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Examining the Impact of Multiple Intelligences Based Supplementary Materials on the Learners' Language Achievement

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Textbooks play an important role in learning a new language. The aim of this experimental study was to probe the impact of multiple intelligences based supplementary materials on learners' language achievement. To achieve this goal, a two-phase study was conducted. Initially, tasks were developed for each lesson of the Vision series, the textbook used in high schools in Iran, following Jones' (2017) recommendations and Christison's (1997) taxonomy of language acquiring exercises for multiple intelligences. Subsequently, the experimental groups engaged with the designed tasks aligned with multiple intelligences, in addition to the course book, while the control groups solely used the course book for a duration of four months. Learners in experimental groups were exposed to variety of tasks like matching, comparing and problem solving which were not in their course book. They were asked to do the tasks after each lesson while students in control groups only dealt with the course book. Both experimental (N=60) and control (N=60) groups took the Babel proficiency test and the language achievement exam (Payesh) as pretest and posttest measures. The outcomes of the research showed the developed tasks had a positive and meaningful influence on the language learning of EFL students.

Keywords: language achievement, multiple intelligences, supplementary materials, vision series, EFL learners, EFL

INTRODUCTION

It is now common knowledge that formal education of English in schools in Iran has failed to achieve most of its goals. The English programs at high schools do not create motivation in learners and seldom help learners to achieve a new language (Tabatabaei

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& Pourakbari, 2012). As a result, it is necessary to investigate the tasks of textbooks in language teaching. While textbooks are essential elements in EFL classes, there has been little attention of how and why the materials and tasks are selected. Furthermore, current approaches about multiple intelligences and its effects on learning are other factors that should be considered. In fact, it appears that some facets of language proficiency are neglected and the mental aspects of acquiring a language is underestimated in the curriculum. The current research aims to design tasks for *Vision* series with resources consisting of multiple intelligences to boost students' learning.

Doing such study is necessary since very few researchers in Iran have tried to evaluate the Vision series as a material by intellectual perspective and students' achievement. The result of this study can be useful for teachers and educational system to improve learners' intelligence by providing appropriate tasks to help learners improve their language proficiency.

Literature Review

The concept of material refers to all tools utilized to facilitate acquiring a new language. These tools may take the form of visual, linguistic, auditory or kinesthetic and can be delivered through various mediums such as CDs. DVDs, paper-based materials, or online resources (Tomlinson, 2001).

In numerous educational environments, coursebooks serve as the primary resources for teaching and learning (Riazi, 2003). To tackle the issue of cultural content in commercial ELT coursebooks, developing localized materials proves to be an effective solution. According to Cheng (2000), localization involves the incorporation of local values, norms, and concerns into educational initiatives. Localized materials not only enhance the familiarity for language learners but also contribute to the professional growth of teachers and better cater to learner needs (Ulla & Perales, 2021). In contrast with these studies, Mattsson (2003) assumed globalization of material which refers to increase in international integration of activities and resources between different countries to broaden the horizon of sales activities. Whereas learners in different countries have different needs and interests, they need to use materials according to their own context.

Students have seemingly been acquiring proficiency in other languages on their own for as long as languages have been taught. Based on our observations, the most efficient method of rapidly developing basic communication skills appears to be immersing oneself in the target language. An effective method to accomplish this goal is to relocate to a country in which the language is commonly used or by becoming part of a community of language speakers, whether by joining an existing group or creating one. Barker & Conrad (2010) presented a successful case of students from his classes in Japan who established a club where English was the only language used for communication both on and off campus. However, Studies like Sudjimat, Nyoto, and Romlie (2021) assumed that students' immersion in oral language abilities may result lack of grammatical accuracy, lexical specificity, and native pronunciation.

