

AN INVESTIGATION INTO THE IMPLEMENTATION OF MULTIPLE INTELLIGENCES THEORY TO ENHANCE ENGLISH SPEAKING COMPETENCE OF ENGLISH - MAJORED STUDENTS AT A VIETNAMESE UNIVERSITY

KHẢO SÁT VIỆC VẬN DỤNG THUYẾT ĐA TRÍ TUỆ ĐỂ CẢI THIỆN NĂNG LỰC NÓI TIẾNG ANH CỦA SINH VIÊN CHUYÊN NGỮ Ở MỘT TRƯỜNG ĐẠI HỌC TẠI VIỆT NAM

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Abstract - This study investigates the implementation of Multiple Intelligences (MI) Theory to enhance the English speaking competence of English-majored students at a Vietnamese university. It explores teacher and student perceptions of MI Theory's application, analyzes its integration into English speaking activity design, and evaluates its impact on students' English speaking competence at a university in Vietnam. The study involves 88 first-year students, divided into an experimental group and a control group, and 4 lecturers. Data are collected via pre- and post-tests, surveys, interviews, and observations. Findings indicate that the participants show positive attitudes towards MI strategies. Statistical analysis using an independent samples t-test reveals significant improvements in the experimental group's post-test scores compared to the control group. These results offer some insights into activity design to increase student engagement and provide a theoretical foundation for further research.

Key words - Multiple Intelligences Theory; English speaking competence; English-majored students; attitude; perception

Tóm tắt - Nghiên cứu này điều tra việc áp dụng Thuyết Đa trí tuệ (ĐTT) nhằm nâng cao năng lực nói tiếng Anh của sinh viên chuyên ngành tiếng Anh tại một trường đại học Việt Nam. Nó khảo sát nhận thức của giáo viên và sinh viên về việc áp dụng Thuyết ĐTT, trong thiết kế hoạt động dạy nói, và tác động đối với năng lực nói tiếng Anh. 88 sinh viên năm nhất được chia thành nhóm thực nghiệm và nhóm đối chứng, cùng 4 giáo viên tham gia vào nghiên cứu. Dữ liệu được thu thập thông qua bài kiểm tra trước và sau thực nghiệm, phiếu khảo sát, phỏng vấn, và quan sát. Kết quả cho thấy thái độ tích cực của người tham gia đối với chiến lược có tích hợp ĐTT. Phân tích số liệu thống kê bằng kiểm định t cho hai mẫu độc lập chỉ ra điểm bài kiểm tra sau tác động của nhóm thực nghiệm cải thiện rõ rệt hơn. Kết quả cung cấp những hàm ý trong thiết kế hoạt động nhằm tăng cường sự tham gia của sinh viên và cơ sở lý thuyết cho nghiên cứu sau này.

Từ khóa - Lý thuyết Đa trí tuệ; năng lực nói tiếng Anh; sinh viên chuyên ngành tiếng Anh; thái độ; nhận thức

1. Introduction

Enhancing English speaking competence (ESC) is essential for professional success in Vietnam, where English proficiency is highly valued for international integration. However, many Vietnamese students face challenges in developing their speaking skills, often due to traditional teaching methods that overlook diverse learning needs [2]. Howard Gardner's Multiple Intelligences (MI) Theory [3] provides a potential framework by acknowledging various cognitive strengths [4]. Despite its potential, educators face barriers to implementation, including limited understanding of the theory, large class sizes, and a lack of resources and training [3].

While the benefits of MI Theory in English-speaking education are well-documented [5], a significant research gap exists concerning its comprehensive application for English-majored students in Vietnamese higher education. Therefore, this study explores teachers and students' perceptions of MI Theory, analyzes its integration into the design of speaking activities, and evaluates its impact on student performance at a Vietnamese university.

This paper seeks to answer the following research questions:

- What are the perceptions of EFL teachers and students at the University investigated regarding the application of MI Theory in English language instruction?
- In what ways are English speaking teaching activities designed and adapted in classroom settings at the University investigated to integrate the principles of MI Theory?
- What is the impact of applying MI Theory on enhancing the ESC of English-majored students at the University investigated?

