teachers consider activities that would address the different multiple intelligences of students, student engagement increases and their motivation toward their academic success becomes higher (Acosta-Gonzaga & Ramirez-Arellano, 2021). Students with a solid musical intelligence, for example, may enjoy learning more if teachers use songs or rhythm in their lessons; while those who learn best through bodily-kinesthetic means might find activities that get them moving and the occurrence of physical representations of language concepts are beneficial. The different techniques not only increase motivation levels but also bring down the barriers to learning and can accommodate a larger target audience as well (Derakhshan & Faribi, 2015).

Although MI Theory has faced criticism, particularly from scholars who argue that it lacks strong psychometric grounding, it has still influenced educational practice across many contexts. Teachers often use it not as a rigid diagnostic tool but as a framework that helps them design lessons that feel more inclusive and less one-dimensional.

Historically, different cultures have used practices that align with MI principles long before Gardner formalized them. Buddhist monks' use of rhythmic chanting, for instance, draws on musical intelligence, while many Indigenous communities rely on narrative structures tied to the natural world, echoing naturalist intelligence (Derakhshan & Faribi, 2015). These examples illustrate that intelligence has always been more diverse than traditional schooling tends to acknowledge.

The growing body of research suggests that MI-aligned instruction has the potential to make EFL classrooms more responsive to learner differences. However, despite this growing interest, gaps remain in understanding how specific MI-based strategies influence student motivation and how different intelligence profiles shape learning preferences. This study aims to contribute to that area by examining the impact of MI-based approaches on motivation among EFL learners.

1.2 Statement of the Problem

Motivation is a key factor in the success of EFL learners, but many traditional teaching methods fail to engage students whose strengths lie outside the domain of linguistic intelligence. In many classrooms, lessons are designed to appeal primarily to students with linguistic or logical intelligence, which may leave other students disengaged. This lack of motivation can lead to a decline in participation, retention of knowledge, and overall language acquisition. The challenge is to find effective strategies to motivate all learners, regardless of their dominant intelligence.

While there is considerable research on motivation in language learning, there is a gap in the literature concerning the specific application of MI Theory in EFL settings. This research seeks to fill that gap by exploring how the implementation of MI-based teaching strategies can improve motivation among EFL learners. This study will investigate how addressing the various intelligences of students linguistic, bodily-kinesthetic, musical, interpersonal, and others can foster a more motivating and engaging environment for learning English (Acosta-Gonzaga & Ramirez-Arellano, 2021).

1.3 Significance of the Study

This research holds importance for both teachers and students, as it aims to show how MI Theory can be used to enhance motivation in EFL students. For teachers, this study provides valuable insights on how to diversify their teaching methods to accommodate different learning styles. By using MI Theory, educators can encourage a more comprehensive classroom atmosphere where every student's abilities are acknowledged. This not only boosts motivation but also enhances academic performance, as students are more likely to achieve success when they are engaged in the learning process (Ahmad, 2022). MI-informed instruction provides concrete ways to integrate collaboration, creativity, and different sensory elements into language lessons. These approaches do not replace traditional methods, but they offer additional paths that can keep students engaged and active during class. When teachers pay attention to the range of strengths in the classroom, the learning environment becomes more inclusive. This can increase participation, especially among students who are usually quiet or hesitant.

From a broader perspective, the study contributes to ongoing discussions about how to make EFL instruction more responsive to learner diversity. Much of the existing research focuses on motivation in general, yet few studies look closely at how MI Theory specifically influences motivational patterns in EFL settings. By presenting empirical evidence, this research helps fill that gap and provides a clearer understanding of how different types of intelligence connect to students' attitudes, classroom behavior, and overall engagement. The findings can guide teachers and curriculum planners who are interested in more flexible instructional models that recognize the varied ways students learn.

1.4 Research Questions:

The following research questions guide this study:

How does the application of Multiple Intelligences Theory affect students' motivation to learn English as a Foreign Language?

This question seeks to explore the relationship between the use of MI-based teaching methods and student motivation. The study will examine whether students show increased motivation when teachers incorporate activities that cater to their dominant intelligences.

