

## THE ECLECTIC APPROACH TO ENHANCE MULTIPLE INTELLIGENCES FOR SPEAKING SKILLS IN A2 LEVEL STUDENTS

**El enfoque ecléctico como estrategia para potenciar las inteligencias múltiples en el desarrollo de la expresión oral en estudiantes de nivel A2**

**A abordagem eclética como estratégia para potencializar as múltiplas inteligências no desenvolvimento da expressão oral em alunos do nível A2**

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**To cite this article:** Guzmán Brito, D. D., Jiménez Alvarez, M. y Bonilla Tenesaca, J. R. (2025). The Eclectic Approach to Enhance Multiple Intelligences for Speaking Skills in A2 Level Students. *Maestro y Sociedad*, 22(4), 3780-3789. <https://maestroysociedad.ubo.edu.cu>

### ABSTRACT

**Introduction:** This study evaluated the effect of an eclectic approach based on Gardner's theory of Multiple Intelligences (MI) on the development of oral expression in A2-level students of English as a Foreign Language (EFL). Starting from the premise that traditional oral language teaching often fails to consider individual cognitive differences, the research proposed that personalizing activities according to students' dominant intelligences would enhance their fluency, accuracy, and confidence when speaking. **Materials and methods:** A mixed-methods design was used with 19 students from Harvest School. The intervention included an MI assessment, pre- and post-tests administered using rubrics, observations, surveys, and student reflections. A workbook with eclectic activities targeting different intelligences was developed and implemented. **Results:** Quantitative and qualitative analyses showed significant improvements in oral skills after the intervention. Mean scores for fluency, accuracy, and confidence increased markedly in the post-test. Surveys and observations reflected increased student motivation, participation, and a more positive perception of the activities. **Discussion:** The results indicate that the eclectic approach integrated with Multiple Intelligences theory is effective in improving oral production at the A2 level, as the personalized activities fostered an inclusive and less anxiety-inducing learning environment. The gains are attributed to meaningful and contextualized practice, and to attention to individual learning styles. **Conclusions:** The study concludes that integrating an eclectic approach with Multiple Intelligences theory is a viable and effective pedagogical strategy for developing oral expression skills in A2-level EFL learners, and its incorporation into curriculum designs is recommended. Future research with larger samples and longer intervention periods is suggested.

**Keywords:** multiple intelligences, eclectic approach, oral skills, mixed methods, personalized instruction.

### RESUMEN

**Introducción:** Este estudio evaluó el efecto de un enfoque ecléctico basado en la teoría de las Inteligencias Múltiples (MI) de Gardner en el desarrollo de la expresión oral de estudiantes de inglés como lengua extranjera (EFL) de nivel A2. Partiendo de la problemática de la enseñanza tradicional de la oralidad, que a menudo no considera las diferencias cognitivas individuales, la investigación propuso que personalizar las actividades según las inteligencias dominantes de los estudiantes potenciaría su fluidez, precisión y confianza al hablar. **Materiales y métodos:** Se empleó un diseño de métodos mixtos con 19 estudiantes de la Harvest School. La intervención incluyó un diagnóstico de MI, pre y post tests orales evaluados con rúbricas, observaciones, encuestas y reflexiones de los estudiantes. Se desarrolló e implementó un cuaderno didáctico con actividades eclécticas dirigidas a distintas inteligencias. **Resultados:** Los análisis cuantitativos y

cualitativos mostraron mejoras significativas en las habilidades orales tras la intervención. Las puntuaciones medias en fluidez, precisión y confianza aumentaron notablemente en el post-test. Las encuestas y observaciones reflejaron una mayor motivación, participación y percepción positiva de los estudiantes hacia las actividades. Discusión: Los resultados indican que el enfoque ecléctico integrado con la teoría de MI es efectivo para mejorar la producción oral en nivel A2, ya que las actividades personalizadas promovieron un ambiente de aprendizaje inclusivo y de menor ansiedad. Las ganancias se atribuyen a la práctica significativa y contextualizada, y a la atención a los estilos de aprendizaje individuales. Conclusiones: El estudio concluye que la integración de un enfoque ecléctico con la teoría de las Inteligencias Múltiples es una estrategia pedagógica viable y efectiva para desarrollar las habilidades de expresión oral en aprendices de EFL de nivel A2, recomendándose su incorporación en diseños curriculares. Se sugiere futura investigación con muestras más grandes y períodos de intervención más prolongados..

