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Research Article

English Majors' Perceptions of Multiple Intelligences in Learning Speaking Skills at Quy Nhon University

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Abstract

This study aims to investigate how English-majors' dominant intelligences and their perceptions of applying these intelligences in developing their speaking skills. The study used a mixed-method design, which involved 100 participants who were all third-year English majors at Quy Nhon University, Vietnam. Quantitative data were collected through an MI inventory and a perception questionnaire, while qualitative data were gathered from semi-structured interviews with 8 participants. Thematic analysis was used to complement descriptive statistical data analysis. The findings show that students possess a balanced MI profile, particularly with intrapersonal and musical intelligences as the most dominant. Although students demonstrated a moderate to high awareness rate of MI, their perceptions towards MI-based classroom activities were generally positive yet varied across different academic achievement levels. Qualitative insights also highlighted that students actively utilize self-regulated learning strategies aligned with their dominant intelligences. These findings have pedagogical implications to design more learner-centred EFL speaking instruction in Vietnamese higher education. The study highlights that nurturing the consciousness of the learners of their MI profiles and diversifying classroom activities can enhance self-interest and autonomy in speaking.

Keywords

Multiple Intelligences, speaking skills, learner perceptions, EFL, mixed-methods, Vietnamese higher education

1. Introduction

Speaking proficiency is a long-standing problem among English as a Foreign Language (EFL) learners in tertiary education. Although English majors are systematically taught grammar and communicative skills, they still find it difficult to be confident, fluent, and spontaneously interact. Speaking competence involves not only linguistic knowledge, but also

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in terms of psychology and conscious activity in communication (Boonma & Phaiboonnugulkij, 2014; Khalil, 2021). These ongoing troubles indicate that speaking teaching cannot proceed with structural training, but must take into account individual cognitive and affective dissimilarities of learners.

The Multiple Intelligences (MI) theory proposed by Gardner (1983, 1999) is one of the frameworks that are used to address the issue of learner diversity. As opposed to viewing intelligence as a general ability, MI theory suggests that human beings have various areas of intelligence that affect the way they process information and demonstrate competence. MI-informed pedagogy in language education supports different and multimodal speech practices that meet the strengths of learners. According to the previous studies, it has been supposed that MI-based instruction can cultivate better classroom engagement, motivation, and involvement in speaking activities (Dolati and Tahriri, 2017; Salih, 2015). These results underscore the pedagogical capabilities of MI as a differentiated speaking instruction framework.

Nevertheless, much of the available literature has focused mainly on the instructional efficacy or teacher delivery of MI-based activities. The awareness of Multiple Intelligences and the perceptions of how MI-informed practices can affect their speaking development have not been paid such close attention to the learners themselves. However, perception of the learners is a decisive factor in determining engagement, emotional reactions and strategy adoption in the speaking classrooms. In case students lack certain knowledge about their cognitive strengths or do not see the consistency between instruction, the potential effectiveness of the MI-oriented strategies can be underestimated.

Empirical studies on the awareness of the Vietnamese students regarding MI and their perception of MI-based speaking instruction are lacking in the context of tertiary Vietnamese students. Although a number of studies have been conducted on the integration of MI in teaching language, a limited number of ones has been conducted on how English majors perceive and experience the applied practice. The views of learners, in fact, should be understood to be able to make more responsive and learner driven instructions in the teaching of speaking in higher learning.

Therefore, the present study explores English majors' dominant intelligences and their perceptions of MI-based speaking instruction at Quy Nhon University. Through a mixed-methods design approach, the study seeks to examine how students understand their dominant intelligences and how these perceptions shape their experiences in speaking instruction and self-directed practice.

The study addresses two research questions:

1. What are English-major students' dominant Multiple Intelligences?
2. How do English-major students perceive the application of their dominant intelligences in learning speaking skills?

The results are expected to streamline differentiated and learner-centered instruction in Vietnamese EFL classrooms.