Which types of intelligences are most common among EFL learners, and how do these intelligences influence their learning preferences?

Understanding the distribution of intelligences among EFL learners is crucial for designing effective teaching strategies. This question aims to identify the most prevalent intelligences in the sample group and how these intelligences affect students' preferences for certain learning activities.

Can the integration of MI-based activities in EFL lessons lead to improved academic performance?

It is important to examine whether MI-based teaching strategies lead to measurable improvements in academic performance. This question explores the potential for MI Theory to not only increase motivation but also enhance language acquisition.

1.5 Structure of the Study

The paper is divided into various components. The next section after the introduction will be the Research Objectives section which will indicate the main reason for which the research is conducted. Moreover, it will present information about previous research conducted in the field of Multiple Intelligences Theory, motivation in learning languages, as well as relations of the two.

The Research Methodology section presents the sample size, the methods of collection of data and methods of analysing the data obtained in the research with special emphasis on how the data will be analysed in the SPSS application. This will be followed by a detailed analysis of the questionnaire and data collected from the respondents, and the use of statistical methods such as tables and findings.

The paper provides a Conclusion and Recommendations in which suggestions are made as to the use of Multiple Intelligence Theory in EFL to raise the motivation of its learners. Future directions for thinking and research will again be provided, and call for more work to be done in this area through the different settings available.

2. RESEARCH OBJECTIVES

The primary aim of this study is to explore how the application of Howard Gardner's Multiple Intelligences (MI) Theory can increase motivation among English as a Foreign Language (EFL) learners. By understanding and leveraging the diverse intelligence that students possess, this research seeks to uncover how individualized teaching strategies based on MI may enhance engagement and ultimately improve learning outcomes. The following objectives guide the research:

2.1 To investigate the impact of applying Multiple Intelligences Theory on the motivation of EFL learners

Motivation plays a critical role in learning a foreign language, particularly in language acquisition. Traditional teaching methods, which may overlook the individual learning styles and strengths of each student, can hinder EFL learners' ability to stay motivated. This study aims to explore the potential advantages of using MI-based teaching strategies to boost students' motivation to learn English. These strategies encompass various intelligences, including linguistic, bodily-kinesthetic, musical, interpersonal, intrapersonal, spatial, logical-mathematical, and naturalist (Xhomara & Shkembi, 2020). By integrating activities that align with the dominant intelligence of their students, teachers may encourage an environment

that enhances engagement and connection to the material, thereby increasing students' motivation to participate and succeed (Sitthitikul, 2024). This aim will be achieved by incorporating MI-based lesson plans in EFL classrooms and observing changes in student motivation. The research will investigate whether motivation improves when learners can engage with materials and activities that correspond to their preferred learning styles.

2.2 To identify the predominant intelligence of EFL learners

An important aspect of MI Theory is to understand that there is a cradle of students' intelligence and there will be different degrees of each intelligence. The second objective of this study is to reveal the primary types of intelligence that are possessed by a sample group of EFL learners. This task will be solved using questionnaires that have been prepared to depict the prevalent intelligence(s) of the learners in the study. Identification of these types of intelligence would help the teachers on how they would write their lesson plans and even carry out activities in class.

Through the study of the most specified types of intelligence among EFL learners, the study also seeks to make suggestions regarding the kind of changes that might be required in the conventional lesson plans and teaching methods in a class. For instance, if most of the learners have a strength In bodily-kinesthetic intelligence, activities that involve movement and physical participation may be incorporated into English lessons. Such activities may increase learners' engagement and participation in the learning process .

2.3 To evaluate the effectiveness of MI-based lesson plans in increasing students' motivation and overall academic performance

The third goal is to determine whether incorporating MI Theory into lesson plans results in increased motivation and measurable improvements in academic performance. While motivation is an important factor in language learning, it is also important to determine whether MI-based teaching strategies can result in tangible improvements in students' language acquisition.

