

Utilizing the Multiple Intelligences Theory to Develop Al-Azhar Model Primary Institute Pupils' EFL Linguistic Competence and Their Metalinguistic Awareness.

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Abstract

The current study aimed at developing Al-Azhar model primary institute pupils' EFL linguistic competence and their metalinguistic awareness via the multiple intelligences theory. The quasi-experimental design was adopted in the study. Forty EFL pupils enrolled in the sixth year of Al-Safwa model primary institute in Zagazig, Egypt during the first semester of the academic year 2023/2024 were selected to be the participants of the study. They were specified equally into two groups, experimental and control. The experimental group was taught using the multiple intelligences theory, whereas the control one received regular instruction. Data were collected through an EFL linguistic competence test, and an EFL metalinguistic awareness scale designed by the researcher. These instruments were pre-and post-administrated to both groups. The results revealed that a) the experimental group pupils outperformed the control group ones in the post-administrations of both the EFL linguistic competence test and a metalinguistic awareness scale, b) the experimental group did significantly better in the post-administrations of the EFL linguistic competence test and an EFL metalinguistic awareness scale than in the pre-administrations, and c) the effect size of the theory was found to be high and positive. Consequently, it is

recommended to use the multiple intelligences theory to promote EFL linguistic competence and EFL metalinguistic awareness.

Key words: EFL linguistic competence, EFL metalinguistic awareness, multiple intelligences theory.

مستخلص الدراسة

إستخدام نظرية الذكاءات المتعددة لتنمية الكفاءة اللغوية والوعي ما وراء اللغوى باللغة الإنجليزية كلفة أجنبية لدى تلاميذ المعاهد الإبتدائية الأزهرية النموذجية.

هدفت الدراسة الحالية الى تنمية بعض مهارات الكفاءة اللغوية والوعي ما وراء اللغوى باللغة الإنجليزية كلغة أجنبية لدى تلاميذ الصف السادس الإبتدائى الأزهرى النموذجي بإستخدام نظرية الذكاءات المتعددة. حيث إعتمدت الدراسة على المنهج التجريبي ذا التصميم شبه التجريبي ، وقد اشتملت عينة البحث على أربعين تلميذا من تلاميذ الصف السادس الإبتدائى الأزهرى النموذجي فى العام الدراسى ٢٠٢٣/٢٠٢٤ وتم تقسيمهم بالتساوى الى مجموعتين: تجريبية وضابطة. درست المجموعة التجريبية بإستخدام نظرية الذكاءات المتعددة، والمجموعة الضابطة بالطريقة المعتادة . وتحقيقا لأهداف الدراسة تم إعداد الأدوات التالية: إختبارالكفاءة اللغوية ، ومقياس الوعي ما وراء اللغوى ، وتم تطبيقهم قبليا وبعديا على المجموعتين. وقد فاقت نتائج المجموعة التجريبية فيما يخص إختبارالكفاءة اللغوية وكذلك مقياس الوعي ما وراء اللغوى نتائج المجموعة الضابطة ويرجع ذلك الى الأثر الإيجابى لنظرية الذكاءات المتعددة.

الكلمات المفتاحية : الكفاءة اللغوية ، الوعي ما وراء اللغوى، نظرية الذكاءات المتعددة.

Introduction

Communicative competence is made up of four competence domains: linguistic, sociolinguistic, discourse and strategic. Linguistic competence constructs a grammar, that is a linguistic system of elements and rules that are required to create and interpret sentences. Linguistic competence points to utilize the grammar, syntax, and vocabulary of language.

Shobikah (2020) emphasized that linguistic competence allows learners to form and interpret words and sentences of their language. It is knowledge of basic grammatical principles that has two branches:

1. knowledge of what words learners use; and
2. knowledge of how learners put these words into phrases and sentences.