2. Theoretical background

2.1. Speaking Competence

The conceptualization of speaking has evolved to include various dimensions of oral communication. Brown and Lee [6] emphasize its interactive nature, describing it as the ability to maintain a conversation competently. Brown and Abeywickrama [7] further characterize speaking as "creative construction", involving strategic choices in lexicon, structure, and discourse.

Regarding social context, Backlund [8] defines speaking competence as the ability to exhibit socially appropriate behaviors, while Rebecca [9] highlights the effective use of language within specific situations. In this study, speaking competence is defined as the successful delivery of an intended message, encompassing lexical choice, grammatical accuracy, fluency, and social factors.

2.2. Multiple Intelligences Theory

Howard Gardner's Theory of MI posits that individuals possess unique cognitive profiles across eight primary types [3, 4]. These include:

Verbal-Linguistic Intelligence refers to the ability to use language effectively for expressive and communicative purposes.

Logical-Mathematical Intelligence involves the capacity to compute, identify numerical patterns, and solve complex mathematical problems.

Visual-Spatial Intelligence relates to the ability to conceptualize in three-dimensional contexts, using visual materials and spatial reasoning.

Musical-Rhythmic Intelligence pertains to the capacity to recognize, compose, and modify musical forms, including melodies, tunes, and rhythmic patterns.

Bodily-Kinesthetic Intelligence is characterized by the ability to use one's whole body to express ideas and feelings, including gestures and physical skills.

Interpersonal Intelligence encompasses the skill of interacting effectively with others through verbal and non-verbal communication and cooperative efforts.

Intrapersonal Intelligence includes the ability for profound self-reflection, understanding one's internal thoughts, and devising strategies for self-expression.

Naturalistic Intelligence is comprised of the capacity to recognize, differentiate, and classify various entities within the natural world, and understand natural patterns.

This framework highlights the importance of using varied pedagogical approaches to support diverse learning strengths and improve educational outcomes [3, 4].

2.3. MI Theory and Teaching Strategies

MI Theory posits that students possess diverse intelligence profiles, meaning a single teaching method cannot reach every learner. Educators are thus encouraged to implement varied activities that allow students to engage through their primary cognitive strengths [4]. Key strategies for English-speaking education include [4, 5, 10, 14]:

Verbal-Linguistic Intelligence - Strategies like *storytelling* (weaving pedagogical objectives into narratives) and *brainstorming* (encouraging verbal idea sharing) enhance language production and comprehension.

Logical-Mathematical Intelligence - Activities such as *logical puzzles and games* (for acquiring new vocabulary/concepts) and *classifications and categorizations* (for sequencing ideas in presentations/ debates) promote analytical thought in language use.

Visual/Spatial Intelligence - *Mind mapping* (visual

organization of complex ideas with symbols) and *the use of videos and movies* (as visual input for discussions) facilitate clearer oral expression and comprehension.

Bodily-Kinesthetic Intelligence - *Role-playing/drama* (embodying characters with movement) and *body answers* (demonstrating understanding through gestures) provide kinesthetic avenues for language practice and communication.

Musical-Rhythmic Intelligence - *Incorporating musical elements* (rhythms, songs, chants) and *mood music* (creating conducive emotional environments) assists in concept acquisition and oral fluency.

Interpersonal Intelligence - *Peer sharing* (paired/small-group tasks) and *collaborative groups* (working towards shared aims) cultivate interactive language skills and cooperation.

Intrapersonal Intelligence - *Personal connections* (linking content to personal experiences) and *self-paced instruction* (allowing individualized learning speed) boost autonomy, motivation, and reflective language use.

Naturalistic Intelligence - *Integrating botanical elements* (using plants for descriptive tasks) and *eco-study* (weaving environmental principles into discussions) engages learners with natural world themes for language practice.

