

ID: #2227 Relationship between EFL high school students' multiple intelligence profiles and their language learning strategies

Nguyen Thi Bich Thao

FPT High School Quy Nhon, Gia Lai Province

Nguyen Tien Phung

Office of Testing and Quality Assurance, Quy Nhon University

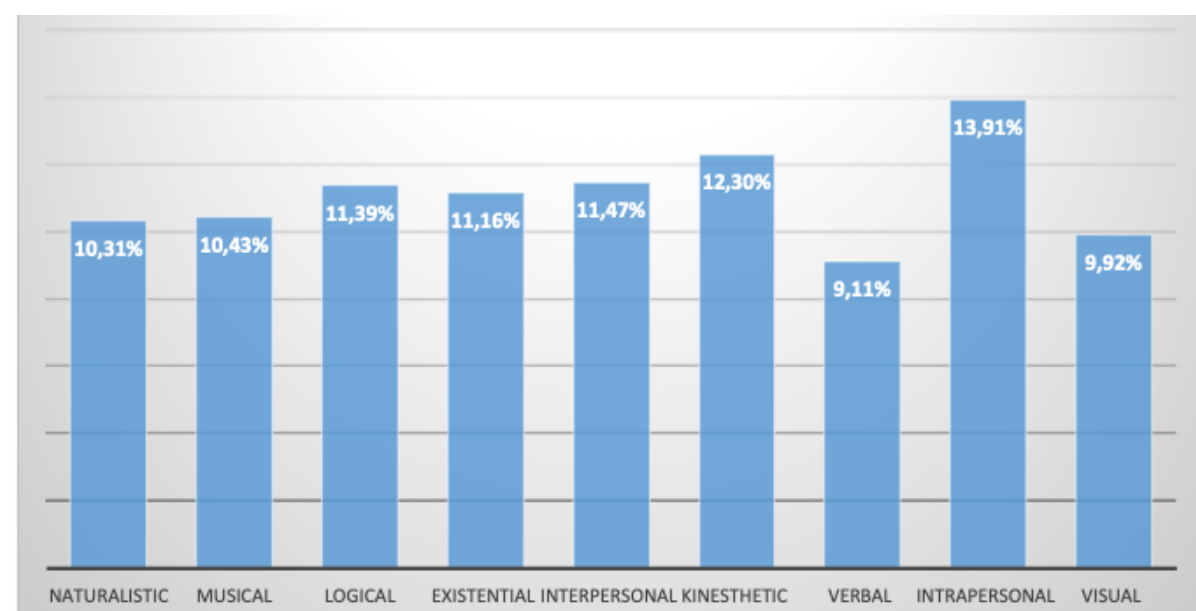
1. INTRODUCTION

Intelligence is no longer viewed at a single, fixed ability. Howard Gardner's Multiple Intelligences (MI) Theory proposes that individuals possess a range of intelligences that can be developed. In language learning, understanding students' MI profiles can help teachers design instruction that matches learners' strengths and supports their language learning strategy (LLS) use.

Language learning strategies are actions or techniques that learners use to improve their language learning effectiveness and self-direction. This study investigates the relationship between MI profiles and LLS use among Vietnamese EFL high school students to provide insights for more personalized and effective language instruction.

5. FINDINGS

1. Tenth-grade EFL students' MI profile



The tenth-grade EFL students' MI profiles

Students showed the highest mean score in Intrapersonal intelligence (13.91%) and the lowest in Verbal (9.11%). In general, scores were fairly high across all intelligences.

2. Specific Intelligence Correlations

Most of the nine intelligences showed positive significant correlations with one or more LLS categories.

Students with stronger interpersonal, intrapersonal, and linguistic intelligences tended to use more metacognitive, social, and cognitive strategies.

2. RESEARCH QUESTIONS

1. What are tenth-grade EFL students' MI profiles?
2. What are language learning strategies developed by tenth-grade students?
3. Is there any relationship between overall MI profiles of second language learners and their use of different language learning strategies?

4. METHODOLOGY

• Research Design

Quantitative correlation

• Participants

150 tenth-grade EFL students at FPT High School Quy Nhon, Gia Lai Province, Vietnam.

• Instruments

McKenzie's Multiple Intelligences Theory Strategy Inventory for Language Learning (SILL)

• Data analysis

Descriptive Statistics (means, SDs)

Pearson product-moment correlation (SPSS)

3. Overall relationship

A low to moderate but positive significant correlation was found between students' overall MI profiles and their use of different LLS categories.

$$r = 0.551, p < .01$$

(Positive significant correlation)

Correlation between Multiple Intelligences and language learning strategies

		Multiple Intelligences	Language learning strategies
Multiple Intelligences	Pearson correlation	1	.551*
	Sig. (2-tailed)		.000
	N	150	150
Language learning strategies	Pearson correlation	.551*	1
	Sig. (2-tailed)	.000	
	N	150	150

* Correlation is significant at the 0.01 level (2-tailed)

3. THEORETICAL FRAMEWORK

Multiple Intelligences Theory (Howard Gardner)

- Verbal-Linguistic
- Logical-Mathematical
- Bodily-Kinesthetic
- Interpersonal
- Intrapersonal
- Spatial-Visual
- Musical
- Naturalistic
- Existential

Language learning strategies (Oxford, 1990)

Six categories:

- Memory Strategies
- Cognitive Strategies
- Compensation Strategies
- Metacognitive Strategies
- Affective Strategies
- Social Strategies

6. IMPLICATIONS

- Teacher should identify students' dominant intelligences to design activities that match their strengths.
- LLS instruction can be tailored to students' MI profiles to enhance strategy awareness and use.
- A more personalized approach can improve learner motivation, autonomy, and language learning outcomes.
- This study supports the integration of MI theory into EFL pedagogy to create more inclusive and effective learning environments.

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