Varpe (2013) classified the components of linguistic competence as follows:

1. Phonology refers to the patterning of speech sound,
2. Morphology refers to Formation of words,
3. Lexical refers to vocabulary knowledge,
4. Syntax refers to formation of phrases and sentences and
5. Semantics refers to interpretation words and phrases

Linguistic competence is an explicit system that refers to the learners' abilities to recognize; comprehend, produce words; and to utilize their knowledge of vocabulary, word formation, syntax, pronunciation, spelling; and semantics which are suitable to the context (Pillar, 2011). Canale and Swain (1980) clarified that linguistic competence is a structure of knowledge of basic grammatical principles, knowledge of how language is used in social settings to conduct communicative functions and knowledge of how words and communicative functions can be combined according to the principles of discourse. Varpe (2013) classified some suggestions for developing linguistic competence in EFL classroom as follows:

1. Need of gradation and analysis of learners;
2. Revelation to basic English grammar;
3. Creation of opportunities for learners to develop their speaking and listening skills via student-centered and motivation classes; and
4. Facial and body language to be used while speaking and listening

¹ - The researcher followed the American Psychological Association (APA 7th edition) style of scientific writing and documentation.

Several studies asserted the importance of developing linguistic competence. Wahyuni et al. (2013) investigated the correlation between linguistic competence and speaking performance and a contribution of linguistic competence to speaking performance. Results indicated that there was a significant correlation between students' linguistic competence and their speaking performance.

Vu Van Tuan (2017) investigated linguistic competence of the fourth year learners as basis for proposed English language program. The results indicated that learners' linguistic competence dimensions were developed via the implementation of the proposed instructional program.

According to Werfel et al. (2019), metalinguistic awareness includes all linguistic awareness levels as follows:

- phonological awareness that refers to learner's ability to consciously think about and manipulate the sounds in a language.
- morphological awareness that refers to a learner's ability to consciously identify, manipulate and reflect on morphemes, the smallest unit of meaning in language.
- orthographic awareness that refers to learner's ability to consciously attend to how spoken language is represented in print, either knowledge of specific spellings of words or the patterns and rules that general guide word spellings.
- syntactic awareness that refers to a learner's ability to manipulate and reflect on a language's grammatical structures.
- semantic awareness that refers to a learner's ability to consciously attend to how meaning is constructed, interpreted, clarified, obscured, illustrated, simplified negotiated, contradicted and paraphrase.

Bialystok et al. (2010) emphasized that metalinguistic awareness involves the operation of control as a cognitive process. Control is the process of selective attention, the ability to monitor and regulate the processing of information. It concerns the application of knowledge employed in solving metalinguistic problems.

Several studies asserted the importance of developing metalinguistic awareness. Pearson (2013) investigated the relationships between theory of mind, metalinguistic awareness. The results indicated that students' metalinguistic awareness dimensions were developed via the implementation of the proposed instructional theory.

Woll (2016) examined the role of metalinguistic awareness and of L2 proficiency in positive lexical transfer from English to German by French-speaking Quebeckers. Participants were 66 students. The study followed the quasi-experimental design. The instruments were metalinguistic knowledge tests. Results indicated that both of metalinguistic awareness and L2 proficiency have positive transfer.

To Gardner (2011), intelligence was composed of different independent factors, abstract intelligence, mechanic intelligence, and social intelligence. In order for a learner to solve a problem, these factors could be worked together. Thus, teachers should recognize all of the varied intelligences, and all of the combinations of intelligences. Learners are all so different largely because they have at least a better chance of dealing appropriately with the many problems that they face in the world.

Armstrong (2009) identified intelligences as follows:

1. Linguistic/Verbal intelligence (Word Smart) which refers to the learner's ability to manipulate the syntax of a language, the semantic of a language, and the practical use of a language.