2.4. Review of Previous Studies Related

Extensive research supports the application of MI Theory in language education. Previous studies have reported improvements in students' fluency [10], interaction [10]; [11], and confidence [11]; [12], as well as increased motivation [5] and engagement [12]. Furthermore, positive impacts have been observed in specific language components, including vocabulary [2], reading [13], and speaking [14].

However, a significant research gap exists regarding the use of MI Theory among English-major students in Vietnamese higher education. There is limited empirical evidence concerning teacher and student perceptions, and the direct impact of this theory on speaking proficiency in this context remains underexplored. The present study addresses these gaps by providing focused, triangulated insights into these areas.

3. Research Design

3.1. Research Methods

This study utilized a mixed-methods quasi-experimental design to investigate the impact of MI Theory on English-speaking competence and to explore participant perceptions. The quantitative component compared an experimental group (EG), receiving MI-based instruction, with a control group (CG) using conventional methods. Data were collected through pre- and post-tests and Likert-scale surveys to measure changes in speaking proficiency and participant attitudes. Complementing this, the qualitative component gathered in-depth insights via semi-structured interviews, open-ended survey responses, and classroom observations to evaluate the implementation and participants' experiences.

3.2. Data Collection

3.2.1. Setting

This study was conducted at a university in Danang, Vietnam. This specific site was selected because one of the authors is currently a faculty member at the institution. This professional relationship provided favorable conditions for data collection and the implementation of research procedures.

Sampling and Participants

The study included 88 first-year English-majored students and four EFL lecturers (N=92). Using convenience sampling, two pre-existing classes were assigned to experimental (EG) and control (CG) groups. Four lecturers were purposively selected based on their experience and willingness to participate. One lecturer taught the EG using MI-informed instruction, while another taught the CG using standard methods. All lecturers participated in the survey and interviews.

Participants' Background

All participants are Vietnamese. Students (N=88) are aged 18-20 with intermediate proficiency (~IELTS 4.0). Lecturers (N=4) are aged 34-46 with advanced-to-proficient skills (CEFR C1-C2). To ensure anonymity, lecturers were coded L1-L4 (L1 for CG, L2 for EG) and students S1-S88 (S1-S44 for CG, S45-S88 for EG).

3.2.2. Intervention Procedures

The four-week intervention consisted of 12 sessions (135 minutes each), comparing MI-integrated instruction (EG) with conventional methods (CG). The EG lecturer (L2) received training to adapt activities to students' intelligence profiles. To ensure intervention fidelity, the researcher and lecturers L1, L3, and L4 monitored weekly EG sessions to verify adherence to the MI-informed design.

3.2.3. Data Collection Instruments

The study utilized three primary instruments:

Pre- and Post-Tests: IELTS-style speaking tests, aligned with the 'Get Ready for IELTS Speaking' textbook [15], were conducted in the classroom while strictly adhering to institutional testing and assessment regulations. Assessments were scored by the researcher and lecturer L4 using a 10-point rubric based on official IELTS descriptors. This approach ensured ecological validity and provided a consistent measure of speaking competence for comparative analysis between groups.

Survey Questionnaires: Two surveys were administered: *the lecturer survey* (adapted from [16]) assessed MI Theory familiarity, perceptions of applicability, and teaching practices, while *the student survey* (adapted from [17]) explored familiarity with learning concepts and perceptions of teaching methods and their impact on speaking competence.

Semi-structured Interviews: Interviews using adapted protocols [16, 17] provided qualitative data. Lecturers participated in pre-intervention sessions regarding their teaching context and MI perceptions, and post-intervention sessions reflecting on the implementation and future

recommendations. Students were interviewed post-intervention about their experiences with MI-based lessons, perceived impacts on their skills, and challenges.

Classroom Observation Checklist: A structured checklist (adapted from [18]) was used weekly in the EG to monitor intervention fidelity. This instrument evaluated lesson organization, classroom management, and the use of differentiated activities and assessments. Performance indicators were recorded in a Yes/No format with additional qualitative comments.