2. Literature review

2.1 Multiple Intelligences Theory and MI-Based approaches in speaking skills

The Theory of Multiple Intelligences (MI) introduced by Howard Gardner's (1983) radically undermined the traditional perspective on intelligence as a fixed and measurable capacity that was sufficiently measured through IQ assessments (Sternberg, 2000). Gardner suggested that human intelligence comprised eight distinct, but interrelated domains, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic (Gardner, 1999, 2011).

Linguistic intelligence is described by the increased sensitivity towards both verbal and written language, whereas logical-mathematical intelligence is related to abstract thinking and quantitative analysis. Spatial intelligence supports the ability to build and manipulate visual-spatial images mentally as opposed to musical intelligence, which is based on an exceptional sense of rhythm, pitch, and melodic patterns. Bodily-kinesthetic intelligence refers to the ability to use body movement to communicate ideas or resolve issues. Interpersonal intelligence refers to the ability to understand and interact with other people efficiently, and intrapersonal intelligence is related to self-reflection and the control of personal learning processes. The eighth domain is naturalistic intelligence and it refers to the skills to observe and classify the patterns in the natural environment.

Each individual possesses a personal cluster of such intelligences, which can be nurtured and fostered during a systematic education and real-life experiences (Gardner, 1993, 2006; Salih, 2015; Xu, 2021). These multidimensional perspectives have several profound pedagogical implications indicating a transition in traditional and language-based approaches, to learner-centered models that support the cognitive strengths of students (Armstrong, 2009; Christison, 1996; Nunan, 1999; Richards & Rodgers, 2001). Gardner (2006) further elaborated on the educational implications of MI theory, emphasizing differentiated instruction and flexible curriculum design.

In the context of teaching speaking, MI-based approaches involve designing instructional activities that are planned to align with learners' predominant intelligences. When tasks match students' intrinsic strengths, they tend to experience higher motivation, lower level of anxiety, and greater willingness to engage in the communicative exchange (Dolati

& Tahriri, 2017; Mokodompit, Mohammad, & Basalama, 2023). For instance, linguistic intelligence can be be cultivated through dialogues and storytelling; interpersonal intelligence is fostered through debates, group discussions, and role-plays; intrapersonal learners benefit from reflective tasks such as self-recording and goal-setting; and musical intelligence may be triggered by songwriting and drills based on rhythm pronunciation (Boonma & Phaiboonnugulkij, 2014; Maulida, 2021; Rahman, Mursid, & Hasanah, 2021). Other intelligences, including logical-mathematical, spatial, bodily-kinesthetic, and naturalistic, can also be activated through appropriate designed tasks, such as problem-solving speaking activities, picture description, drama, or discussions about environmental issues (Boonma & Phaiboonnugulkij, 2014; Eltahir et al., 2023). This is achieved through diversification of the types of tasks, which enables teachers to create more inclusive, engaging and effective environments(Adityas, 2016; Armstrong, 2018; Khalil, 2021; Xu, 2021).

2.2 MI and speaking competence

Speaking has been widely recognized as one of the most elaborate skills that EFL learners should develop (Brown, 2004; Ur, 1996). It requires not only accurate production of linguistic forms, but also the ability to construct and negotiate meaning in real-time and interactive contexts (Boonma & Phaiboonnugulkij, 2014; Mokodompit et al., 2023). Effective speaking integrates multiple factors, including pronunciation, fluency, vocabulary, grammar, and interactional strategies (Harmer, 2007; Richards, 2006). For many learners, especially in EFL settings, limited exposure to real communicative situations and affective barriers such as anxiety can hinder the development of speaking (Brown, 2021; Khalil, 2021).

Integrating MI theory into speaking instruction addresses these challenges through three interrelated mechanisms. First, activation of personal strengths occurs when instructional tasks correlate with learners' dominant intelligences, leading to lower anxiety, higher motivation, and greater willingness to communicate (Adityas, 2016). In a study by Mokodompit et al. (2023), a moderate positive correlation between students' MI profiles and their English speaking achievement is found, with the intrapersonal intelligence proving to be the strongest predictor of performance. This implies that self-aware learners are better equipped to manage speaking-related anxiety and regulate their learning process on their own. Early classroom-based applications of MI theory also highlighted the importance of aligning instructional tasks with learners' dominant intelligences (Armstrong, 2000).