2. Logical/mathematical intelligence (Reasoning/ logic Smart) which refers to the learner's capacity of using numbers effectively
3. Musical intelligence (Music Smart) which refers to the learner's capacity to perceive, transform, and express musical forms.
4. spatial/visual intelligence (Picture/ Art Smart) which refers to the learner's ability to perceive the visual-spatial word accurately
5. Bodily kinesthetic intelligence (Body Smart) which refers to the learner's ability to use whole body or one part of body to solve a problem or create things.
6. Interpersonal intelligence (People Smart) which refers to the learner's ability to comprehend people's motivations, attitudes and desires.
7. Intrapersonal intelligence (self-understanding smart) which refers to the learner's ability to comprehend his/her self, awareness of inner mood and intentions.
8. Spiritual/naturalistic intelligence (environment smart) which refers to the learner's capacity to think in images and pictures, to visualize accurately and abstractly.
9. Existentialist intelligence which refers to the learner's ability to think about the phenomena and questions beyond sensitive information.

Richards and Rodgers (2014) indicated that understanding multiple intelligences theory, its principles and implementing them in EFL classrooms has several benefits: it helps learners

- be aware of their own learning style as well as other classmates.
- develop a passion and desire to achieve.
- become aware of their abilities and talents.
- be taught how to translate from their dominant intelligences to their fewer dominant intelligences.

- Improve their learning and allow them more freedom to participate in activities they will enjoy.
- analyze and solve their problems and accomplish the real tasks they take over in society.

Accordingly, several studies emphasized the importance of utilizing multiple intelligence theory in TEFL. Shofiana (2019) investigated the multiple intelligence theory in EFL classroom. Results revealed that the implementation of multiple intelligences theory in the English teaching process builds and improves students' awareness in learning.

Gürkan et al. (2019) examined the integration of multiple intelligences theory into daily plans. Results indicated that the multiple intelligences theory is a good framework to prepare daily plans and build curriculum for children to be engaged and feel comfortable of their own learning.

Context of the Problem

The problem of the present research has been emphasized through the following ways:

- a) Working as an TEFL Teacher in Al-Safwa model primary institute, Al-Azhar, Egypt, the researcher observed that pupils lack linguistic competence and their level in metalinguistic awareness has been low.
- b) reviewing the previous studies that tackled FEL linguistic competence (Wahyuni et al ,2013; Vu Van Tuan ,2017), and EFL metalinguistic awareness (Pearson ,2013 ;Woll ,2016). These studies revealed that there is a profound weakness in linguistic competence and low level of metalinguistic awareness among EFL pupils.
- c) conducting a pilot study on a group of (40) pupils EFL sixth year of Al-Safwa model primary institute for Boys, Sharkia

Governorate, Egypt. The pilot study (Appendix 1& 2) consisted of an EFL linguistic competence test and an EFL metalinguistic awareness scale.

Table (1)

The EFL linguistic competence pilot test and EFL metalinguistic awareness pilot scale results

skills	N	Maximum mean	Mean scores	St. deviation	Mean Ratio
Linguistic Competence skills	40	25	7	6	35%
Metalinguistic awareness dimensions	40	25	6	5.5	30%

Results of the pilot tests, illustrated in Table (1) revealed that the mean scores of the participants were 7 (35%) which indicated that most pupils had a clear weakness in EFL linguistic competence. Results also indicated that sixth year of model primary institute pupils had low levels of EFL metalinguistic awareness. The mean scores of their metalinguistic awareness was 6 (30%). In the light of the current pilot study results, it came clear that the test in sixth year of model primary institute pupils had problems in linguistic competence and metalinguistic awareness in EFL classrooms.

Multiple intelligences theory can be employed to develop learners' linguistic competence and metalinguistic awareness (Shofiana, 2019; Gürkan, et al., 2019). Therefore, it would be important to use the multiple intelligences theory to solve pupils' problems in EFL linguistic competence and EFL metalinguistic awareness in EFL classrooms.

Statement of the Problem

The problem of the current research is that sixth-year pupils enrolled in primary model institutes have low levels in linguistic

competence and metalinguistic awareness. Addressing such a problem, the current research investigated the effect of the multiple intelligences theory on developing Al-Azhar model primary institute pupils' EFL linguistic competence and their metalinguistic awareness.

Questions of the Study

The present study attempted to answer the following main question:

“What is the effect of the multiple intelligences theory on developing Al-Azhar model primary institute pupils' EFL linguistic competence and their metalinguistic awareness?”