Many self-access resources mainly concentrate on offering information and practice exercises for specific language items or skills that learners struggle with. These resources frequently lack sufficient opportunities for learners to engage with real life language usage, chances for communication, opportunities for self-discovery through genuine interactions with the language, or materials designed to captivate learners emotionally and intellectually. This is partly because of the limitations of self-access study, such as the lack of interaction partners or production monitoring, as well as the perceived necessity for a marking key. Moreover, many self-access learners believe that focusing on language forms is crucial. However, it is actually assumed that self-access programs should include immersion in the language being spoken, chances for language using, and experiences of self-discovery, in addition to texts and activities that provoke emotional and intellectual involvement (Tomlinson, 2016).

Reviewing research indicates that there is not an only view for learning which influences creating suitable materials. For example, Harwood (2010) proposes different principles for developing materials. The first one is flexibility that help teachers to make their own decisions. The second one is concentrating on the true meaning of a text first coming back to it to refer to a language feature, this is called moving from text to language. The third one is providing engaging content. For this, material developers need to know their audience and provide tasks according to their interests. Moreover, they should create content with intent to attract learner and promote language achievement. Learners development is another important feature that is in the sense of helping students to grow their abilities as language learners.

One of the most important reasons for teachers to develop their own material is contextualization. There are different definitions for contextualization (Perin, 2011). Several of these definitions pertain to the incorporation of genuine materials and tasks within the classroom setting (Beder & Medina, 2001). An alternative definition involves linking knowledge to its practical applications in the lives of pupils, or acqiring through practical experience (Berns & Erickson, 2001). The remaining definition involves the utilization of analytical thinking, troubleshooting, and innovation in various activities (Mazzeo, Rab, & Alssid, 2003). It is also defined as employing the items of the language in a meaningful and relevant context. It can help students to achieve new skills and develop their abilities (Tomlinson, 2011). Richards (2005) highlighted the lack of attention given to materials development in second language teacher-education and the underestimation of its importance in graduate education. Bolitho (2003) supports this notion by stating that despite disagreements, most experts in materials development agree that materials design should be included in teacher education. In fact, the academic performance of students can be greatly influenced by contextualized teaching and learning, which promotes active student participation and improves their learning capabilities.

Another reason for teachers to develop their own material is individualization. Recently, the field of English Language Teaching (ELT) has seen a growing interest in teacher-led individualized learning (Richards and Rodgers, 2001). According to Cummins (2002), it is the teachers' professional competence to make learners actively involved in their learning. It can happen while the pace of acquiring is adjusted to fulfill the

requirements of every pupil. By this way, learners go through the same goals but according to their own pace and it can make students self-motivated because they achieve their own learning goals. This assumption neglected other factors like learners' prior knowledge and experience, learning environment, teaching methods, socioeconomic background and educational policies, that can affect the process of learning

Pedagogical realization of materials may provide opportunity for teachers to develop their own materials. English teachers have traditionally relied on textbooks and teaching materials, but often these resources do not align with the students' proficiency level, interests, and needs. In some cases, textbooks can even hinder effective teaching. As mentioned earlier, textbooks are an essential component of a language course, but they should be supplemented with additional resources. According to Edge and Wharton (1998), experienced teachers do not rigidly adhere to the course book's script. They modify tasks during the planning stage and adjust their plans based on classroom interactions.

In Iran, The Ministry of Education is in charge of developing all school course books, eliminating the possibility of alternative options. The course books are employed in private and public schools alike, with instructors following a consistent syllabus. High schools in Iran follow a three-year curriculum, with each level incorporating a TEFL book named *Vision* for English language instruction. English teachers are tasked with covering one book per academic year .Each academic year is divided into two terms, each lasting approximately 13 to 16 weeks, with English being taught in both terms. Essentially, each course book is split into two equal parts, with each section covered within a term. Furthermore, book 1 comprises four lessons, book 2 has three lessons, and book 3 consists of three lessons, all following a similar structure. Each lesson is further divided into various components like Get ready, Conversation, New Words, Reading, Listening, and more. Iranian students are required to acquire English for a total of six years. However, the education they receive falls short of equipping them with full proficiency in the English language or the confidence to engage in interactions. Given the students' struggles in communicating in English with peers from different regions of Iran, it is evident that some of the challenges faced by teachers and learners can be attributed to the textbooks (Gower, 2005). Consequently, many teachers opt to incorporate supplementary materials in their classes to enhance language acquisition (Maghsoudi & Khodamoradi, 2023). The theory of multiple intelligences (MI) has been associated with social intelligence.