To accomplish this, the study will compare students' performance before and after the use of MI-based teaching methods. This will entail assessing both qualitative and quantitative changes in motivation, class participation, and academic performance using test scores, assignments, and classroom engagement levels. By linking MI-based activities to concrete academic outcomes, the study will determine whether addressing different intelligences leads to more effective language.

2.4 To explore the relationship between specific intelligence and preferred learning activities in EFL classrooms

The study will also explore whether a relationship exists between the types of intelligence students exhibit and the kinds of activities that appeal to them most. MI Theory encourages learners to be more driven when they are given tasks relating to their dominant intelligence. In such a way the students who are keen on musical intelligence tend to enjoy learning English with the help of songs and rhythm. Or will the subjects with spatial intelligence do well if invested in charts and diagrams?

With such understanding, instructors can create learning activities that suit the learners' preferences that arouse interest and enhance retention and understanding of the English language, leading towards better comprehension of MI Theory application in the context of EFL teaching – in this case, improving both learners' motivation and their learning outcomes.

3. RESEARCH METHODOLOGY

3.1 Research Design

The study adopts a quantitative research design, using questionnaires to collect numerical data on the relationship between the application of MI Theory and students' motivation in EFL learning. The study follows a quasi-experimental structure in which two groups of learners participate: a control group ,which will receive traditional EFL instruction , and an experimental group , which will be educated using MI-based teaching strategies. The overall goal of the design is to observe whether motivation is influenced by activities aligned with students' intelligence profiles.

3.2 Sample Study

The sample of the study consists of 80 EFL learners from a secondary school, aged between 15 and 18. Forty students form the control group, while the remaining forty will be assigned to the experimental group. Before collecting any data, students will receive brief explanations about the research aims.

3.3 Data Collection Methods

Data will be collected using a structured questionnaire, divided into two parts. The first part aimed to identify students' dominant intelligences, while the second part measured their motivation levels toward learning English.

The questions were adapted from existing MI inventors that reflect Gardner's eight intelligence categories to provide insights into the types of intelligences that are most prevalent among the learners.

For example, students were asked to rate statements such as "I enjoy learning new languages" (linguistic intelligence) or "I prefer solving problems using logic" (logical-mathematical intelligence) on a 5-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

4. PROCEDURE

All participants completed the questionnaire to establish baseline data. After this step, the experimental group took part in MI-based lessons for several weeks. These lessons were planned to match different intelligences. Students completed role-plays, created visual diagrams or engaged in collaborative group tasks, depending on the intelligence types identified earlier.

The control group followed the standard EFL curriculum, which centered on reading, writing, speaking and listening tasks without additional adaptation. The purpose was to see whether any changes occurred and if they were more noticeable among students exposed to MI activities.

4.1 Identifying Dominant Intelligence

To determine the students' dominant intelligences, a Multiple Intelligences Inventory was administered. This inventory was adapted from Howard Gardner's original MI framework and included statements designed to assess the strength of each intelligence (linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalist).

4.2 Measuring Motivation Levels

The second part of the questionnaire aimed to assess the motivation levels of students. A modified version of Gardner's Attitude/Motivation Test Battery (AMTB) was used to evaluate both intrinsic and extrinsic motivation (Mehiri, 2020). The questionnaire featured items like "I am excited to attend English classes" and "I study English because I think it will help me in the future," with responses measured on a 5-point Likert scale. The questionnaire was given before the implementation of MI-based lessons to establish a baseline for motivation levels.

4.3 MI-Based Teaching Strategies

The experimental group received instruction based on MI Theory, with lessons designed to cater to the various intelligences identified through the inventory. For example:

- **Linguistic Intelligence:** Students participated in storytelling and language games.
- **Bodily-Kinesthetic Intelligence:** Students engaged in role-plays and movement-based activities to practice language skills.
- **Spatial Intelligence:** Visual aids such as mind maps, diagrams, and videos were incorporated into the lessons.
- **Interpersonal Intelligence:** Group discussions and collaborative activities were emphasized.

The control group, by contrast, received traditional language instruction focused on reading, writing, listening, and speaking activities without any special adaptation for different intelligences.