This main question can be divided into the following sub-questions:

1. What are the EFL linguistic competence skills required for (sixth-year) Al-Azhar model primary institute pupils?
2. What are the EFL metalinguistic awareness dimensions required for (sixth-year) Al-Azhar model primary institute pupils?
3. What is the actual level of the pupils in the EFL linguistic competence and EFL metalinguistic awareness of (sixth-year) Al-Azhar model primary institute pupils?
4. What are the features of the multiple intelligences theory for developing Al-Azhar model primary institute pupils' EFL linguistic competence and their metalinguistic awareness?

Purposes of the Study

Fundamentally, the present study aimed at:

- 1) Developing Al-Azhar model primary institute pupils' EFL linguistic competence via the multiple intelligences theory.
- 2) Enhancing Al-Azhar model primary institute pupils' EFL metalinguistic awareness via the multiple intelligences theory.

Significance of the Study

Basically, the present research would hopefully be beneficial to:

1) EFL primary institute in helping them;

- a) identify the functions of multiple intelligences theory;
- b) develop EFL linguistic competence; and
- c) enhance EFL metalinguistic awareness.

2) EFL teachers in:

- (a) providing them with a practical description of the influential theory that might be effective in enhancing pupils' EFL linguistic competence and in the EFL metalinguistic awareness more constructive manner and
- (b) helping them determine some problematic areas that the Arab speakers of English encounter in learning the EFL spoken aspects of language and find solutions for them.

3) EFL curriculum designers in:

- (a) drawing their attention to adopt new methods of teaching that aim at changing the role of the pupil from a passive recipient to an active positive learner who is willing to participate in the EFL classroom.
- (b) motivating them to conduct training courses for EFL teachers to raise their awareness of the multiple intelligences theory.

4) EFL researchers in opening new research avenues for them regarding

- (a) multiple intelligences theory;
- (b) linguistic competence; and
- (c) metalinguistic awareness.

Delimitations of the Study

The present research was delimited to:

- a) Forty pupils enrolled in Al-Safwa model primary institute, zagazig, Sharkia governorate, Egypt.

- b) The first semester of the academic year (2023-2024).
- c) some components of EFL linguistic competence; and
- d) some dimensions of EFL metalinguistic awareness according to the jury selection

Method of the study

1. Design

The current study adopted the quasi-experimental design. Forty pupils were assigned to two groups, experimental and control, (20) pupils each. The experimental participants received instruction through the multiple intelligences theory for developing EFL linguistic competence and EFL metalinguistic awareness. On the other hand, the participants in the control group received regular instruction. A pre-post EFL linguistic competence test and an EFL metalinguistic awareness scale were administered to both groups before and after the experiment.

2. Participants

The participants were forty pupils (n=40) EFL sixth year of Al-Safwa model primary institute in Zagazig during the first semester of the academic year 2023/2024. They were specified into two groups, experimental (20) pupils and control (20) pupils. It was supposed that these participants formed a symmetrical group. So they were expected to have a lot in common and would not differ much regarding the quality of experience or their age.

In order to make sure that developing of EFL linguistic competence and EFL metalinguistic awareness were attributed only to the effect of the multiple intelligences theory, some variables were controlled before the experimentation. These variables were:

- Age: all participants' age ranged from 10-11 years.
- Grade: all participants were in the sixth-year of Al-Safwa model primary institute.

3. Instruments

The following instruments were designed:

For “**the EFL linguistic competence**” variable

1. The EFL linguistic competence Skills checklist.
2. The EFL pre-post linguistic competence test.
3. The EFL rubric of linguistic competence test.

For “**the metalinguistic awareness**” variable

1. The EFL questionnaire of metalinguistic awareness.
2. The EFL metalinguistic awareness scale.

4. Material

The multiple intelligences theory that would consist of:

1. The components of the theory. It presents its rationale, aims, objectives, content, description, sources, activities, aids and materials, teacher’s role, pupil’s role, and evaluation.
2. The framework of the theory. It presents the way through which the theory components are implemented in each session.
3. The third part tackles the sessions. The sessions would be divided according to the multiple intelligences theory.