Based on this assumption, humans have the ability to comprehend the world through their intelligence. Variances in these intelligences among individuals can pose challenges in the educational system (Gardner, 1991). Furthermore, it is intertwined with external factors, particularly the social environment (Amabile, 2013). According to Kukla (2000), individuals with diverse intelligences exhibit specific traits like sensitivity, systematic thinking, and proficiency in argumentation. They display an inclination towards listening, reading, and writing, as well as a knack for language acquisition. These individuals derive pleasure from wordplay, possess a sharp memory

for insignificant details, and excel in public speaking and debating, establishing themselves as effective communicators .

Vygotsky (1987) highlighted the significance of social interaction and using different mental abilities in shaping and influencing learning. However, Piaget (1984) assumed that children are active learners in their own development. He believed children develop their ideas independently of others and adolescents went through stages based on maturation and cognitive development. According to Dornyei and Murphy(2003) who adopt a Vygotskian social constructivist perspective, learning initially occurs through inter mental processes between individuals engaged in communication, and then transforms into one's mental learning. Cooperative learning, owing to its focus on interpersonal intelligence, is a teaching method that facilitates the development of this intelligence within the language classroom (Brown, 2007).

The primary objective of the present study was designing tasks empowering instructors to teach with multiple intelligences. The subsequent step involved carrying out these tasks in actual classrooms to assess the impact over an empirical study. In pursuit of this objective, the following query was propounded

Do the developed tasks have any significant influence on pupils' language achievement?

METHOD

Participants

A total of one hundred twenty students participated in this research, with sixty apprentices in the control group and the remaining sixty in the empirical group across three high schools (Nasr, Novin, and Monji) in Mashhad. The participants were randomly divided into control and experimental groups.

The disciples' ages ranged from 14 to 16, and they were Iranian students in the tenth, eleventh, and twelfth grades following the *Vision* series in the formal education system. They were all male students due to researchers' accessibility. To fulfil the primary requirement of the experimental study, the Babel English Language Placement Test (BELPT) was applied. The analytical information of the members is detailed has been detailed below .

Table 1
Analytical data of the members

Number	120
Gender	Males
Language	Farsi
Schools	Monji, Novin, and Nasr
Year	2023

Instruments

Language Achievement Exam (Payesh)

To determine the degree to which learners achieve the new language based upon their needs and the goals of educational system, A language achievement exam designed and validated by the educational system named as *Payesh* was taken from the learners. The exam has shown satisfactory consistency and validity metrics (Ahmadi, Ghanizadeh, & Mousavi, 2023). It has been used as pre-test and post-test.

The Paper Version of Babel English Language Placement Tests (BELPT)

The printed edition of the Babel English Language Placement Tests (BELPT) was employed to decide language expertise levels. It was utilized as a pre-test to categorize students into empirical and control categories, ensuring a balanced distribution. The testing procedure required 60 minutes of student time and did not necessitate the presence of a proctor. The tests consisted of multiple-choice questions that assessed comprehension of correct answers across various skills, grammatical structures, and dialectal choices in context (Franz, 2008). the test displayed sufficient consistency and validness indication (Sharifi, Ghanizadeh. & Jahedizadeh , 2017).