3.3. Data Analysis

Quantitative data were processed using SPSS (version 27.0). Survey responses underwent descriptive analysis, while speaking scores were analyzed using inferential statistics. Specifically, paired-samples t-tests assessed within-group improvements, and independent-samples t-tests compared initial equivalence and post-test results between groups. Qualitative data from interviews and open-ended survey responses were analyzed thematically to identify patterns regarding MI Theory perceptions, application, and challenges.

3.4. Reliability and Validity

Reliability and validity were ensured through a systematic mixed-methods approach. Surveys were expert-validated, translated into Vietnamese, and showed internal consistency (Cronbach's Alpha). Speaking tests were scored by two independent examiners using blind rating to ensure inter-rater reliability and reduce bias. The inter-rater reliability of the speaking test scores across the pre- and post-tests was good, with an Intraclass Correlation Coefficient (ICC) of .81. Qualitative integrity was maintained through consistent interview protocols and verbatim transcription, while observations used predefined checklists to confirm intervention fidelity.

Table 1. Reliability Analysis for Research Instruments

Instrument/Construct	Value
Questionnaire (Overall)	0.75
Subscale 1: MI Familiarity	0.72
Subscale 2: Perceptions of Applicability	0.74
Subscale 3: Classroom Practices	0.74
Speaking Tests (Pre & Post) (ICC)	0.81

4. Research Findings

4.1. Perceptions of Applying MI Theory in English Language Instruction

4.1.1. Lecturers' Perceptions of MI Theory Application

Lecturers demonstrated a general awareness of Gardner's MI Theory prior to the intervention. However, none of the four lecturers had received formal university education specifically concerning MI Theory. Only two out of four (50%) had participated in related professional development, and merely one (25%) reported engagement in self-instruction. This indicates a limited formal and self-directed engagement with MI Theory among the lecturers.

As shown in Table 2, lecturers reported a moderate mean familiarity score of 4.00 for MI Theory. Despite

limited formal training, they perceived MI Theory as highly applicable (Mean=3.75) to designing effective English language teaching strategies for speaking competence. Their perceptions were also generally positive regarding its applicability to developing assessment techniques for speaking, though slightly more moderate (Mean=3.25).

Table 2. Lecturers’ Perceptions and Familiarity with MI Theory (N=4)

Survey Item (Likert Scale)	Mean
Familiarity with Howard Gardner’s Theory of MI (1=Unfamiliar, 5=Very Familiar)	4.00
Perceived applicability to designing effective English language teaching strategies (1=Not Applicable, 5=Very Highly Applicable)	3.75
Perceived applicability to developing effective assessment techniques (1=Not Applicable, 5=Very Highly Applicable)	3.25

Pre-intervention survey responses revealed that high-frequency teaching strategies predominantly included visual presentations and cooperative group work, reflecting a preference for visual materials and collaborative learning. However, less common practices included hands-on activities with objects and personal goal setting, indicating a lack of strategies catering to a broader range of intelligences despite the regular employment of interactive and multimedia methods.

For assessment, samples of writing (*e.g., essays, journals*) and verbal communication skills (*e.g., presentations, interviews*) were predominantly used, reflecting a strong preference in traditional direct written and spoken tests. Conversely, strategies such as evaluating visual outputs and role-playing were rarely implemented. This reliance on conventional methods suggests lecturers did not adequately cater to students’ diverse intelligences when evaluating English language abilities.

Thematic analysis of open-ended responses revealed several key barriers to MI implementation: time constraints, large class sizes, lack of MI-based training/resources, benchmark-oriented teaching, assessment challenges, managing multi-level students, perceived complexity of MI Theory, lack of administrative support, and resource availability.

L4 stated: *“We understand the conceptual framework, but we lack the specific professional development and materials required to translate MI Theory into practical speaking tasks for our students”*.

L1 articulated: *“Managing 40 students while attempting to facilitate varied MI-based activities for diverse intelligence types is operationally difficult”*.