Second, diversification of input and output channels allows the learners to process linguistic information in auditory, visual, and kinesthetic forms. Rahman, Mursid, and Hasanah (2021) reported that rhythm-based pronunciation drills and multimedia presentations enhanced students' confidence and linguistic accuracy. Likewise, Khalil (2021) established that activities such as role-playing, lyric analysis, and visual imagination tasks significantly improved English majors' speaking proficiency.

Third, integrated skill development is observed when MI-based approaches combine cognitive, affective, and social aspects of learning, thus facilitating both accuracy and communicative competence (Xu, 2021). According to Dolati and Tahriri (2017), teachers applying MI-oriented instructions developed a higher level of fluency and interactional competence among Kurdish EFL learners. Christison (1998, 1999) also emphasized the relevance of MI principles in promoting communicative competence in the ESL/EFL settings. These findings suggest that MI-based teaching supports not only discrete speaking but also the ability to use language appropriately in social contexts.

Despite such promising outcomes, relevant methodological limitations are revealed in the existing literature. Most of the studies use self-report MI scales without validating the findings through classroom observation or standardized speaking tasks, thereby raising concerns about response bias and construct validity (Madkour & Mohamed, 2016; Mokodompit et al., 2023). The reliance on self reported measures has been questioned concerning construct validity. (Waterhouse, 2006). Intervention durations are often short, and the sample size is small, which limits the generalizability (Salih, 2015; Xu, 2021). Furthermore, the speaking outcomes are frequently assessed by using single and short tasks or self-ratings of learners rather than rater-based rubrics. These shortcomings highlight the need for further studies that includes validated MI profiling, objective raters speaking measures with inter-rater reliability, and triangulation of data sources.

2.3 Role of perception in MI-Based language learning

The process of identifying the dominant intelligences of learners as discussed in the preceding sections provides valuable insights into their cognitive strengths. Nevertheless, in order to understand how these strengths are utilized in the process of learning speaking skills, it is essential to examine the role of learner perception.

Perception, in the context of language learning, refers to learners' attitudes, beliefs, and awareness towards their learning experiences, strategies, and the instructional approaches they encounter (Al-Ghazu et al., 2024; Nunan, 1999; Richards, 2006; Sternberg & Sternberg, 2016). The literature positions perception in three functional roles. As a predictor, self-perceived MI strengths influence learners' engagement decisions and strategies (Mokodompit et al.,

2023). Perception, as a mediator, explains the relationship between dispositional MI and learning behaviors that subsequently influence performance (Xu, 2021). As a moderator, perception changes the intensity or the direction of the relationship between MI-based instruction and speaking outcomes (Al-Ghazu et al., 2024).

Several studies have explored the correlation between self-perceived MI and language performance. Mokodompit et al. (2023) have discovered that students' self-reported MI profiles were moderately correlated with their English speaking achievement, suggesting that learners who perceived themselves to be strong in particular intelligence may approach speaking tasks differently. Xu (2021) demonstrated that when students' self-perceived intelligences were aligned with task design, which resulted in the observed greater engagement and made more meaningful improvements in speaking skills. Al Ghazu et al. (2024) have indicated that positive attitudes towards MI-based activities mediated learners' willingness to actively communicate and participate in speaking tasks . The importance of classroom atmosphere and beliefs of learners towards oral participation is also highlighted in contemporary ELT literature (Harmer, 2015). Qualitative researchers also reveal that perception determines task selection, persistence, and self-regulation (Maulida, 2021).

3. Methodology

3.1. Research Design

This study employed a mixed-methods approach to investigate English-major students' perspectives of Multiple Intelligences (MI) in the development of speaking skills at Quy Nhon University. A mixed-methods technique was considered appropriate as it allows the researcher to identify overall patterns through quantitative data while concurrently exploring students' experiences and perspectives in greater depth through qualitative data. The quantitative component focused on identifying students' primary multiple intelligences profiles and their perceptions of the influence of these intelligences on language acquisition. The qualitative component of the study aimed to elucidate students' perceptions and comprehension of MI's involvement in speaking activities.