**Palabras clave:** inteligencias múltiples, enfoque ecléctico, habilidades orales, métodos mixtos, instrucción personalizada.

## RESUMO

Introdução: Este estudo avaliou o efeito de uma abordagem eclética baseada na teoria das Inteligências Múltiplas (IM) de Gardner no desenvolvimento da expressão oral em alunos de inglês como língua estrangeira (EFL) de nível A2. Partindo da premissa de que o ensino tradicional da língua oral frequentemente deixa de considerar as diferenças cognitivas individuais, a pesquisa propôs que a personalização das atividades de acordo com as inteligências dominantes dos alunos aprimoraria sua fluência, precisão e confiança ao falar. Materiais e métodos: Foi utilizado um delineamento de métodos mistos com 19 alunos da Harvest School. A intervenção incluiu uma avaliação de IM, pré e pós-testes aplicados por meio de rubricas, observações, questionários e reflexões dos alunos. Um caderno de atividades com exercícios ecléticos direcionados a diferentes inteligências foi desenvolvido e implementado. Resultados: As análises quantitativas e qualitativas mostraram melhorias significativas nas habilidades orais após a intervenção. As médias de fluência, precisão e confiança aumentaram consideravelmente no pós-teste. Os questionários e as observações refletiram maior motivação e participação dos alunos, além de uma percepção mais positiva das atividades. Discussão: Os resultados indicam que a abordagem eclética integrada à teoria das Inteligências Múltiplas é eficaz para melhorar a produção oral no nível A2, uma vez que as atividades personalizadas promoveram um ambiente de aprendizagem inclusivo e menos indutor de ansiedade. Os ganhos são atribuídos à prática significativa e contextualizada e à atenção aos estilos de aprendizagem individuais. Conclusões: O estudo conclui que a integração de uma abordagem eclética com a teoria das Inteligências Múltiplas é uma estratégia pedagógica viável e eficaz para o desenvolvimento de habilidades de expressão oral em aprendizes de inglês como língua estrangeira (EFL) no nível A2, e sua incorporação em projetos curriculares é recomendada. Sugere-se pesquisa futura com amostras maiores e períodos de intervenção mais longos.

**Palavras-chave:** inteligências múltiplas, abordagem eclética, habilidades orais, métodos mistos, instrução personalizada.

Received: 21/7/2025      Approved: 15/9/2025

## INTRODUCTION

The development of oral communication in English remains to be one of the major issues in the continuing evolution of EFL (English as a Foreign Language) classrooms, especially for the A2 stage where language learners are slowly moving from the base (first stage) to the intermediate level. Although linguistic competence is typically a goal in the curriculum design, speaking ability (fluency/accuracy/confidence) is often a less developed area in the conventional educational context. In many EFL situations speaking instruction is limited to role-played dialogues or monotonous repetitions that do not cater to the cognitive dimensions and affective perspectives of students. This underrepresentation is all the more challenging in low-intermediate classes, where students are challenged to begin speaking out with more independence and interactional competence. The theory underlying this research is the intersection of eclecticism in language pedagogy and Gardner's (1983) Multiple Intelligences (MI) framework. Eclecticism, as a pedagogical orientation, argues against the use of one-size-fits-all pedagogies and promotes that a flexible, learner-centered blend of teacher and learner strategies that is drawn from a variety of instructional traditions be employed. At the same time, MI theory holds that individuals have diverse types of intelligences, including linguistic, musical, interpersonal, intrapersonal, kinesthetic, spatial, naturalistic, and logical-mathematical, and accordingly teaching methods should be tailored. In the context of EFL instruction, this study hypothesizes that customizing speaking tasks based on students' dominant intelligences can foster higher levels of engagement, participation, and linguistic production.