Procedure

First, the researchers developed tasks for per lesson of *Vision* series. *Vision* series include three books; *Vision* one for tenth Grade include four lessons, *Vision* two for eleventh grade involve three lessons, and *Vision* three for twelfth grade has three lessons. The assignments were grounded on Jones (2017) guideline and the taxonomy of language learning activities for multiple intelligences provided by Christison (1997). The researcher asked experts and university instructors to check the tasks during the process of designing and consider whether items were missing or whether any items could be added or deleted. For putting the tasks in order, the researcher paid attention to the extent to which skill are related. Some tasks are in Listening part while others may be in Speaking, Reading, or Writing part. Moreover, some tasks fall in two or three integrated skills like Reading & Writing. In fact, there are some tasks that help learners to integrate skills especially their comprehension and production ability.

Next, the researchers utilized the language placement test named as BELPT to estimate language expertise of the learners. Language Achievement Exam (*Payesh*) was also employed as pre-test for them. Learners were randomly categorized into control and experimental categories. Each group had sixty members; twenty students were in grade ten, twenty in eleventh grade and others were in grade twelve. Then, the tasks were implemented in experimental groups for sixteen sessions during four months as the supplementary materials for the main textbooks. In fact, different types of tasks which were designed implemented in experimental groups. There were some matching tasks which help learners to use their spatial, verbal, and interpersonal intelligences. For instance, there were some tasks ask learners to read the texts and look at the photos and match each text to the photo. Then, learners talk to their partners and say how they were able to match them. There were also some comparison tasks that first ask learners to look at the pictures and tell a story about them to another pair and listen to theirs. In this

way, learners can use their logical, verbal, and interpersonal intelligences. The supplementary material also contains tasks based on common problems like pollution, relations and so on. For example, a task asked learners to think about a town center where there is too much traffic. Learners should think about three alternative solutions for this problem; then list the advantages and disadvantages of each alternative and decide which one is the most innovative one by giving reasons. This task can be helpful for learners to use logical, naturalistic, and intrapersonal intelligences. Doing these kinds of tasks in experimental groups could improve their communicative competence and language proficiency. After every unit, learners were requested to do the tasks whether in the class or at home. The assignments were checked in the class by instructors or through group exercises if required. However, in control groups there were not any supplementary materials and learners study the course book (Vision) without doing any extra tasks. As the activities of the book did not pay enough attention to psychological aspects of learning and individuals' different abilities, students could not improve their language abilities.

The term was between October 2023 and January 2024. After every unit, learners were requested to do the tasks whether in the class or at home. The tests were also conducted to the learners of both categories as a post-test at the conclusion of the semester.

Data Analysis

For guaranteeing the uniformity of the two categories regarding their language expertise and achievement, an independent samples *t*-test was run utilizing SPSS version 22. An independent samples *t*-test was carried out to test the influence of developed tasks on learners' achievement.

FINDINGS

The Results of Pretests

Students' Proficiency Level

Tenth Grade Students

To examine whether the two categories of tenth grade pupils are homogenous at the beginning of the study regarding their mastery level, the Babel Test was administered in control and empirical groups. Table 2 presents the outcome of t-test on BELPT.

Table 2
Descriptive statistics of tenth grade students' proficiency level in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
BabelTest	Control	20	13.20	1.67	.37
	Experimental	20	12.45	1.50	.33

The average points for the control and experimental categories appear to be quite similar. Nevertheless, an independent samples t-test was run to verify the similarity of the two categories as demonstrated below.

Table 3
The results of t-test on tenth grade students' proficiency levels in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	.09	.75	1.49	38	.14	.75	.50
	Equal variances not assumed			1.49	37.57	.14	.75	.50

Table 3 shows there is not an analytical meaningful diversity among the two categories of tenth grade students regarding their proficiency level.

Eleventh Grade Students

It is evident that the average scores show minimal diversity between the control category and empirical one. Nevertheless, an independent samples t-test was conducted to verify the similarity of the two categories as declared in Table 3 .