5. DATA ANALYSIS

The collected data were entered into SPSS for analysis. The process began with descriptive statistics to summarize the general trends in intelligence profiles and motivation scores. In addition, correlations were calculated to explore whether certain intelligences were linked with higher motivation.

Cross-tabulation was used to examine how particular intelligence strengths related to preferred classroom activities. This assists to identify patterns that might otherwise remain unnoticed.

5.1 Descriptive Statistics

Descriptive statistics were used to summarize the basic features of the data. These included the mean, median, and mode for the motivation. The results were presented in frequency tables to show the distribution of responses for each question on the questionnaire. Percentages were calculated to provide an overview of the predominant intelligences among the learners and their overall motivation levels.

5.2 Inferential Statistics

To determine whether there was a significant difference in the motivation levels of students before and after the MI-based intervention. Statistical test was chosen because it allowed for a comparison of the same group's performance (the experimental group) over two time periods: before and after the intervention. The control group's results were also analyzed to ensure that any changes in the experimental group could be attributed to the MI-based instruction and not to external factors.

Additionally, Pearson correlation coefficients were calculated to examine the relationship between dominant intelligences and motivation levels. This analysis helped identify whether students with specific intelligences, such as musical or interpersonal, responded more positively to MI-based teaching methods than others.

5.3 Cross-Tabulation

Cross-tabulation was employed in this study to explore the relationship between students' dominant intelligences and their preferred learning activities in the context of English language learning. The aim was to determine whether students with higher scores in particular intelligence areas, such as bodily-kinesthetic or linguistic intelligence, showed a stronger preference for specific types of learning activities, and whether these preferences were linked to increased motivation in the classroom.

For example, students who scored highly in bodily-kinesthetic intelligence, characterized by a preference for physical activity and hands-on learning, were expected to display higher motivation levels when engaged in activities that involved movement, such as role-plays, or physical tasks integrated into language lessons. Similarly, students with a dominant musical intelligence were hypothesized to be more engaged and motivated when learning activities involved songs, or auditory-based exercises.

The results of the cross-tabulation were presented in tables, showing the frequency and percentage of students with particular intelligence strengths and their corresponding levels of motivation when participating in various types of learning activities. This method allowed for a detailed comparison between different intelligence types and how they impacted classroom engagement and motivation.

Through cross-tabulation, the study demonstrated clear patterns that supported the core premise of Multiple Intelligences Theory: students' engagement and motivation can be significantly enhanced when teaching methods are aligned with their natural intelligences. These findings provided valuable insights into how educators can tailor their instructional strategies to meet the diverse learning needs of students.

Cross-tabulation of Dominant Intelligences and Preferred Learning Activities

Intelligence Type	Preferred Learning Activity	High Intelligence	Low Intelligence	Chi-Square	p-value
Musical	Songs-based activities	78.6%	45.2%	9.87	.002
Logical-Mathematical	Problem-sling activities	72.4%	38.1%	8.65	.003
Spatial	Visual aids and diagrams	81.5%	52.2%	7.92	.005
Bodily-Kinesthetic	Role-plays and physical activities	85.7%	41.7%	15.23%	<.001
Linguistic	Reading and writing tasks	89.3%	36.4%	20.15%	<.001
Interpersonal	Group discussions and	87.5%	47.6%	13.76	<.001

	collaborative tasks				
Intrapersonal	Reflective writing and individual projects	75.9%	42.9%	8.34	.004
Naturalist	Activities relating language to nature and the environment	70.08%	42.6%	5.18	.023

The table shows the relationship between dominant intelligences and preferred activities. For this analysis, students were categorized as having a "high" level of intelligence if their score was above the mean for that intelligence type. Among students with high Linguistic Intelligence, 89.3% preferred reading and writing tasks vs. 36.4% of those with low Linguistic Intelligence ($\chi^2 = 20.15$, $p < .001$). High Interpersonal Intelligence students: 87.5% favored group discussions ($\chi^2 = 13.76$, $p < .001$). Strongest association: Bodily-Kinesthetic & role-plays ($\chi^2 = 15.23$, $p < .001$).