4.1.2. Students’ Perceptions of MI Theory Application

Prior to the intervention, a majority of students (n=64) reported no prior awareness of the general concept that individuals possess diverse ways of learning or types of intelligence. Conversely, a smaller proportion (n=24) indicated some prior awareness.

Table 3. Students’ Perceptions and Familiarity with MI Theory (N=24)

Survey Item (Likert Scale)	Mean
Familiarity with Howard Gardner’s Theory of MI (1=Unfamiliar, 5=Very Familiar)	1.54

As presented in Table 3, the mean score for this subgroup of 24 students was 1.54 on a 5-point Likert scale. This low mean, falling between *“Unfamiliar”* and *“Slightly Familiar”*, indicates that even among students with a general awareness of diverse learning concepts, specific knowledge of Gardner’s MI Theory was very limited at the pre-intervention stage.

Despite limited explicit knowledge, qualitative responses from open-ended questions revealed that students held an intuitive, pluralistic understanding of intelligence, seeing it as multifaceted rather than solely IQ-measurable.

S12 expressed: *“I think smart is not just about getting good grades or IQ. My friend is very good at art, not so much at math, but she is very smart in her own way”*.

“Some people are good with words, others are good with their hands, or understanding nature. It means we all have different talents, different kinds of smart,” added by S54.

These inherent views, aligning with MI’s foundational premise, suggested a strong receptiveness to differentiated approaches.

Quantitatively, students strongly preferred diverse, learner-centered teaching methods. Their survey responses indicated clear expectations for dynamic, inclusive, and personalized English instruction, recognizing the value of adapting pedagogy to individual strengths and intelligences. Furthermore, they anticipated a significant positive hypothetical impact of such diverse methods on their ESC, particularly in boosting motivation, confidence, fluency, and overall expression.

4.2. Design and Adaptation of English Speaking Activities Integrating MI Theory

4.2.1. Characteristics and Implementation of MI-Based Activities

The MI-based activities were systematically integrated into existing instruction to engage students’ diverse cognitive profiles. This approach allowed for the adaptation of tasks to specific intelligence needs, fostering strengths typically overlooked by conventional methods.

Based on post-intervention interviews and observation, the following activities were integrated into the lessons:

Verbal-Linguistic: Storytelling and debates encouraged narrative development and persuasive speaking, focusing on fluency and argumentation.

Logical-Mathematical: Classifications and categorizations aided in sequencing ideas for oral presentations, while integrating scientific thinking and group debates fostered logical reasoning.

Visual-Spatial: Mind mapping served as a pre-speaking tool for visual organization, enhancing coherence. The use

of *videos* and *movies* provided visual input for verbal analysis and retelling events.

Bodily-Kinesthetic: Role-playing/drama engaged physical expression and experiential learning, improving fluency and narrative skills through simulated conversations.

Musical-Rhythmic: Musical elements (e.g., *background music, chants, rhythms*) encouraged rhythmic speech and fluency. Creating *musical summaries* and presenting *personal experiences* with music enhanced expressive language.

Interpersonal: Peer sharing and *collaborative groups* fostered interaction and cooperation, providing direct speaking practice for preparing talks and presentations.

Intrapersonal: Self-paced instruction fostered autonomy and reduced stress for comfortable speaking preparation. *Goal-setting sessions* encouraged setting personal learning objectives, boosting motivation.

Naturalistic: Integrating *nature-themed visuals* and *eco-study* provided themes for descriptive speaking. *Learning outside the classroom* also served as input for oral presentations.

The research found that the most effective and frequently utilized activities included *debates* (verbal-linguistic), *mind mapping* and *videos* (visual-spatial), *role-playing* (bodily-kinesthetic), *peer sharing* (interpersonal), *self-paced instruction* (intrapersonal), and *out-of-class learning spaces* (naturalistic).

Qualitative data from interviews and observations confirmed that this differentiated and multimedia-integrated instruction provided students with increased opportunities to leverage their primary strengths. Ultimately, the implementation created a dynamic learning environment that enhanced student engagement and speaking performance.