3.2. Participants

The study involved 100 third-year English majors from the Faculty of Foreign Languages and the Faculty of Education at Quy Nhon University. These participants took part in the quantitative phase by filling out an online survey.

Eight people were deliberately selected from the survey respondents for the qualitative phase. The questionnaire answers showed that each participant was a good example of a certain type of Multiple Intelligence. This choice allowed the study to get insights from students with varying intelligence profiles.

3.3. Instruments

Data collection was done using structured questionnaires and semi structured interviews. The questionnaire was broken down into two parts. The initial part consisted of 48 questions based on Armstrong (2009) Multiple Intelligences inventory, which is used to determine what the students are proficient in among eight areas, including linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Six items were used to represent each domain. The second part included 12 questions, which explored the beliefs of the students regarding how their dominant intelligences could be used to determine their speaking development regarding the areas, which include confidence, speaking frequency, and learning strategies. The responses were rated using a five-point Likert scale that started with 1 (strongly disagree) and went up to 5 (strongly agree). Eight interviewees also participated in semi-structured interviews, which gave more information about their speaking lessons and how they felt their major intelligences affected the acquisition of speaking.

3.4. Data Analysis

The data were extracted out of the Google Forms questionnaire and processed using Microsoft Excel and SPSS. The data were arranged in Excel to compute frequency schemes and determine mean scores on the 48 MI items and 12 perception items. These descriptive statistics made it possible to provide the overview of the intelligence profiles of the students and the tendencies in their perceptions. Cronbach alpha of each scale in the questionnaire was calculated in SPSS to determine internal consistency, and a value of 0.70 and above was regarded as acceptable reliability (George & Mallery, 2003; Nunnally & Bernstein, 1994). The qualitative interview data was analyzed by thematic analysis in line with the six steps of the framework used by Braun and Clarke (2006): familiarization, initial coding, theme development, theme review, theme definition and reporting. The resulting thematic results were used to add qualitative explanatory layers to the quantitative results.

4. Results and Discussion

4.1. Distribution of Multiple Intelligence profiles

The section provides the distribution of Multiple Intelligence (MI) profiles amongst English majors at Quy Nhon University. The analysis is performed on the answers to the 48 items MI questionnaire, which evaluates eight forms of intelligence: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal and naturalistic. Each item was given a mean score to recognize any general patterns in the intelligence profile of the participants and in establishing what intelligences were the most common.

Table 1. *Descriptive statistics of students' Multiple Intelligences profiles*

Intelligence	Statement	1	2	3	4	5	Mean
Intrapersonal	I often think about my goals, and I know what I'm good and not good at.	0	6	25	42	27	3.9
	I consider myself independent, and I want to work for myself or run my own business in the future.	0	5	35	42	18	3.73
	I sometimes talk to myself, and I usually think things through before I act.	0	5	30	37	28	3.88
	I like being alone so I can think about things that matter to me.	1	3	33	38	25	3.83
	I prefer quiet vacations in nature rather than staying at fancy resorts.	3	6	35	28	28	3.72
	I enjoy hobbies that I can do by myself.	0	3	24	38	35	4.05
Interpersonal	I like giving advice, and people often give me advice too.	0	6	34	38	22	3.76
	I enjoy being around many people because it makes me feel comfortable.	1	11	36	34	18	3.57
	People find it easy to get to know me.	5	18	29	33	15	3.35
	I can make new friends easily.	5	11	31	39	14	3.46
	I see myself as a leader (and others call me that), and I often bring people together.	5	12	33	33	17	3.45
	I have at least three close friends, and I really enjoy spending time with them.	1	2	30	36	31	3.94
Logical Mathematical	I usually enjoy and do well in math and science subjects.	6	15	30	32	17	3.39
	I like working with numbers, data, and logical reasoning.	7	15	33	32	13	3.29
	I enjoy solving puzzles or games that require strategy and problem-solving.	5	7	32	37	19	3.58
	I am curious about how things work and often ask	3	4	33	32	28	3.78

