

Focusing multiple intelligences during the EFL learning-teaching process on elementary school level

2

Tímea Preisendörfer
Student – Education Sciences MA

Institute of Education Sciences, Faculty of Humanities and Social Sciences, the University of Pécs, Hungary

Research questions and methods

I continued my research from the fall of 2019 to the spring of 2021.

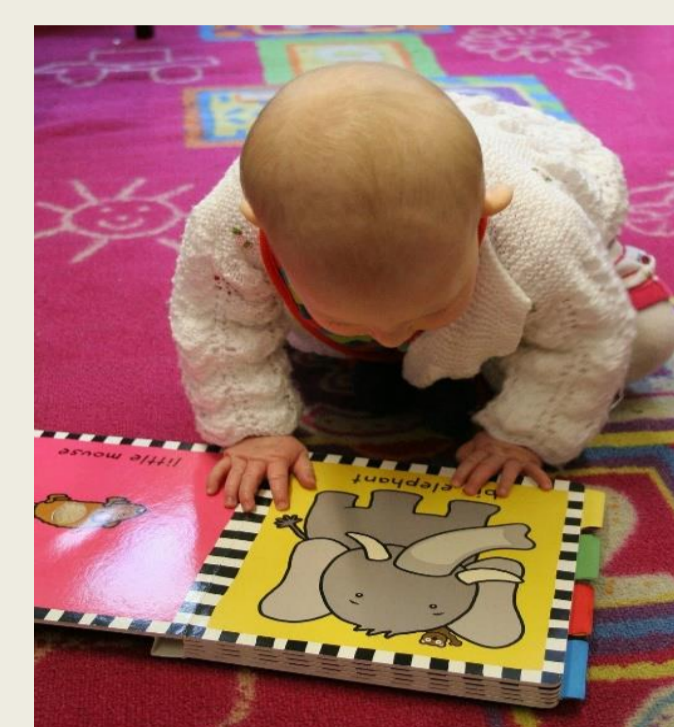
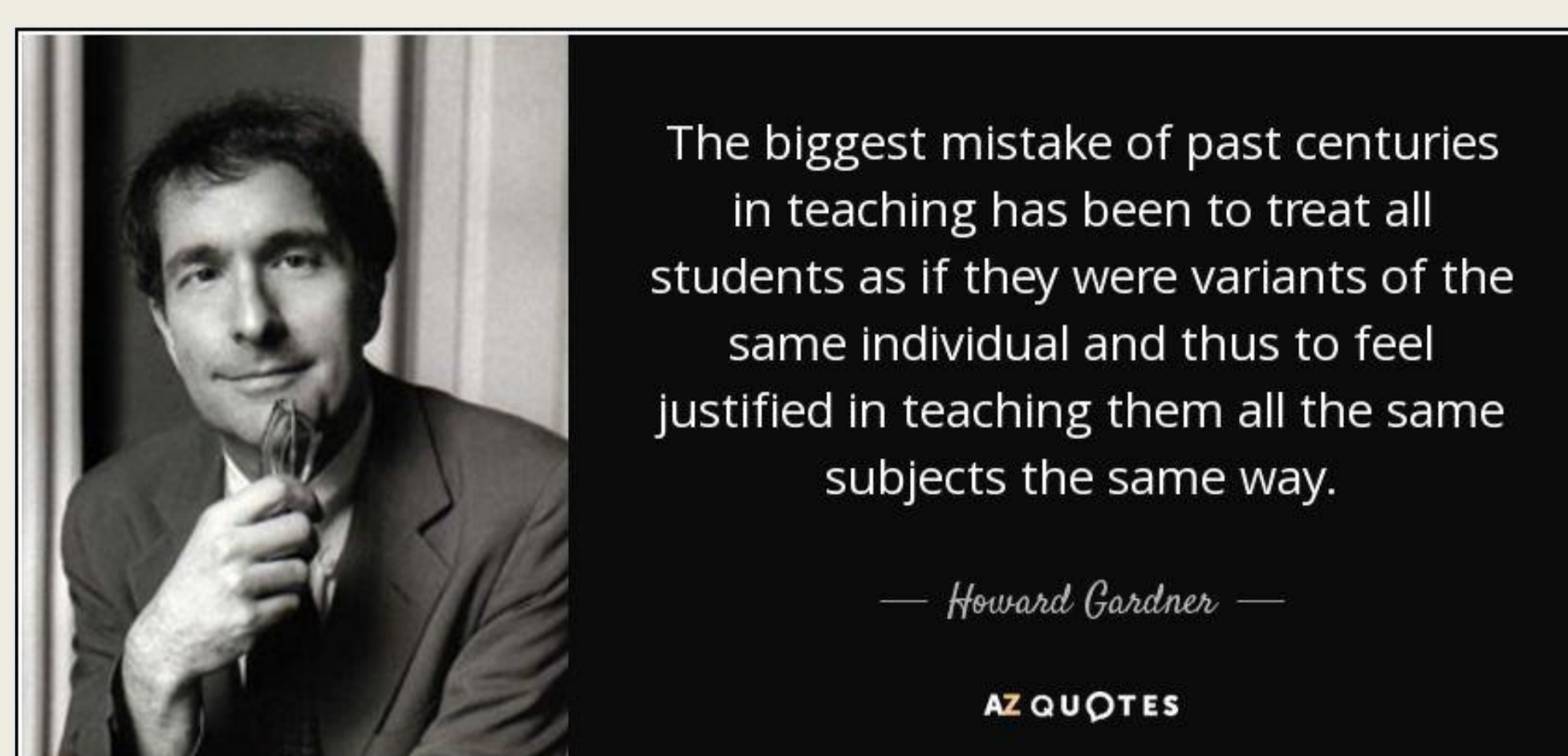
My research questions are as follows:

- Do lower school teachers in English know Gardner's MI theory?
- Is it possible that they do not know it, but instinctively mobilize individual intelligences?
- Do groups where the educator knows and applies the theory consciously learn English more effectively?

Throughout this qualitative research, I use methodological triangulation to answer my research questions, and I compare quantitative and qualitative methods.

My methods are as follows:

1. literature analysis
2. secondary document analysis
3. questionnaire survey (compiled by myself)
4. deep interview



Literature analysis and secondary document analysis

Various aspects of educational applicability of MI theory are being researched worldwide. In the last 10 years, a number of studies have been carried out examining the relationship between theory and learning English as a foreign language. Research has taken place and is currently taking place in Hungary at the University of Pécs. Domestic applications represent the concept in the field of talent management. However, with the original intention of the theorist and in line with the relevant commitment of the Pécs Workshop, I find it applicable not exclusively in the field of talent education.

Mrs. Hodován analyzes the family of textbooks used in teaching English as a foreign language in Hungary in the light of Gardner's intelligences.

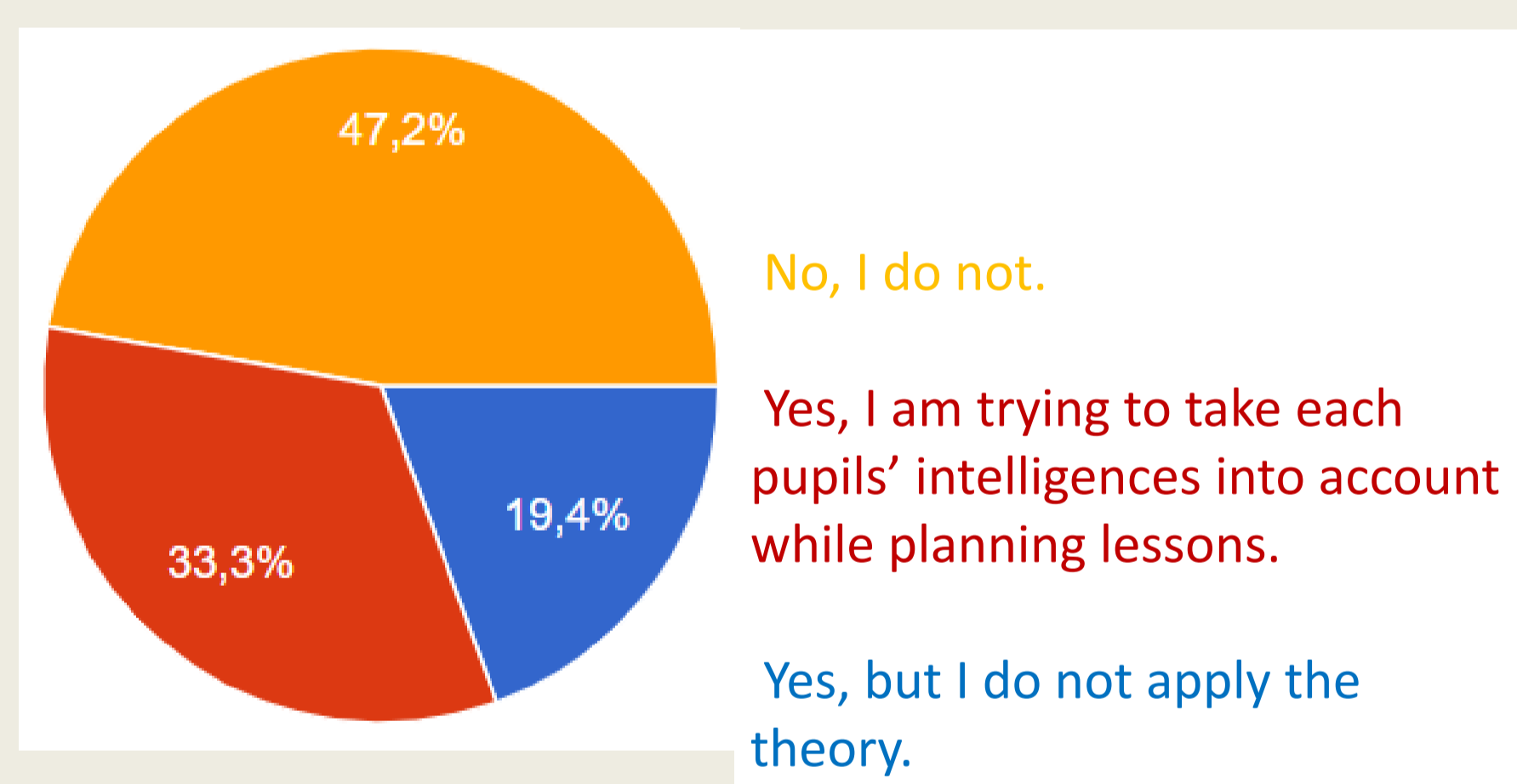
Project 3 Third Edition: book, workbook, CD-Rom, DVD, interactive tasks – textbook family

My three aspects of analysis:

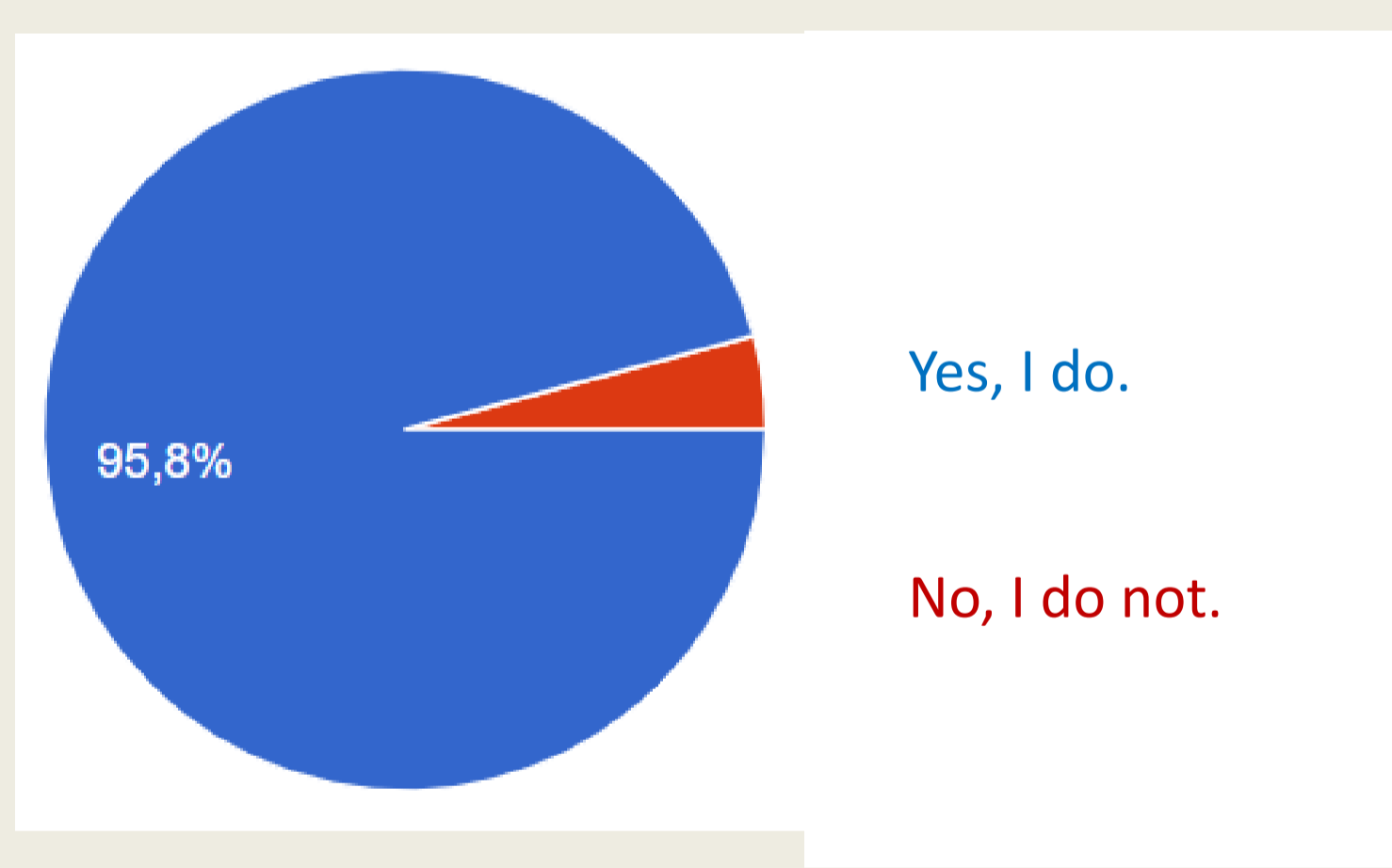
1. what activities are associated with particular intelligences
2. the ranking of the activities that can be classified for each intelligence in the **textbook**
3. the ranking of the activities that can be classified for each intelligence in the **textbook family**