5. Procedures

To answer the research questions, the researcher adopted the following procedures:

1. For identifying the features of the multiple intelligences theory for developing Al-Azhar model primary institute pupils’ EFL linguistic competence, the researcher would
 - a) survey literature and previous studies related to the multiple intelligences theory.
 - b) identify the theory ’s rationale, aims, objectives, content, instructional methods, activities, aids, teacher’s and pupil’s roles, and assessment techniques.

2. For identifying the effect of the multiple intelligences theory for developing Al-Azhar model primary institute pupils' EFL linguistic competence , the researcher would
 - a) design an EFL linguistic competence checklist, submit it to the jurors for validity purposes, and modify it according to their opinions and suggestions.
 - b) design an EFL linguistic competence test and a rubric for scoring it, submit them to the jurors for validity purposes, and modify them according to the jurors' opinions and suggestions.
 - c) pilot the test to a group of the sixth-year primary pupils other than those that would participate in the research for its reliability.
 - d) select the research 40 participants from Al-Safwa model primary institute for boys, Zagazig, Sharkia governorate and divide them into two groups: experimental and control.
 - e) pre-administer the test to both groups.
 - f) teach the experimental group applying the multiple intelligences theory and the control group utilizing regular method.
 - g) post-administer the test to both groups.
3. For identifying the effect of the multiple intelligences theory developing Al-Azhar model primary institute pupils' EFL metalinguistic awareness, the researcher would
 - a) design a metalinguistic awareness questionnaire, submit it to the jurors for validity purposes, and modify it according to their opinions and suggestions.

- b) design a metalinguistic awareness scale, submit it to the jurors for validity purposes, and modify it according to their opinions and suggestions.
 - c) pilot the scale to a group of the sixth-year primary pupils other than those that would participate in the research for its reliability.
 - d) select the research 40 participants from Al-Safwa model primary institute for boys, Zagazig, Sharkia governorate and divide them into two groups: experimental and control.
 - e) pre-administer the scale to both groups.
 - f) teach the experimental group applying the multiple intelligences theory and the control group using regular instruction.
 - g) post-administer the scale to both groups.
4. Analyzing the data statistically utilizing the appropriate statistical techniques.
 5. Comparing the results of both pre-post administrations.
 6. Discussing and interpreting the results.
 7. Drawing conclusion and providing recommendations and suggestions for further research.

Terms of the Study

EFL linguistic competence

Fromkin (2000) defined EFL linguistic competence as the linguistic system that includes the sounds, structures, meaning, words, and rules for putting them all together.

Budikova (2016) defined EFL linguistic competence as the explicit system that allows forming and interpreting words and sentences by using the grammar, syntax, and vocabulary of language.

EFL linguistic competence can be operationally defined as the sixth year Al-Azhar model primary institute pupils' knowledge of

the language, its grammatical rules, vocabulary, spelling, pronunciation and their abilities to practice all these aspects in suitable communicative situations.

EFL metalinguistic awareness

Koda (2007) defined EFL metalinguistic awareness as the learner's ability to identify, analyze, and manipulate language forms phonological, morphological, syntactic, semantic and lexical awareness.

Kuile et al. (2010) defined EFL metalinguistic awareness as the recognizing that language is a system of communication, connected to the rules, and form the basis for the ability to discuss different ways of using language.

EFL metalinguistic awareness can be operationally defined as the sixth year Al-Azhar model primary institute pupils' cognitive abilities to correct, analyze, describe, explain some aspects form of language and discuss different ways of using it.

Multiple Intelligence theory

Gardner (2011) defined the multiple intelligences theory as the learner's ability to apply knowledge in solving problem and in adapt any situation founded. Thus, it is needed to reason, plan, problem solving, think abstractly, comprehend complex ideas, learn quickly and learn from experience.

Al Kalbani and Al-Wahaibi, (2015) defined the multiple intelligences theory as a new learning model that helps learners to learn effectively.