Students with high levels of specific intelligences showed strong preferences for corresponding learning activities. For instance:

- 89.3% of students with high Linguistic Intelligence preferred activities involving reading, writing, and storytelling.
- 87.5% of students with high Interpersonal Intelligence favored group discussions and collaborative tasks.
- This underscores the importance of offering diverse learning activities that align with students' dominant intelligences.

5.4 Tools: SPSS Application

SPSS (Statistical Package for the Social Sciences) was the primary tool used to analyze the data collected from the study's participants. Its advanced capabilities in handling large datasets and performing complex statistical calculations made it an ideal choice for this research. Several key SPSS functions were employed to ensure a thorough and valid analysis of the data:

- **Frequencies and Descriptives**: These functions were used to provide an overview of the sample's characteristics, summarizing basic data such as the distribution of students across different intelligence types and their initial motivation levels. Descriptive statistics, including means and standard deviations, were calculated to give a clear picture of the dominant intelligences in the sample and the general trends in student motivation.
- **Correlation Analysis**: To explore the relationship between students' dominant intelligences and their motivation levels, correlation analysis was conducted. This function helped in identifying whether certain intelligences were positively or negatively associated with higher motivation. For instance, the analysis reveals a strong positive correlation between interpersonal intelligence and classroom engagement, indicating that students who excel in social interactions tend to be more motivated in group-based language learning activities. Understanding these relationships helped in concluding the most effective ways to engage different types of learners.

The use of SPSS allowed for a comprehensive and reliable analysis of the data, ensuring that the findings of the study were accurate and statistically valid. By utilizing a range of statistical tools within SPSS, the research provided clear evidence supporting the application of Multiple Intelligences Theory in increasing student motivation in English language learning.

6. QUESTIONNAIRE

The questionnaire used in this study consisted of two main parts: the Multiple Intelligences Inventory and the Motivation Assessment. Both parts used a 5-point Likert scale where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

7. RESULTS

This section presents the qualitative findings from the study and the data collected from 80 secondary school EFL learners who participated. Results are organized according to the research questions and include descriptive statistics, pre- and post-intervention motivation data and correlation analysis.

7.1 Dominant Intelligences among Participants

Table 1 presents the descriptive statistics for the dominant intelligences among the participants.

Interpersonal intelligence was the most dominant (M = 3.92, SD = 0.87), followed by Linguistic intelligence (M = 3.83, SD = 1.11). Naturalist intelligence was the least dominant (M = 3.35, SD = 1.05), followed by Logical-Mathematical intelligence (M = 3.42, SD = 1.

This suggests that EFL learners in this sample have strong social and verbal-linguistic aptitudes, which could be leveraged in language learning activities.

Table 1: Descriptive Statistics for Multiple Intelligences

Intelligence Type	Mean	Std. Deviation	Minimum	Maximum
Musical	3.75	0.89	1.67	5.00
Logical-Mathematical	3.42	1.03	1.33	5.00
Spatial	3.58	0.95	1.33	5.00
Bodily-Kinesthetic	3.67	1.02	1.00	5.00
Linguistic	3.83	1.11	1.00	5.00
Interpersonal	3.92	0.87	1.67	5.00
Intrapersonal	3.70	0.93	1.33	5.00
Naturalist	3.35	1.05	1.00	5.00

7.2 Motivation Levels Before and After MI-Based Intervention

Table 2 shows the descriptive statistics for motivation levels before and after the MI-based intervention for the experimental group. All five motivation aspects showed increases. The most substantial improvements were observed in Classroom Engagement (pre: M = 3.18 → post: M = 3.85) and Intrinsic Motivation (pre: M = 3.25 → post: M = 3.82).