4.2.2. Lecturers' Perspectives on MI-Based Activity Design and Adaptation

Lecturer interviews revealed a positive attitude toward the MI intervention and a notable shift in their perceived feasibility of MI integration. While initially challenging, they recognized its viability and positive impact on student speaking competence (e.g., *confidence, fluency, vocabulary, grammar*), observing increased engagement, especially from typically less vocal students. The lecturer instructing the EG described a systematic design process, often adapting existing materials to specific speaking objectives and intelligences rather than creating new ones. For example:

L2 remarked: "*I would look at the speaking task in the book, say, describing your family. Then I'd think, How can I make this for bodily-kinesthetic learners? Maybe they walk around the room describing it. It was about tweaking what was there, not inventing from scratch*".

L3 shared: "*I noticed that the quiet students, who were good at drawing, would speak much more confidently when they had their sketches to present. It seemed to activate something in them*".

However, lecturers cited concerns over resource availability and time constraints in large classes, impacting the design and management of differentiated activities.

In the words of L2: "*Finding good videos or interactive games for every single speaking topic that also targeted a specific intelligence was tough. I spent a lot of time searching and trying to create my own, which added to the workload during the intervention*".

Reflecting on the entire intervention, lecturers expressed increased confidence in the long-term feasibility of MI-based approaches, perceiving widespread application as feasible, though requiring collective effort and strong institutional support. Findings also indicated a clear intention among lecturers to integrate more MI-informed teaching activities into their regular classrooms, fostering more inclusive lessons.

L2 emphasized: "*I personally believed that it would be possible to apply MI-informed approaches at this school, of course, with the support of the principal and chairman. Otherwise, lecturers alone could not make it happen because there would be a lot of changes to make to be able to implement MI-based strategies*".

According to L4: "*I myself thought that I would probably begin to consider my students' MI profiles when designing and organizing teaching activities in the classroom*".

4.2.3. Student Experiences and Perceptions of MI-Based Activities

Students generally expressed positive perceptions of the diversified teaching methods, appreciating opportunities to leverage their strengths, and reporting heightened interest. Activities such as *mind mapping, role-playing, debates*, and *naturalistic learning* were cited as particularly engaging and beneficial for speaking. Beyond linguistic gains, students perceived development in transversal skills, including teamwork, creativity, self-reflection, and problem-solving.

S50 shared their experience: "*Acting out conversations made me feel less nervous, and I could use my hands and body to express myself, which helped my fluency*".

"*I was given opportunities in class to reflect on what I had learnt over time and also to set learning goals best suited for myself,*" as stated by S68.

Despite this, students also reported challenges. These included perceived insufficient teacher time, difficulty in adapting to new methods, occasional collaboration issues, lack of clear instruction, and classroom noise levels.

S81 mentioned: "*Working in groups was good, but sometimes one or two people did all the talking, and I didn't get enough of a chance to speak*".

"*When different groups were talking and moving around, it was hard for me to concentrate on my own speaking task,*" commented S76.

Overall, students showed a highly positive reception of the MI-based English speaking activities, recognizing their diversified approaches and effectiveness in enhancing both speaking competence and transversal skills.

S54 reflected: “At first, it felt a bit unusual to me, but then it started to grow on me, comforting me in learning with what I’m best at”.

4.3. Impact of Applying MI Theory on ESC

As shown in Table 4, at the pre-test stage, both the CG and EG exhibited comparable overall mean speaking scores ($M = 4.55$ and $M = 4.52$, respectively)

Table 4. Descriptive Statistics for Overall Speaking Scores of Control and Experimental Groups

Group	Test Phase	N	Mean	Std. Deviation
Control Group	Pre-test	44	4.55	1.03
	Post-test	44	5.16	0.79
Experimental Group	Pre-test	44	4.52	0.84
	Post-test	44	5.49	0.72

An independent-samples t-test confirmed no statistically significant difference between the groups at this initial stage ($p = 0.887$), establishing their initial equivalence prior to the intervention.