In the conscious language pedagogical application of Gardner's theory of multiple intelligences, I see an opportunity to make the process of learning and teaching English in lower grades more efficient.

Do you know Gardner's MI theory?



Would you be more familiar with the theory of MIs?



Questionnaire survey (n=72)

I compiled the questionnaire myself. I conducted the questionnaire survey a year ago in March 2020. Before conducting the study, I conducted a pilot questionnaire. The series of questions consists of 14 or 16 questions, based on its structure it can be divided into three parts. Completing educators had to answer different questions according to whether or not they knew TI theory.

Of the 72 respondents, 38 have heard of the theory, 24 apply it, out of whom 50% measure the pupils' intelligence profiles. The intelligences least mobilized by the respondents are natural and logical-mathematical intelligence.

In-Depth interviews (n=3)

I conducted the structured in-depth interviews in the spring of 2021. I built in the results of the questionnaire when compiling the interview questionnaire. I observed the use of the technical language relevant concept by the interviewees, the relationship with the teaching of English as a foreign language to the existing methodological culture and the openness to it, and the interviewees with the professional challenges experienced. From the information obtained, I infer the circumstances of the English language acquisition process of the students taught by the interviewees. It can be deduced that the interviews were conducted with

educators who have a broad pedagogical methodology. Gardner's theory is only superficially known, but they have all heard of it. They agree that students' attention can be maintained in as diverse a way as possible, but the conscious application of the theory is not yet seen as feasible in Hungarian education.

Summary

My results support that 52.7% of the interviewed educators have heard of the theory. Educators instinctively mobilize intelligences. They combine a number of methods in English language lessons to make the learning process effective. This is reflected in the responses to the questionnaire, in the secondary analysis of the document, and in the interviews. I did not get a clear answer to my third question in my research, but it even gives me the opportunity to do more studies. A small percentage of respondents responded that they consciously apply Gardner theory in the learning-teaching process, in only 24 of the 72 people. Based on their responses, it can be concluded that the respondents do not know the theory exactly. This conclusion can be drawn from the fact that, based on the responses, language intelligence does not appear in every lesson and student intelligence is not assessed. Among the answers to the open-ended questions, there were those who said that students were learning more effectively, but also those who did not experience any particular change. This question may provide grounds for further research.