Intelligence	Statement	1	2	3	4	5	Mean
	"why" or "how" questions.						
	I like to look for patterns or regularities in things around me.	3	4	31	48	14	3.66
	I prefer information when it is organized, categorized, or measured clearly.	0	8	23	44	25	3.86
Bodily – Kinesthetic	I am physically active and do not like sitting still for long periods.	5	13	37	28	17	3.39
	I am good at sports or physical activities and learn new ones quickly.	8	15	34	28	15	3.27
	I would rather play sports or do activities than just watch them.	7	14	29	26	24	3.46
	I feel well coordinated when I move, play sports, or use my body.	6	13	35	29	17	3.38
	I enjoy working with my hands, such as building, fixing, or making things.	3	8	32	33	24	3.67
	I do not mind getting dirty during hands-on or outdoor activities.	2	9	32	31	26	3.7
Linguistic	I enjoy reading and learning new words.						
	English and social subjects feel easier or more engaging for me.	1	3	35	32	29	3.85
	I like word games and looking things up in dictionaries or online.	1	9	33	31	26	3.72
	I remember school lessons easily.	1	7	32	35	25	3.76
	I prefer talking with people rather than watching TV.	2	4	36	31	27	3.77
	I'm good at convincing others or expressing my ideas clearly.	1	8	35	29	27	3.73
Naturalistic	I enjoy being around animals and observing how they behave.	4	5	32	33	26	3.72
	I like watching nature programs or learning about the environment.	3	6	38	25	28	3.69
	I'm good at telling different plants, animals, or natural features apart.	5	15	34	28	18	3.39
	I enjoy spending time outdoors, such as hiking or camping.	4	8	30	37	21	3.63
	I'm interested in protecting nature or joining	2	8	29	44	17	3.66

Intelligence	Statement	1	2	3	4	5	Mean
	environmental activities.						
	I'm good at taking care of plants and noticing living things around me.	4	7	36	36	17	3.55
Spatial	I enjoy activities such as drawing, sketching, or creating visual designs.	0	2	36	40	22	3.82
	I can easily understand how objects fit together, such as when solving puzzles.	1	2	33	40	24	3.84
	When watching videos or movies, I pay more attention to visual details than to sounds.	1	4	26	48	21	3.84
	I can form clear mental images when I close my eyes.	1	4	31	42	22	3.8
	I am good at interpreting maps or navigating unfamiliar places.	0	7	39	38	16	3.63
	I remember people's faces more easily than their names.	0	6	32	47	15	3.71
Musical	I enjoy singing and feel confident in my singing ability.	0	4	26	42	28	3.94
	I frequently listen to music for enjoyment or relaxation.	1	2	36	41	20	3.77
	I can maintain rhythm well when listening to music.	1	1	25	55	18	3.88
	I know the melodies or titles of many songs.	1	3	27	50	19	3.83
	I sometimes catch myself humming or tapping along to music during daily activities.	2	2	31	42	23	3.82
	I can recognize when musical notes or pitches sound incorrect.	1	3	32	45	19	3.78

Note. N = 100. Responses were measured on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree).

As indicated in Table 1, most of the MI items produced mean scores above the neutral (3.0) meaning that the students reported moderate to relatively high levels of various intelligences. The trend indicates that English majors students are more likely to exhibit a range of cognitive strengths, as opposed to a single dominant strength. Students therefore seem to have heterogeneous intelligence profiles which might be the determining factor in the strategies they use in developing language learning and speaking.

To further determine the dominant intelligence types, the distribution of MI profiles of the students was calculated on the basis of highest intelligence scores that were reported by the students. The resulting distribution of the dominant intelligences is shown in Figure 1.

