



Investigating Multiple Intelligences and Iranian EFL Learners Pragmatic Competence: Speech Act of Request in Focus

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ABSTRACT

This research aimed at investigating multiple intelligences and Iranian EFL learner's pragmatic competence: speech act of request in focus. Multiple intelligences are bio-psychological potentials to process information that can be activated in cultural setting to solve problems. The student can progress their ability in form of learning style and purpose of life, when distinguishing students' multiple intelligence. The objectives of this thesis were: to find out whether there is a significant difference Iranian EFL learner's interpersonal and intrapersonal intelligence and their use of direct request speech act, and to find out whether there is a significant difference between Iranian EFL learners' interpersonal and intrapersonal intelligence and their use of indirect request speech act. Data were collected voluntarily from BA students of English major at three branches of Payame Noor University: Payame Noor University of Najaf Abads, Payame Noor University of Esfahan and Payame Noor University of Dolat Abads. A number of 64 students participated in this study. The data were collected through multiple choice and open-ended questionnaires. The data were analyzed using Blum-Kulka's (1989) taxonomy of speech act of request. The findings showed that participants with interpersonal and intrapersonal intelligence showed variations in using direct and indirect request speech acts. This study can give information to English teacher that multiple intelligences can be a consideration to speech act of request at the student of bachelor course.

Keywords: Multiple Intelligences- Pragmatic Competence- Speech Act of Request

1. INTRODUCTION

Theory of multiple intelligences was proposed by Gardner (1983, 1999). This theory is telling about intelligences which can be found in mind and has deep effect on learning language. These intelligences are unique for everyone. For example, one person may be good in some intelligences and another one may be better in other intelligences. The theory of multiple intelligences has contributed to cognitive science. Base on this theory, the learners are unique and to developing instruction to respond to this uniqueness. Gardner (1999) has identified nine multiple intelligences such as: the mathematical-logical, the verbal linguistic, the musical-rhythmic, the bodily-kinesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist, and the existential intelligences. The following criteria has used in multiple intelligence theory to identify an intelligence: it "entails the ability to solve problems", it involves a "biological proclivity", it has "an identifiable neurological core operation or set of operations" and it is "susceptible to encoding in a symbol system... which captures and conveys important forms of information" (Gardner1999, p.15-16). These