Multiple intelligences theory can be operationally defined as a theory that can be utilized by the sixth year Al-Azhar model primary institute pupils to bring their own culture and experiences to analyze and solve their problems by incorporating them in

meaningful manner via interactive activities which meet their interest levels inside and outside EFL classroom.

Results and Discussion

Results of the current study were discussed in the light of related literature, previous studies and the multiple intelligences theory classroom environment. Discussion is divided into two main parts: EFL linguistic competence and EFL metalinguistic awareness.

EFL linguistic competence

Improvement of the experimental group EFL linguistic competence skills is due to exposing them to the multiple intelligences theory procedures. Its effect is apparent in the significant development of each linguistic competence macro and micro-skills as follows phonology, morphology, syntax and semantics.

Results showed that the experimental group achieved a remarkable progress regarding their linguistic competence skills in the EFL listening and speaking skills, linguistic competence test results after participating. Whereas, the mean score of their EFL linguistic competence was 0.78 before the treatment, it became 9.78 after the treatment. This proves the theory has had a large effective on developing their EFL linguistic competence.

The experimental participants' progress in the post administration of the EFL linguistic competence skills test could be attributed to the fact that while using the multiple intelligences theory they were interested in EFL listening and speaking.

The statistical results showed that there were statistically significant differences between the means of scores of the experimental group in the performance of each compared sub-skill to the pre administration, favoring the post administration. The means of scores of the experimental group in each sub-skill have

been higher than those of the control one. Hence, the significant difference, shown on the post administration of EFL linguistic competence test and EFL metalinguistic awareness scale, is due to exposing that group to the multiple intelligences theory. Providing the experimental participants with a variety of activities through this theory can be a reason for such a progress.

The results of the present study showed that the experimental group, taught through the multiple intelligences theory, performed better than the control one in the post administration of the EFL linguistic competence test and EFL metalinguistic awareness scale, since there were statistically significant differences at (0, 01) between the means of scores of both groups in, favor of the experimental group.

The multiple intelligences theory provided the experimental participants with activities to practice EFL linguistic competence skills such as constructing correct sentences, understanding them, monitoring grammatical errors, passing judgments about right and wrong linguistic and performing language testing tasks helped them developed self-concepts that influenced their behavior, made learning process easier and the influence of the models depended on the social environment, while underscoring the centrality of the individual's mediating / information processing style and emotional experiencing, encouraged them to apply deductive and inferential reasoning to them in order to determine the rules, helped them construct their experiences and developing learning tasks that challenged them and served as intellectual scaffolding as they were progressing through the program; and developed knowledge and abilities, created mental structures, and processed data and beliefs.

The multiple intelligences theory provided a direction to organize thinking from the most basic to the higher order levels of thinking.

It helped the experimental participants solve practical problems by applying information comprehended at the previous level.

The multiple intelligences theory involved the experimental participants to work in small groups through comparing or on individual level through deep thinking and encouraged them to use language as the tool for processing, organizing, and communicating information to perceive and realize knowledge and comprehend the creation, interpretation, and regulation of this language as the type of cognitive process that can be studied with cognition.

The multiple intelligences theory provided the learning process with activities within the experimental participants learn new information in a classroom setting; they were expected to employ the knowledge in a variety of later-life scenarios.

The multiple intelligences theory activities created meaningful learning experiences and increased the experimental participants understanding, motivating and problem solving. These EFL classroom activities investigated and focused on their talents, skills, and interests. These activities also helped them understand an object, collect data, and memorize. It promoted their learning process in a variety of activities to meet individual differences and ensure that education is accessible for all.

The multiple intelligences theory drew the active and suitable method to learn the language. The experimental participants used a variety of learning modes, including visual, auditory, tactile, and experiential ones.

The multiple intelligences theory has been considered the move towards more student-centered learning that was referred to as the "personalization of learning". That helped the experimental participants created to meet their needs and interests while promoting both intergenerational and lifelong learning. Every experimental one interpreted the knowledge in the unique way, and

each one subsequently presented the unique example of what has been understood.