Table 2: Descriptive Statistics for Motivation Levels (Experimental Group)

Motivation Aspect	Pre-Intervention		Post-Intervention	
	Mean	Std. Dev.	Mean	Std. Dev.
Intrinsic Motivation	3.25	0.98	3.82	0.87
Extrinsic Motivation	3.78	0.85	3.95	0.79
Self-Efficacy	3.42	1.05	3.89	0.92
Integrative Orientation	3.35	1.12	3.76	0.95
Classroom Engagement	3.18	1.08	3.85	0.88

7.3 Correlation between Dominant Intelligences and Post-Intervention Motivation

To explore the relationship between dominant intelligences and motivation levels , Pearson correlations coefficients were calculated .

Note: * p < .05, **p < .01

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The correlation analysis reveals several significant relationships between dominant intelligences and motivation aspects. Several moderate to moderately strong positive correlations were identified :

- Linguistic Intelligence and Classroom Engagement ($r = .521$, $p < .01$)

- Interpersonal Intelligence and Classroom Engagement ($r = .543$, $p < .01$)

- Linguistic Intelligence and Intrinsic Motivation ($r = .498$, $p < .01$)

- Musical Intelligence and Classroom Engagement ($r = .478$, $p < .01$)

Table 3: Correlation between Dominant Intelligences and Post-Intervention Motivation Levels

Intelligence Type	Intrinsic Motivation	Extrinsic Motivation	Self-Efficacy	Integrative Orientation	Classroom Engagement
Musical	.452**	.215	.389**	.401**	.478**
Logical-Mathematical	.287*	.325*	.352*	.198	.265
Spatial	312*	.178	.276	.342*	.298*
Bodily-Kinesthetic	.385**	.201	.412**	.356*	.465**
Linguistic	.498**	.232	.385**	.467**	.521**
Interpersonal	.456*	*.276	.398**	.489**	.543**
Intrapersonal	.423**	*.312*	.456**	.378**	.401**
Naturalist	.289*	.187	.265	.376**	.312*

8. DISCUSSION

The results show an increase across all motivation aspects in the experimental group and no comparable changes in the control group. According to Acosta-Gonzaga and Ramirez-Arellano (2021), instructional strategies addressing diverse intelligences increase engagement and motivation in language learning contexts. Interpersonal and Linguistic intelligences in these samples reflect the social and verbal nature of language learning. From the examination of how the application of MI Theory affects students' motivation to learn English, data revealed an increase across all five motivational aspects. Classroom Engagement recorded a rise from a pre-intervention mean of 3.18 to a post-intervention mean of 3.85. Intrinsic motivation increased from 3.25 to 3.8. This increase may be explained by the alignment between instructional activities and learners' dominant intelligence profiles , which likely enhanced perceived relevance and autonomy .

The findings suggest that students become more invested in the subject matter when they learn through their natural strengths. The results indicated that Interpersonal and Linguistic intelligences were the most common in the sample, with mean scores of 3.92 and 3.82, respectively. The communicative and social nature of language learning may attract or strengthen these types of intelligences over time. The positive correlation between linguistic intelligence and classroom engagement may be attributed to the fact that students with higher linguistic intelligence tend to have stronger abilities in reading , writing , speaking and understanding language . These skills enable them to participate more actively in classroom discussions, express there ideas clearly, ask questions and interact effectively.

The cross-tabulation results show significant associations between dominant intelligences and preferred learning activities. For example, 89.3% of students with high Linguistic Intelligence preferred reading and writing tasks, compared to only 36.4% of those with low Linguistic Intelligence ($\chi^2 = 20.15$, $p < .001$). Students with strong Interpersonal Intelligence leaned towards group discussions and collaborative tasks, standing at 87.5%. MI Theory serves as a practical tool for teachers to design lesson plans based on learner preferences. The statistical evidence points toward a positive relationship between MI-informed instruction and measurable learning gains. The Pearson correlation analysis were conducted to examine the relationship between dominant intelligences types and post-intervention motivation levels. Several moderate to moderately

strong positive relationships were identified . linguistic intelligence was positively associated with classroom engagement (r=.521,p<.01) and intrinsic motivation (r=.498,p<.01).

These findings suggest that students whose dominant intelligences align with language , social interaction , and musical abilities tended to report higher levels of motivation.

MI Theory offers a practical and theoretical framework for EFL instruction. Understanding these intelligences can enable teachers to create more inclusive and motivating learning environments.