Table 4
Descriptive statistics of eleventh grade students' proficiency level in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
BabelTest	Control	20	12.65	2.00	.44
	Experimental	20	17.500	23.25	5.19

It is evident that there are varying average points between the control and experimental categories prompting the conduction of an independent samples t-test to verify the similarity of both categories as revealed below .

Table 5
The results of t-test on eleventh grade students' proficiency levels in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	3.21	.08	-.93	38	.35	-4.90	5.21
	Equal variances not assumed			-.93	19.28	.35	-4.90	5.21

Table 5 demonstrated that there is no a statistical meaning discrepancy between the groups of eleventh grade students on their proficiency level ($t= 0.93$, $p> .05$).

Twelfth Grade Students

At the start of the study, the proficiency expertise of the twelfth grade pupils in the control and empirical categories were assessed using the Babel Test to determine if they were similar. The outcomes of the t-test on the Babel Test are displayed below .

Table 6
Descriptive statistics of twelfth grade students' proficiency level in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
BabelTest	Control	20	12.85	2.00	.44
	Experimental	20	12.90	1.86	.41

It is evident that the average scores show minimal diversity between the control and empirical bands. Nevertheless, an independent samples t-test was handled to verify the similarity of the two categories as presented in the table below .

Table 7
The results of t-test on twelfth grade students' proficiency levels in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	.01	.89	-.08	38	.93	-.05	.61
	Equal variances not assumed			-.08	37.78	.93	-.05	.61

Table 7 displays the proficiency levels of the twelfth-grade pupils in both groups do not show a statistically significant difference (t= 0.08, p> .05).

Students' Achievement

Tenth Grade Students

To check whether the two groups of tenth grade students are homogenous at first regarding their acquisition, *Payesh* exam was administered in control and empirical groups. Table below presents the outcome of the t-test.

Table 8
Descriptive statistics of tenth grade students' achievement in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePre	Control	20	6.00	2.33	.52
	Experimental	20	6.35	1.87	.41

It is evident the mean points are slightly different for the control and experimental groups, however an independent sample t-test was operated to investigate the homogeneity of the two categories demonstrated in the table below.

Table 9
The results of t-test on tenth grade students' achievement in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	.31	.57	-.52	38	.60	-.35	.66
	Equal variances not assumed			-.52	36.25	.60	-.35	.66

Table 9 indicates that of tenth-grade students' achievement level in both groups do not show a statistically meaningful discrepancy.

Eleventh Grade Students

Eleventh grade students' achievement was also examined to check their homogeneity. Table below displays the outcomes of t-test.

Table 10
Descriptive statistics of eleventh grade students' achievement in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePre	Control	20	6.30	1.83	.41
	Experimental	20	6.75	1.61	.36

It is evident the average points are slightly different for the control and empirical categories, so an independent samples t-test was handled to test the diversity is not meaningful, depicted in the table below.

Table 11
The results of t-test on eleventh grade students' achievement in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	.29	.58	-.82	38	.41	-.45	.54
	Equal variances not assumed			-.82	37.39	.41	-.4000	.54

Table 11 revealed there is not a statistical meaningful discrepancy between two categories of eleventh grade students concerning their achievement.

Twelfth Grade Students

To examine whether the two groups of twelfth grade students are homogenous at first regarding their achievement, *Payesh* exam was given to the control and empirical categories. Table below depicts the outcomes of t-test.

Table 12
Descriptive statistics of twelfth grade students' achievement in pretest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePre	Control	20	6.90	1.99	.44
	Experimental	20	6.70	1.80	.40

It is clear the average points are imperceptibly different for the control and empirical categories, however an independent sample t-test was administered to examine the homogeneity of the two categories demonstrated in the table below.

Table 13
The results of t-test on twelfth grade students' achievement in pretest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	.01	.90	.33	38	.74	.20	.60
	Equal variances not assumed			.33	37.64	.74	.20	.60

Table 13 depicts there is not an analytically meaningful discrepancy between the two groups of twelfth grade students regarding their acquisition.