EFL metalinguistic awareness

The multiple intelligences theory promoted the experimental participants' EFL metalinguistic awareness through understanding how language was used with high confidence in a variety of contexts; controlling the message they would like to convey; improving their reading, writing and mathematics skills; and predicting performance level on literacy tasks; and being engaged in reflective learning of the relationships between the form and function of a language feature.

The multiple intelligences theory focused on the experimental participants' memory, thinking, reflection, abstraction, motivation, and meta-cognition and how information has been processed and how the brain is developing and using schemas to consolidate the acquisition and construction of knowledge.

The multiple intelligences theory helped the experimental participants perceive and realize knowledge, study language to comprehend the creation, interpretation, and regulation of that language as a type of cognitive process that could be studied with cognition. It is the essential approach of natural language and emphasizes utilizing of language as a tool for processing, organizing, and communicating information.

The multiple intelligences theory helped the experimental participants utilize different learning styles to process information in the brain using various modalities to learn (visual, auditory, touching, or experiential), and manipulating language to obtain, transform, practice, store, remember, retrieve, and utilize new knowledge. Their thoughts, beliefs, attitudes, and values were also regarded to have an impact on how they learnt.

The foundation of the multiple intelligences theory has been the premise that knowledge acquisition is the key to learning. When the experimental participants learnt new information in the EFL classroom setting, they were expected to employ the knowledge in a variety of later-life scenarios.

The multiple intelligences theory aimed to discover what might be the better way for the acquisition of language in the experimental participants' minds. It highlighted how a mental process influences behavior and the disparity of learning effects. The multiple intelligences theory focused on the effects on developing the experimental participants' thinking and problem-solving abilities in order to get them think and apply problem-solving strategies without the use of preparation or steps that led to the correct answers. It included making visualization, association, mnemonics, using clues in EFL reading comprehension, underlining key words, scanning, self-testing and monitoring.

The multiple intelligences theory influenced the experimental participants' emotions and behavioral responses through determining how they thought, understood, and knew. It aimed to understand the processes that underlie the acquisition and storage of knowledge.

For the experimental participants to develop deep knowledge, the multiple intelligences theory has been crucial. It helped them know how the issue fit into a bigger mental picture and related new material to their prior experiences, reflected on subjects they learnt and applied knowledge or abilities to actual life circumstances.

The multiple intelligences theory supported the experimental participants in making comparisons between old and new information, understanding grammar rules, and remembering of language usage standards. It emphasized adopting a model with a

high cognitive value, which enhanced creativity while developing and improving logical reasoning.

Recommendations

In the light of the results of the current study, the following could be recommended:

- a) EFL teachers are recommended to adopt the multiple intelligences theory in teaching English language skills in general and EFL linguistic competence and EFL metalinguistic awareness in particular to learners at different stages, taking into consideration their ages and interests.
- b) In adopting the multiple intelligences theory, EFL teachers should hold collaborative and discussion groups with their EFL learners as a way of helping them share their reflection about topics and contexts at hand and enhance their understanding of what they listen and write.
- c) EFL communicative activities should be regularly used in the classrooms and EFL learners should be given more opportunities to practice EFL listening and speaking in their performances.
- d) In adopting the multiple intelligences theory, EFL teachers should minimize the length of their talk as much as possible and maximize that of their learners.
- e) EFL learners are recommended to be the center of the learning process and share the responsibility for their own learning, on the way to learner autonomy.
- f) Learning by doing is highly recommended to be activated at the different stage of learning.
- g) EFL learners should be given opportunities to watch video scripts about the topics and stories that they study. They help

them interpret the inner feelings, facial expressions, and body gestures of the characters.