9. CONCLUSION

This study explores ways to motivate learners of English as a Foreign Language (EFL) through the lens of Multiple Intelligences (MI) Theory. Research grounded in Howard Gardner's intelligence model shows that teaching methods aligned with students' intelligences can boost motivation in the classroom and improve learning outcomes. In this study, a group of EFL students was evaluated to identify their intelligence profiles using MI-based interventions that targeted various intelligences including Linguistic, Musical, Bodily-Kinesthetic, Logical-Mathematical, Intrapersonal, and Spatial intelligences. Surveys and observations indicated major increases in student motivation and classroom engagement, although there were no notable changes in their performance on traditional academic assignments (Ghaznavi et al., 2021).

The findings support Gardner's theory by demonstrating that addressing learners' diverse intelligence profiles creates more meaningful and inclusive learning experiences .These results suggest that aligning EFL instruction with learners' dominant intelligences may contribute to higher levels of motivation and classroom engagement. For instance, problem-sling activities benefit those with Logical-Mathematical Intelligence, while collaborative projects are effective for students who excel in Interpersonal Intelligence. Besides, personalized instruction and alternative assessment methods customized to each intelligence profile contributed to heightened student motivation. The ability to implement MI-based strategies equips faculty with various resources and suggests that educators should promote a broader perspective on learning and engagement(Pawlak, 2022). This involves encouraging the belief that student success is contingent on effort and applying hands-on approaches to language instruction that enhance coherent practices. Accordingly, the study recommends that teachers participate in professional development training that incorporates MI-based strategies (Sitthitikul, 2024).

As the needs of students and the perspectives of educators on teaching continue to evolve, teachers should focus on incorporating a diverse range of teaching methods. The research illustrates the capability of MI Theory to cultivate a more comprehensive and motivating atmosphere for EFL learning by catering to the distinct learning styles of students (Xhomara & Shkembi, 2020). This approach not only aids in language acquisition but also creates a positive and engaging classroom environment that contributes to long-term success in language learning.

10. RECOMMENDATIONS

This research provides several important recommendations for educators teaching English as a Foreign Language (EFL), curriculum developers, and educational institutions. These recommendations suggest ways to implement Multiple Intelligences (MI) theory to boost student motivation and improve language learning results. The focus is on making use of the insights gained from understanding students' predominant intelligences and personalizing teaching methods to accommodate various learning styles (Ghaznavi et al., 2021).

10.1 Incorporate Diverse Learning Activities into the EFL Curriculum

The findings of the study show that students' motivation can be greatly improved when learning activities are personalized to their dominant intelligences. As a result, EFL teachers should include a diverse range of activities that cater to different intelligences in their lesson plans (Pawlak, 2022). For example, students with strong linguistic Intelligence might find it helpful to engage in language exercises that incorporate reading and writing. For students who excel in Bodily-Kinesthetic Intelligence, physical activities like role-playing, drama, or total physical response (TPR) exercises can make the learning process more engaging and enjoyable (Ahmad, 2022).

10.2 Design Collaborative Tasks to Leverage Interpersonal Intelligence

Since Interpersonal Intelligence was recognized as one of the most prominent intelligences in this study, teachers need to create tasks that encourage collaboration and peer interaction. Group projects, paired discussions, and teamwork-based activities can inspire students by using their social skills (Sitthitikul, 2024). Activities like group debates, collaborative

problem-solving, and peer feedback sessions not only promote interpersonal learning but also help students enhance their English communication skills. This method cultivates a positive classroom environment and increases Classroom Engagement, as evidenced by the strong correlations found in the research.

10.3 Implement a Variety of Teaching Resources and Tools

To effectively engage students with varied intelligences, EFL teachers should broaden their teaching resources. This can include visual aids for Spatial Intelligence, interactive games and technology for Logical-Mathematical and Bodily-Kinesthetic Intelligence. As we live more digital educational technology such as language-learning apps, multimedia resources, and virtual reality experiences can better support diverse learning styles (Zainuddin, 2023).