This study aims to use an eclectic approach consistent with Gardner's Multiple Intelligences theory for developing speaking skills at A2 level students, compiling an EFL pedagogical handbook at Harvest School.

Consequently, to diagnose diverse teaching methods which are related to different intelligences based on Gardner's MI theory; to measure the positive effects of MI-based activities on the development of speaking skills of A2 level students at Harvest School and to develop a didactic booklet which combines the eclectic and MI-informed activities for a speaking instruction in the EFL classroom at Harvest School.

This research was guided by the following research questions: 1) Which MI based teaching approaches are suitable for enhancing A2 level learners' speaking at Harvest School? 2) How do MI-based speaking activities develop the fluency, accuracy and confidence of A2 students in EFL at Harvest School? 3) What are the elements to be included in a booklet which merges an eclectic approach and MI theory application which can be implemented for improving speaking skills among A2 level EFL learners at Harvest School?

In sum, this study contributes to both theoretical and practical dimensions of EFL instruction. It provides empirical evidence supporting the viability of combining Gardner's Multiple Intelligences theory with an eclectic teaching model to improve speaking outcomes, especially for learners at lower-intermediate levels. The implications are significant not only for classroom practice but also for curriculum design, teacher training, and future research in learner-centered English instruction. Despite various instructional strategies in EFL contexts, many learners continue to struggle with speaking fluency due to the limited adaptability of traditional teaching methods. Current approaches often overlook individual learner differences in cognitive and learning styles, which are critical for language acquisition. There is a need to explore whether integrating the Theory of Multiple Intelligences with an Eclectic Approach can offer more personalized, effective instruction to enhance speaking fluency in EFL learners.

For the authors of this scientific article the (Eclectic Approach integrating Multiple Intelligences) was considered as the independent variable that permits the eclectic method as an adaptable course design which incorporates various language teaching methodologies (e.g. communicative, task-based, audio-lingual). When combined with Gardner's Multiple Intelligences Theory (1983), instruction can be tailored to match the variety of students' cognitive strengths--linguistic, musical, interpersonal, bodily kinesthetic, or other. On the other hand, the authors consider as the dependent variable (DV Speaking Skills), in EFL speaking abilities are related to the learner's capacity to speak fluently (smooth and natural speech), accurately (use correct grammar and lexis), and confidently (with lower levels of anxiety and hesitation).

### **Theoretical Framework**

The influence of an eclectic teaching approach integrating Gardner's Multiple Intelligences (MI) theory (1983) is focused on the development of speaking skills in A2-level EFL learners. To address the research objective, the review is structured around two core constructs: the independent variable Eclectic Approach integrating Multiple Intelligences and the dependent variable Speaking Skills.

The eclectic method in language teaching is characterized by its adaptability and responsiveness to the learners' cognitive profiles and learning contexts. It combines techniques from various methodologies such as Communicative Language Teaching (CLT), Task-Based Language Teaching (TBLT), and the Audio-Lingual Method (ALM) to enhance learner engagement and language acquisition (Richards & Rodgers, 2023; Bonilla Tenesaca et al., 2023). When combined with Gardner's MI theory, instruction becomes tailored to a broader spectrum of learner strengths linguistic, musical, interpersonal, bodily-kinesthetic, among others (Chen & Huang, 2020; Zhang & Li, 2019).

Eclecticism supports learner-centered and personalized instruction. Ghafar et al. (2023) highlight that using students' MI profiles promotes active oral participation. Mahmoud Ali (2022) found that an eclectic approach effectively enhanced adult learners' oral fluency, combining phonological awareness with communicative tasks. Wafa, Rahmah, and Hidayati (2021) confirmed that teaching strategies integrating flexibility and multiple methodologies improve EFL effectiveness.