- h) EFL linguistic competence and EFL metalinguistic awareness should be given more attention in EFL classrooms as they are vital skills for the 21st century.
- i) EFL teachers should provide their learners with proper feedback whenever needed as doing so is the indispensable techniques for improving EFL linguistic competence and EFL metalinguistic awareness.
- j) EFL learners ' emotions, responses, and points of view should be respected in order to increase their EFL creative and willingness to speak in the class.
- k) Pairs and group work are recommended in EFL classrooms as they help EFL learners communicate, interact, listen to each other and gain confidence.
- l) For enhancing EFL linguistic competence and EFL metalinguistic awareness EFL teachers should create a relaxed and friendly atmosphere inside classrooms in order to grab learners ' attention, especially the shy ones, and motivate them to express their opinions, interact with each other, and participate positively in classrooms.

Suggestions for Further Research:

Based upon the results of the present study, the following areas of research can be suggested:

- a) Exploring the relationship between and the multiple intelligences theory and promoting EFL reading comprehension and vocabulary acquisition.
- b) Investigating the relationship between the multiple intelligences theory and developing learners' EFL oral performance.

- c) Exploring the relationship between the multiple intelligences theory and developing EFL argumentative writing skills.
- d) Investigating the relationship between the multiple intelligences theory and promoting EFL speaking skills and self-confidence among learners with learning difficulties.
- e) Investigating the relationship between the multiple intelligences theory and promoting EFL proficiency and self-esteem.
- f) Examining the relationship between the multiple intelligences theory and reducing reluctance to communicate in EFL.
- g) Probing the relationship between the multiple intelligences theory activities and developing EFL communication skills.

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Appendix 1 The EFL Linguistic Competence Test

Name: Class: (30marks)

1. Listen and odd out the words (Phonological awareness)

(10 marks)

- a) Write - Right (.....)
- b) Earn - Urn (.....)
- c) Hear - Here (.....)
- d) Blew - Blue (.....)
- e) Cell - Sell (.....)
- f) Deer - Dear (.....)
- g) Born - Borne (.....)
- h) Moring - Mourning (.....)
- i) Sum - Some (.....)
- j) Threw - Through (.....)

2. What do the following words mean? (Morphological awareness) (10 marks)

word	verb	adverb	Job	Place	Reflexive Pronoun	Adjective
1.spicy						
2.Swell up						
3.always						
4.herself						
5.Cairo						
6.doctor						
7.pale						
8.crowded						
9.Last year						
10.dare						

3. Read, underline the mistakes and correct them. (Syntactic awareness) (5 marks)

- a) In 2017, Mohamed Salah score the goal to sent Egypt to their first World Cup fi-nals since 1990.

- b) Does you studied in America?
- c) The young men teaches to are field biologists.
- d) Tourists can staid in hotels build of environmentally friendly natural materials.
- e) Last weekend, I go to the club and meet my friends.

4. **Punctuate the following sentences. (Semantic awareness) (5 marks)**

- a) what did charles dickens want people to do after they read his books
- b) have you ever read any book by english writers
- c) In 2000 alex lived in egypt
- d) yesterday we saw any beautiful fish in the red sea.
- e) How can we help in world blood donor day?

Appendix 2

The EFL Metalinguistic Awareness Scale

Dimensions	No		Agree	Fair	Disagree
EFL Meta-Phonological Awareness	1	<u>When linguistic competence and creatively writing ,I :</u> Identify the rules for how sounds are combined in a language to make sense.			
	2	Identify rhymes, alliteration, or sound repetition and sounds used in language			
	3	Identify the processes of adding, removing, or substituting single sounds within a word.			
	4	guess the new terms			
EFL Meta-Morphologic al Awareness	5	interpret meaning using grammar.			
	6	make connections between a new vocabulary word and other known words.			

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مؤتمر الداسات العليا الثاني مايو ٢٠٢٤

	7	concentrate on new word meanings from auditory.			
	8	create vocabulary from subject-specific learning resources.			
EFL Meta-syntax Awareness.	9	adhere to proper grammar rules.			
	10	avoid grammatical errors.			
	11	answer questions about a context / story's plot and characters			
EFL Meta-Semantics Awareness	12	identify semantic areas.			
	13	name objectives functions correctly			
	14	use descriptive words(including adjectives and other lexical items)			
	15	identify terms based on their definitions.			