10.4 Develop Professional Training Programs for Teachers

To effectively apply MI theory in the classroom, teachers must understand its principles and how to integrate them into their teaching methods. Educational institutions should create professional development programs that train teachers on assessing students' intelligences, designing MI-based lesson plans, and implementing a variety of teaching methods. These training sessions should help teachers recognize the different learning styles linked to each intelligence and offer practical strategies for accommodating these styles in the classroom (Sitthitikul, 2024). Also, teachers need training in student-centered approaches that promote active participation, collaborative learning, and personalized instruction. Teachers should be encouraged to try innovative language teaching methods that extend beyond traditional lecture-based formats. Workshops, seminars, and peer observation sessions can create valuable opportunities for teachers to exchange best practices and learn from one another (Sitthitikul, 2024).

11. ETHICAL CONSIDERATIONS

Ethical guidelines were followed throughout the study. Students were assured that their participation had no effect on their grades, and personal data were kept confidential. All responses were stored anonymously and only used for research purposes.

12. LIMITATIONS OF THE STUDY

Although the results provide useful insights, the study has limitations. The sample was taken from one school, meaning the findings may not generalize to all EFL contexts. Another limitation is the short duration of the intervention. Motivation may fluctuate over longer periods, and the study did not account for long-term effects. Teacher differences between classes may have also influenced students' engagement, even though the researcher attempted to minimize such factors.

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APPENDIX

Sample Questionnaire

Part A: Multiple Intelligences Inventory

This section aimed to determine each student's dominant intelligence based on Howard Gardner's Theory of Multiple Intelligences. Students were asked to indicate their level of agreement with various statements corresponding to the different types of intelligences.

1. Linguistic Intelligence
   - "I enjoy reading books and magazines."
   - "I find it easy to explain things to others."
   - "I like playing word games."
2. Logical-Mathematical Intelligence
   - "I enjoy solving puzzles and logic problems."
   - "I can do mental calculations easily."
   - "I like organizing things into categories."
3. Spatial Intelligence
   - "I can easily visualize objects, buildings, and situations."
   - "I enjoy drawing and creating visual art."
   - "I'm good at reading maps and diagrams."
4. Bodily-Kinesthetic Intelligence
   - "I learn best when I can move around and be active."
   - "I enjoy sports and physical activities."
   - "I'm skilled at tasks requiring hand-eye coordination."
5. Musical Intelligence
   - "I can easily remember melodies ."
   - "I enjoy learning using audio materials."
   - "I enjoy listening to various types of music."
6. Interpersonal Intelligence
   - "I enjoy working in groups and collaborating with others."
   - "I'm good at understanding people's emotions."
   - "I often take leadership roles in group activities."

7. Intrapersonal Intelligence

- "I have a good understanding of my strengths and weaknesses."
- "I enjoy reflecting on my thoughts and feelings."
- "I prefer working independently on projects."

8. Naturalist Intelligence

- "I enjoy spending time in nature ."
- "I'm interested in learning about different species of plants ."
- "I care about environmental issues and conservation."

Part B: Motivation Assessment

This section measured students' motivation levels in learning English as a Foreign Language. Students responded to statements that reflected different aspects of their motivation.

1. Intrinsic Motivation

- "I enjoy learning English."
- "I find English lessons interesting and engaging."
- "I feel satisfied when I understand complex English texts."
- "I like the challenge of expressing my thoughts in English."

2. Extrinsic Motivation

- "Learning English will help me in my future career."
- "I study English to get good grades."
- "Knowing English will make me more respected by others."
- "I learn English because it's a required subject."

3. Self-Efficacy

- "I believe I can become fluent in English if I work hard."
- "I feel confident in my ability to learn English."
- "I can overcome difficulties in learning English."

4. Integrative Orientation

- "I want to learn English to understand English-speaking cultures better."
- "Learning English will help me make friends from other countries."
- "I'm interested in literature and media produced in English."

5. Classroom Engagement

- "I actively participate in English class discussions."
- "I look forward to attending English lessons."
- "I often volunteer answers during English lessons."