The integration of methodological flexibility is grounded in mixed-methods research principles that emphasize coherence across techniques (Åkerblad et al., 2021; Moseholm & Fettess, 2017; Onwuegbuzie et al., 2023). This adaptability allows for teaching designs to be context-sensitive and intelligence-specific (Chen & Li, 2020; Kaya, 2017). Furthermore, instruction tailored to students' intelligence types musical, interpersonal, bodily-kinesthetic—promotes inclusive learning and improves oral performance (López-Belmonte et al., 2020; Al-Shehri, 2019).

Differentiated speaking tasks (Tomlinson & Moon, 2019), personalized feedback (Shute, 2019; Hattie &

Timperley, 2007), and role variation in oral tasks (Mercer et al., 2019) further enhance the learning experience, engaging learners according to their individual capacities and preferences. Thus, the eclectic-MI-based instruction supports dynamic, multimodal learning environments, increasing learners' confidence, fluency, and willingness to communicate (Walkington, 2013; VanLehn, 2011; Woodrow, 2017).

Speaking, as an essential component of language competence, encompasses fluency, accuracy, pronunciation, and confidence. According to Skehan (2016), fluency involves the smooth and uninterrupted flow of speech, while accuracy relates to correct grammar and vocabulary use (De Jong & Perfetti, 2016). In A2-level learners, the development of speaking skills often faces challenges due to anxiety, lack of vocabulary, and insufficient classroom interaction (MacIntyre & Gregersen, 2016; Liu & Jackson, 2016).

Multiple studies affirm that MI-based and eclectic instructions positively affect speaking outcomes. For example, Al-Ghazu et al. (2024) found a statistically significant increase in fluency and vocabulary control when verbal-linguistic and interpersonal intelligences were activated. Similarly, Bakhshayesh et al. (2023) observed improvements in self-expression and oral coherence with MI-focused instruction. Chau and Truong (2018) reported that MI tasks such as role plays and music-based activities decreased anxiety and increased fluency.

Fluency also benefits from reduced speech interruptions and enhanced self-correction, which Segalowitz (2017) attributes to increased cognitive automaticity. Derwing and Munro (2015) emphasize the importance of pronunciation and intonation for intelligibility, while Saito (2017) links pronunciation training to better suprasegmental control.

Confidence and willingness to participate with critical aspects of speaking performance are closely tied to instructional personalization and classroom atmosphere. When students feel supported and instruction is tailored to their intelligences, their communicative willingness and speaking frequency increase (Peng & Woodrow, 2016; Yashima et al., 2018). In this regard, the integration of varied speaking roles, multimodal activities, and contextual adaptation ensures an inclusive environment conducive to speaking development (Nunan, 2015; López-Belmonte et al., 2020).

Ultimately, this theoretical framework supports the hypothesis that an eclectic methodology, aligned with MI theory, creates optimal conditions for improving A2 learners' speaking fluency, accuracy, confidence, and communicative effectiveness in EFL contexts.

## MATERIAIS E MÉTODOS

The Mixed-Methods paradigm combines quantitative and qualitative approaches in a single study to provide a more comprehensive understanding of the research problem. In this project, both statistical results (pre/post-test performance) and student perceptions (surveys, reflections) are integrated to evaluate the impact of an eclectic approach informed by Multiple Intelligences (MI) on A2-level students' speaking skills.

The study adopted a mixed-methods approach by integrating both quantitative and qualitative components. Quantitative data were gathered from pre-test and post-test scores assessing fluency, accuracy, and confidence using a standardized rubric, allowing for statistical comparison to measure students' speaking improvement. Meanwhile, qualitative data included student survey responses, personal reflections, and classroom observations. These provided deeper insight into learners' perceptions and engagement with the MI-based speaking activities. While the quantitative results offered measurable evidence of progress, the qualitative analysis through thematic coding and interpretation of Likert scale trends revealed which types of tasks students found most engaging and beneficial.