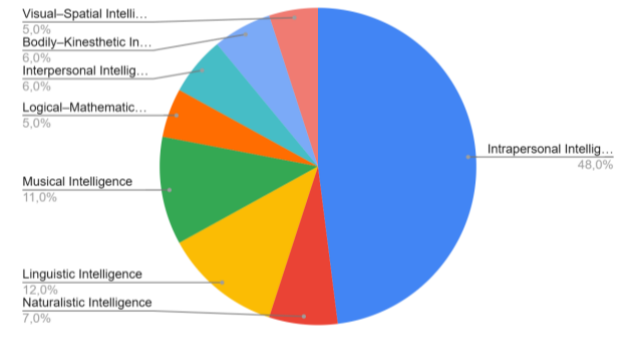

Figure 1 *– Distribution of dominant Multiple Intelligences*

According to Figure 1, intrapersonal intelligence turned out the commonest amongst the respondents, with 48 percent of the sample. This finding indicates that a great number of English-major students use self-reflection, independent learning, and self-monitoring tactics when developing language skills. These features are connected with reflective learning and self-awareness, which are essential traits of intrapersonal intelligence (Armstrong, 2009; Gardner, 2011). Therefore, they can help the learners assess the performance in speaking and highlight an area of improvement.

Further, linguistic intelligence (12%) and musical intelligence (11%) were also comparatively common. The relatively large number of individuals who are linguistic intelligence is consistent with the linguistic focus of English-major programs, which place more emphasis on language use, communication and verbal expression (Harmer, 2015; Richards, 2006). In the meantime, musical intelligence can show that some learners use rhythm, pronunciation patterns and listening activities as their speaking learning strategies.

On the other hand, logical-mathematical and spatial intelligences were least represented with each contributing 5% of the participants. This trend could be indicative of the modest nature of analytical thinking and visual-spatial processing during speaking learning activities. Such intelligences are usually linked to analytical thinking and visual-spatial processing as opposed to verbal communication (Gardner, 2011), which can be used to explain their relative lack of representation among learners majoring in English when it comes to speaking. In general, the results highlight the heterogeneity of the intelligence profiles among English-major learners, which means that different learners can tackle the issue of speaking development in different ways and with different cognitive advantages.

4.2. Students' perceptions of dominant MI in learning speaking

This section addresses the second research question by examining students' perceptions on how their dominant intelligences are applied in learning speaking skills. The findings are triangulated from both quantitative data (perception questionnaire based on 12 items, N = 100) and qualitative data (semi-structured interviews with 8 participants). The data analysis reveals three main findings in relation to students' active utilization of self-regulated learning strategies in accordance with their intelligences, the positive impact of MI-aligned activities on classroom engagement, and students' perceptions regarding teacher guidance and feedback.

4.2.1. Self-regulated learning in MI-Based speaking practice

The quantitative data revealed that students exhibit a high level of self-regulation in their speaking practice, particularly when they can synchronize their learning strategies with their dominant intelligences.

Table 2. *Students' self-study of English speaking based on their dominant intelligences*

Item	Statement	Mean
1	When studying English speaking by myself, I choose practice methods that match my dominant intelligence.	3.94
2	I adjust the way I practice speaking on my own by relying on my dominant intelligence when I encounter difficulties.	3.77
3	My awareness of my dominant intelligence helps me evaluate and improve my self-study of English speaking.	3.88
4	I tend to practice speaking more regularly when the activities align with my dominant intelligence.	3.83
5	I use my dominant intelligence to create interesting speaking activities that keep me motivated when learning on my own.	3.82
6	My dominant intelligence guides me in selecting suitable materials and resources for practicing English speaking independently.	3.78

As shown in Table 2, six items related to independent learning all received mean scores above 3.7, indicating strong positive perceptions. The highest mean among all 12 items was observed for Item 1 (M = 3.94) , which reported that students actively choose practice methods that correspond to their intelligence when studying alone. Similarly, Item 3 (M = 3.88) suggested that students employed their MI awareness to evaluate and improve their self-study approaches. The remaining items within this cluster (Items 2, 4, 5, 6) also received high ratings, ranging from 3.77 to 3.83, which demonstrated students' motivation, adaptability, and resource selection during independent practice.