Results of the Research Questions

Do the developed tasks have any significant influence on pupils' language achievement?

Tenth Grade Students

The influence of the intervention on the accomplishment of tenth-grade students was examined by comparing the post-test results of the two groups. The post-test results displayed a disparity in the means of both groups. According to the table below, the average score of the empirical category was found to be higher than that of the control group.

Table 14
Descriptive statistics for language achievement in posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePost	Control	20	6.20	1.93	.43
	Experimental	20	13.40	1.18	.26

An independent-samples t-test was handled to determine the analytical signification of the observed difference. According to the table below, a meaningful variance was found between the empircal and control bands. This suggests that the experimental category got higher achievement scores, indicating the effectiveness of the treatment utilized in enhancing their self-efficacy .

Table 15
Independent samples t-test for language achievement in posttest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	4.55	.03	-14.17	38	.00	-7.20	.50
	Equal variances not assumed			-14.17	31.52	.00	-7.20	.50

Eleventh Grade Students

The impact of the intervention on the achievement of eleventh-grade pupils was checked by comparing the post-test outcomes of the two categories. The post-test outcomes presented a discrepancy in the averages of both groups. According to the table below, the average score of the empirical category was found to be higher than that of the control group.

Table 16
Descriptive statistics for language achievement in posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePost	Control	20	6.05	2.13	.47
	Experimental	20	12.00	1.41	.31

An independent-samples t-test was operated to determine the analytical signification of the observed difference. According to the table below, an analytical discrepancy was found between the empirical and control categories. This assumes that the experimental band got higher achievement scores, showing the effectiveness of the treatment utilized in enhancing their acquisition .

Table 17
Independent samples t-test for language achievement in posttest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	5.21	.02	-10.37	38	.00	-5.95	.57
	Equal variances not assumed			-10.37	32.94	.00	-5.95	.57

Twelfth Grade Students

The impact of the intervention on the achievement of twelfth-grade pupils was tested by comparing the post-test outcomes of the two categories. The post-test outcomes showed a variance in the averages of both groups. According to the table below, the average point of the empirical category was found to be higher than that of the control band.

Table 18
Descriptive statistics for language achievement in posttest

	Group	N	Mean	Std. Deviation	Std. Error Mean
AchievePost	Control	20	6.80	1.96	.43
	Experimental	20	12.50	1.27	.28

An independent-samples t-test was regulated to determine the analytical signification of the observed discrepancy. According to the table below, a meaningful discrepancy was identified between the empirical and control categories. This conveys that the experimental band got higher achievement points, showing the effectiveness of the treatment utilized in promoting their acquisition.

Table 19
Independent samples t-test for language achievement in posttest

		Levene's Test for Equality of Variances						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
AchievePre	Equal variances assumed	2.33	.13	-10.88	38	.00	-5.70	.52
	Equal variances not assumed			-10.88	32.64	.00	-5.70	.52

DISCUSSION

The outcomes of the recent investigation demonstrate that the tasks designed have a notable impact on language proficiency. Students who utilized these tasks throughout their learning process achieved higher points by the end of the semester compared to their peers in the control band. Soleimani et al. (2012) explored the influence of instruction based on multiple intelligences assumption on the mindset and acquisition outcomes in general English. The findings revealed a significant disparity between multiple intelligences-based teaching and traditional teaching methods in terms of English achievement among pupils. For example, there were some challenging tasks such as real life tasks, here and now tasks, comparison tasks, and problem solving tasks which help learners to use their verbal, logical, and intrapersonal abilities to have better language achievement. However, traditional teaching methods did not pay attention to learners' needs, interests, and abilities and learners could not improve their communicative competence effectively (Bustami et al., 2020) . Moreover, there were some tasks ask learners to watch the video and answer the questions or participate in role play activities. These kinds of tasks can significantly boost learners' language achievement and their proficiency.