This mixed-methods study evaluates the impact of an eclectic approach based on Gardner's MI theory on A2 students' speaking skills at Harvest School. Quantitative data from pre/post-tests assess gains in fluency, accuracy, and confidence, while qualitative insights from surveys and reflections capture student perceptions and engagement. Findings support the development of a pedagogical booklet tailored to learner profiles.

The empirical methods used were the survey, statistical analysis, classroom observation, and interviews, whereas theoretical methods used were literature review, analysis-synthesis and inductive-deductive.

Table 1 Sample Description

Factor	Reason
Population access	Direct access to 8A students within the teaching context.

Sample relevance	The students are specifically at the A2 level, which aligns with the study focus.
Time and resources	This method allows to collect data efficiently without needing a full random sampling process.
Study type	It's suitable for classroom-based action research and pilot studies, like developing a pedagogical booklet.

Source: Authors

The research process followed five-stages to ensure a comprehensive approach to improving A2-level speaking skills through Multiple Intelligences (MI) and eclectic methodology: Stage 1 (Diagnostic Stage), permitted the students complete a Multiple Intelligences diagnostic test to identify their dominant learning styles, along with a pre-test assessing their speaking fluency, accuracy, and confidence. Stage 2 (Intervention Stage) involved the implementation of a series of speaking activities tailored to different intelligences, such as music, visual aids, role-play, and movement-based tasks, carried out over multiple class sessions. Stage 3 (Evaluation Stage), permitted the use of the same rubric and speaking tasks for the post-test to measure progress, and students completed a perception survey to provide feedback on the activities. Stage 4 (Booklet Design Stage) focused on analyzing the collected data and using the findings to create a didactic booklet featuring MI-based, eclectic speaking activities suitable for A2 learners. Finally, Stage 5 (Reflection and Reporting) involved drawing conclusions from the study, reflecting on the effectiveness and limitations of the methodology, and offering practical recommendations for language teachers and future research.

A non-probability approach was employed to select 19 students from 8A class at Harvest School, according to the availability, A2 level of English language proficiency, and direct participation in the speaking activities. It was suitable for this research because of the research classroom-based setting and practical constraints which made it possible to concentrate on a particular learner group in direct correspondence to the research aims, in particular the development and testing of an MI-based, eclectic-speaking activities booklet.

The booklet is a didactic resource designed to enhance A2-level students' speaking skills through Multiple Intelligences (MI)-based activities combined with an eclectic approach. It includes a variety of interactive speaking tasks such as role-plays, debates, storytelling, and problem-solving games targeting both linguistic and logical-mathematical intelligences. Each activity is linked to specific grammar units (e.g., past simple, modals, past continuous) and speaking objectives (fluency, accuracy, confidence). Clear procedures, materials needed, and assessment criteria are provided for each task. The booklet aims to support English language teachers in creating engaging, student-centered lessons that develop oral communication through meaningful and differentiated instruction.

### **Research instrument descriptions**

1. Observation Guide: before implementing the MI-based speaking activities booklet, students' speaking sessions were observed during various classroom activities such as picture descriptions, question responses, short monologues, and role-plays. Using a structured observation guide, key factors limiting oral expression like vocabulary range, organization, pronunciation, anxiety, and lack of practice were identified. Each student's performance was evaluated with a simplified rubric covering nine communicative criteria. The observations provided an initial diagnosis (pre-test) to tailor subsequent speaking interventions effectively.
2. Multiple Intelligences Diagnostic Test: the Multiple Intelligences Diagnostic Test identifies A2 students' dominant intelligences across eight domains using simple true/false statements. It helps teachers personalize speaking activities based on students' cognitive strengths. The test takes about 5 minutes to complete and guides effective task grouping.
3. Pre-Test Speaking Tasks and Rubric: the pre-test includes 4 speaking tasks measuring fluency, accuracy, and confidence: warm-up, guided interview, picture description, and role-play. Students are evaluated with a 4-point rubric. This establishes their baseline oral proficiency for comparison after the intervention.
4. Post-Test Speaking Tasks and Rubric: the post-test assesses fluency, accuracy, and confidence through MI-based tasks tailored to each student's dominant intelligences, such as Sing & Share or Plan Together. Each student completes three personalized activities. Scoring uses the same 4-point rubric as the pre-test to measure progress.
5. Student Self-Reflection (Oral Post-Test Follow-up): after the post-test, students orally reflect on their best activity, confidence, and difficulties compared to before. This qualitative tool captures their emotional and motivational responses to the MI-based intervention. It provides insights beyond rubric scores.