These quantitative findings were strongly supported by the interview data. When facing difficult speaking tasks, students

applied strategies aligned with their dominant intelligences. Linguistic learners, for instance, preferred to organize ideas and practice aloud: *"When I have a difficult speaking task, I usually write down key ideas and practice speaking alone first. This helps me feel more prepared."* (P5). Logical learners approached tasks by breaking them down systematically: *"I analyze the topic, break it into smaller ideas, and present them step by step."* (P2). Interpersonal learners used discussions with their classmates to gain different perspectives. For example, one participant said, *"I discuss ideas with classmates to gain different perspectives"* (P3). Naturalistic learners researched real-life examples: *"I research real-life examples related to the topic so I have something to say and feel more confident."* (P8) and musical learners concentrated on rhythm and pronunciation: "*I focus on rhythm and pronunciation to improve fluency.*" (P1).

Many participants reported that MI awareness enhanced their self-understanding:

"Before this study, I never thought about which intelligences I have. Now I see why I enjoy group discussions more." (P3).

"Knowing my intelligence helps me choose the activities that help me improve my speaking skills." (P7)

These findings are consistent with previous research by Maulida (2021), who discovered that MI awareness enhances self-regulation and personalized speaking-practice strategies for learners. A similar study conducted by Xu (2021) demonstrated that when students' self-perceived intelligences are aligned with the task design, they are more interested in speaking skills.

4.2.2. Classroom engagement and performance through MI-Aligned activities

The second finding concerns students' perceptions of how MI-aligned activities influence their engagement and performance in classroom speaking tasks.

Table 3. *Students' perceptions of MI-Based speaking activities in the classroom*

Item	Statement	Mean
1	I experience a variety of speaking activities in the classroom that address different intelligences and learning strengths.	3.82
2	I feel engaged in classroom speaking activities when they align with my dominant intelligences.	3.84
3	I perceive that MI-based speaking activities in the classroom support my English speaking performance.	3.84
4	I use my dominant intelligence effectively when working on group speaking tasks in class.	3.80

As indicated in Table 3, items related to classroom engagement and achievement had mean scores greater than 3.8, which indicated strong positive perceptions. Item 2 (M = 3.84) demonstrated that students feel engaged when activities align with their dominant intelligences, and Item 3 (M = 3.84) indicated that students feel that MI-based activities support their speaking performance. Item 1 (M = 3.82) and Item 4 (M = 3.80), which assessed their effective application of dominant intelligences in group tasks, were also rated positively.

The interview data presented compelling examples of how MI-aligned activities fostered student engagement. Students consistently showed interest in interactive tasks that matched their intelligences:

"Debate is my favorite part in learning English because I like to express my opinions and ideas." (P5)

"Group discussions and role-play activities help me feel more confident because I can interact with my classmates." (P3)

For students with different intelligence profiles, specific types of activities were particularly engaging. Musical learners benefited from listening practice: *"Activities involving music help improve my speaking confidence."* (P1). Visual learners, on the other hand, preferred activities involving pictures and videos: *"Picture description activities and discussing short videos help me a lot. I can see the context and then talk about it."* (P7)

These qualitative directly support the quantitative result that students become engaged when tasks meet their dominant intelligences (Item 2). The data further revealed that students' preferred speaking activities were influenced by their dominant intelligences. Specifically, those with linguistic intelligence favored debates and story-telling; interpersonal learners enjoyed group discussions; bodily-kinesthetic learners preferred role-plays; intrapersonal learners tended to individual preparation; visual learners found videos to be beneficial; and musical learners reported that songs were helpful.

These findings align with earlier research by Khalil (2021) and Dolati & Tahriri (2017), who found that MI-based activities are effective in boosting motivation and engagement in speaking tasks. The present research adds to this literature by showing how students themselves perceive the relationship between cognitive strengths and classroom participation.

4.2.3. Studentser' pceptions of teacher guidance and feedback on MI application

The third finding provides insights into students' perceptions of instructional support regarding MI application in speaking tasks.