Abdolkader and Gundogdu (2009) highlighted the persuasiveness of MI-based procedures on enhancing students' reading understanding and lexicons. Their study showed that tasks based on multiple intelligences can greatly enhance learners' language skills. Martin et al. (2017) suggested that the integration of MI-based learning can enhance various types of intelligences. Moreover, the incorporation of MI-based learning is also beneficial in improving students' achievement in various skills .

In contrast to the findings of the ongoing study, Motallebzadeh and Manoochehri (2008) run an investigation to probe the correlation between multiple intelligences and reading comprehension in Iranian participants taking the international IELTS exam. They found that the only significant relationship observed among the intelligences for Iranian participants was between logical mathematical intelligence and reading understanding. This connection is believed to be due to the shared characteristics of this type of intelligence and the cognitive processes associated in reading comprehension in a second language. On the other hand, the findings of this study align with the results of Celikoz (2017). Celikoz's research highlighted that variations in dominant intelligences among students can impact their learning capabilities. Therefore, teachers should offer diverse tasks tailored to individual abilities in order to enhance learners' academic performance.

A communicative task is a component of a classroom where students perceive, produce, and participate in the target language while putting more emphasis on meaning than form. The task's main emphasis is on the language's pragmatic characteristics (Littlewood, 2004). In order to help pupils develop their communicative abilities, some tasks are designed to make learners comprehend and product the new information. For example, in some reading sections, students are required to read the text and respond to three different types of questions. The first question asks students to complete the statement in accordance with the text; the second section consists of comprehension check questions; and the last section includes open-ended questions that require students to create a composition similar to the provided text or to summarize it and discuss their thoughts with a partner. This can draw students into the tasks and demonstrated how the intended tasks could help students advance their language achievement. It is in line with what Littlewood (2007) assumed; information gap or cooperative tasks can help students be more productive and efficient in meeting educational objectives when learning a foreign language. Examples of these tasks include asking for specifics about timetabling, filling in the blanks depending on the information provided, ordering food, or getting a phone number.

One key element that might boost students' achievement is the authenticity of the assignments that necessitate the utilization of language in real-world situations. It leads to learning how to use a language successfully and can be fostered through interactions between students and outside elements like peers, teachers, and others (Richards and Rodgers, 2001). The researcher created various assignments for students to generate content based on their personal experiences. For example, there are some tasks in which learners introduce different tourist attractions of their own city to a person in another city. Using authentic listening tasks is another example for providing real life activities for learners in the current research. The pre-test achievement scores of the pupils in the empirical and control bands did not show an analytical discrepancy, but there was a notable variance in the post-test achievement points, with the experimental group showing higher scores. The use of authentic tasks has been shown to positively impact students' achievement in various studies. Aydin (2019) demonstrated that authentic tasks can enhance students' achievement and knowledge retention. Pullu (2019) developed a curriculum based on an authentic task-oriented approach, with results indicating that the designed tasks were more effective for students' academic success compared to the current curriculum. Aynas (2018) examined the influence of genuine acquiring practices in the course, revealing that authentic tasks significantly contribute to learners' achievement and attitudes toward the course .

CONCLUSION

This research emphasized the benefits of incorporating supplementary activities in the classroom. Educators must assess the needs and interests of students and offer a range of tasks to assist them in reaching their objectives. In fact, students attend language classes with the aim of improving their communication abilities. Therefore, tailored tasks can aid students in developing their communicative skills in alignment with their multiple intelligences.

The findings from this study have the potential to provide valuable insights for the syllabus designers, curriculum developers, test creators, policy makers, and material developers. These stakeholders will have the opportunity to implement impactful changes in their language teaching and learning strategies. By adjusting teaching methods in accordance with the needs, interests, and abilities of learners, they can enhance the educational system and improve students' achievement.

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