Table 5. Independent Samples t-Test for Pre-test Speaking Scores between Control and Experimental Groups

	Levene's Test for Equality of Variances	t-test for Equality of Means
	Sig.	Sig. (2-tailed)
Equal variances assumed	.148	.887
Equal variances not assumed		.887

Following the four-week intervention, both groups showed statistically significant improvements in overall speaking competence from pre-test to post-test. A paired-samples t-test indicated a significant increase for the CG (M difference = -0.61 , $p < 0.001$), suggesting that conventional instruction and general exposure contributed to some gains. Similarly, the EG also showed a statistically significant increase (M difference = -0.97 , $p < 0.001$), demonstrating substantial improvement with MI Theory-based instruction.

Table 6. Paired-Samples t-Test Results for Control and Experimental Groups' Speaking Scores

Group	Mean	Sig. (2-tailed)
Control Group	-.61	<.001
Experimental Group	-.97	<.001

Crucially, an independent-samples t-test comparing post-test scores revealed a statistically significant difference between the CG ($M = 5.16$) and the EG ($M = 5.49$; $p = 0.041$). This indicates that the EG achieved a significantly higher mean overall speaking score at post-test compared to the CG.

Table 7. Independent Samples t-Test for Post-test Speaking Scores between Control and Experimental Groups

	Levene's Test for Equality of Variances	t-test for Equality of Means
	Sig.	Sig. (2-tailed)
Equal variances assumed	.536	.041
Equal variances not assumed		.041

These results indicate that the EG achieved higher post-test scores than the CG. This suggests that the teaching method based on MI Theory had a statistically significant greater impact on students' ESC compared to the standard teaching method. These findings resonate strongly with and further corroborate the existing literature advocating for MI Theory's benefits in English language education.

Specifically, the present study's outcomes align closely with [13]'s work, which also reported a considerable enhancement in pre-service teachers' English speaking skills following an MI-integrated pedagogical strategy. Furthermore, this study's findings are consistent with research by [11] on writing skills and [10] on reading abilities. Collectively, these studies reinforce MI Theory's beneficial impacts across various English language skills.

5. Conclusion and Implications

5.1. Conclusion

This study investigated the application of MI Theory to enhance ESC among English-majored students in a Vietnamese higher education setting. Findings revealed generally positive attitudes from both lecturers and students towards MI Theory application. MI Theory was successfully implemented through varied, differentiated classroom activities, leading to a statistically significant improvement in students' ESC within the EG compared to the CG.

5.2. Implications

This study offers some implications for EFL education in university settings. Primarily, it raises awareness among lecturers and students regarding the potential of MI Theory in English language instruction [5, 13].

Pedagogically, the research provides a framework for transitioning toward MI-informed instruction. Educators are encouraged to adapt activities, such as *mind mapping*, *role-plays*, and *collaborative groups*, to match students' intelligence profiles [5, 12, 14]. By providing multiple “cognitive entry points” through *visual*, *kinesthetic*, or *rhythmic elements*, teachers can make existing materials more accessible to all learners.

For students, identifying MI profiles enhances metacognitive awareness and learning efficiency [2, 4, 5, 17]. For example, *visual-spatial learners* can use *visual media* to stimulate expression, while *interpersonal learners* benefit from *peer-sharing*. Such awareness empowers students to utilize their strengths, increasing motivation and self-efficacy.

Institutionally, administrators should prioritize professional development and workshops on differentiated instruction. Implementation requires practical support, such as *reducing class sizes* and *investing in MI-related resources and multimedia* [2, 5, 11, 14]. Additionally, curriculum developers should modify programs to accommodate diverse intelligence types, providing a foundation for future research across varied educational contexts.

Regarding the literature review, this study aligns with previous research [19, 20, 21] on oral proficiency, offering a theoretical foundation for teaching speaking skills. By applying MI-informed strategies, educators can specifically enhance students' communicative competence, ensuring more effective and targeted instructional approaches for verbal interaction.

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