Table 4. *Teacher guidance and feedback on the use of Multiple Intelligences in speaking activities*

Item	Statement	Mean
1	I am guided by my teachers on how to use my strengths when doing speaking tasks.	3.63
2	I get feedback that shows how well I use my learning strengths in speaking, not just my grammar or vocabulary.	3.71

In Table 4, the items related to teacher guidance and feedback received relatively lower scores compared to the other items. Item 1 (M = 3.63) measured guidance on MI strengths, while Item 2 (M = 3.71) assessed feedback on learning strengths. Although these scores were above the neutral level, they were lower in comparison with self-regulated learning and engagement.

This pattern suggests that although students actively apply MI-based strategies themselves, they perceive a lack of sufficient teacher guidance and feedback on how to use their cognitive strengths in their speaking development. This finding is further contextualized by interview data, which reveal students' recommendations on improvement of MI-based instruction.

Participants made a number of notable suggestions on how teachers could better integrate MI into speaking instruction. These recommendations indirectly reflect the areas where students believe they require more support in current teaching. The strategies that were most frequently proposed included the diversification of classroom activities to support multiple intelligences, such as debates, role-plays, group discussions, and multimedia activities.

"Teachers should include more drama activities and role-play exercises. These help us express ideas through body language." (P4)

"It would be helpful if teachers could use pictures, videos, and mind maps in speaking lessons." (P7)

Students also suggested conducting MI surveys at the beginning of the courses. This would help both students and teachers understand each student's unique intelligence profile. Additionally, they recommended grouping students with similar intelligence profiles to encourage more effective teamwork, and allow more time for individual preparation, especially for intrapersonal learners who learn best when they think before speak: *"I think teachers should allow more time for individual preparation and reflection, especially for students who need to think before they speak."* (P6)

These recommendations are based on how students perceived that MI-based instruction could be enhanced to facilitate their speaking development. They also support the quantitative data, which reveal the perceived necessity of increased diversity of MI-based activities and more direct guidance from teachers.

The relatively lower scores of teacher-guidance items, combined with students' suggestions to improve MI-based instruction, resonate with observations in the literature. As stated by Al-Ghazu et Al. (2022), while MI-based activities are beneficial to students, the effectiveness of such approaches depends on teachers' ability to identify and respond to learners' diverse intelligence profiles. Similarly, Dolati and Tahriri (2017) highlighted that teachers' understanding of MI theory significantly influences the frequency and type of the activities they implement within the classroom setting.

5. Conclusions

This study examined the awareness of Multiple Intelligences (MI) among students majoring in English and their perceptions of MI-based speaking activities within a Vietnamese university setting. The findings show that students demonstrated a general awareness of their dominant intelligences, with intrapersonal intelligence being the most common type of intelligence reported by the participants, and they generally held positive attitudes toward speaking practices based on MI. Intelligence-based activities and interactive tasks were perceived as helpful especially in boosting engagement and confidence. Moreover, quantitative results showed that the attitudes toward MI-based speaking activities are generally positive. Students agree to a large extent that speaking can be developed through activities that focus on their most dominant intelligences. Participants stated that MI-oriented tasks enhanced the involvement in speaking activities and helped to select more suitable strategies for self-directed learning. Interactive tasks such as discussions, role plays, and collaborative speaking activities were perceived as especially helpful in promoting participation and confidence. However, although many students reported that they used MI awareness on self-regulated learning, there was a difference in behavioural adaptation in different individuals, and the behavioural process remained to be affected by emotional mechanisms like speaking anxiety.

The study was limited to one institutional environment and relied primarily on self-reported data, which may limit the

generalizability of the findings. Future studies should include more diverse samples and research the effects of MI-based strategies on the speaking performance that can be measured with time. In general, the results indicate that under effective and adaptive utilisation and with the proper guidance, MI-informed teaching could be used to accelerate the development of learner-centered and actively involved speaking in EFL settings.

Conflicts of Interest:

The authors declare no conflict of interest

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