6. Observation Checklist (Post-Test Evaluation Tool): the observation checklist records visible improvements in fluency, grammar, confidence, and comfort during post-test tasks. It includes yes/no questions to validate rubric scores. This tool also guides the development of the final teaching booklet.
7. Student Survey – Likert Scale: the Likert-scale survey has 10 items measuring students' perceived progress in fluency, accuracy, and confidence. It also assesses their interest and willingness to learn using MI-based tasks. The survey takes about 7 minutes and complements rubric data.
8. Student Survey – Traditional Multiple-Choice Format and Change: this multiple-choice survey has seven items exploring students' emotions, task preferences, perceived improvements, and willingness to continue using MI strategies. It is quick and suitable for learners with low literacy or short attention spans. The results help guide the final didactic booklet.

### **Empirical Instruments (Mixed-Methods Approach)**

Empirical instruments include quantitative pre/post speaking scores, qualitative classroom observations and student reflections, and mixed-method surveys with the use of (Likert and multiple-choice). These tools assess the impact of the MI-based teaching strategy on speaking skills and learner attitudes. Data analysis combines statistical comparisons and thematic analysis.

### **Theoretical Instruments Description**

The background for this study is formed by literature study, framework model development and the use of Gardner's MI Theory and eclectic teaching styles. They are used to academically justify the model of intervention, and help determine the structure the teaching booklet will have.

Data collection started with the MI Diagnostic Test to create learner profiles for personalized post-test tasks. Pre- and post-tests measured fluency, accuracy, and confidence using a rubric. Surveys and observation checklists gathered student feedback and participation, with all data organized for analysis.\

Data Entry and Coding Quantitative data from tests and surveys were entered into spreadsheets with unique student codes to ensure confidentiality. Scores and responses were numerically coded for analysis. Qualitative data were thematically categorized with short codes to integrate with quantitative results.

The descriptive analysis summarized pre/post-test scores, surveys, and observations using means, modes, and frequencies to show trends in fluency, accuracy, and confidence. Survey data revealed student attitudes toward MI-based tasks. Observation checklists added behavioral insights to support result interpretation.

Thematic analysis was conducted on qualitative data from student reflections, open-ended survey responses, and class observations. The aim was to explore recurring themes describing how students experienced, preferred, and emotionally responded to the MI-based speaking activities. Responses were examined and categorized in terms of confidence, student interaction, task preference, and perceived improvement. These themes helped explain how students engaged with the eclectic approach and its impact on their speaking development.

Accordingly, comparative analysis was conducted by examining differences in speaking skill performance between the experimental group, which participated in Multiple Intelligences-based role-play activities, and the control group, which followed the traditional curriculum. Data from pre-tests and post-tests were compared to assess improvements in vocabulary use, fluency, and sentence structure. This analysis determined the effectiveness of the intervention by highlighting measurable changes in speaking proficiency across the two groups.

Moreover, triangulation was applied by combining data from multiple sources: pre-test and post-test results, student surveys, and classroom observations during role-play activities. This integration of quantitative and qualitative data provided a comprehensive understanding of how the Multiple Intelligences-based role-play impacted speaking skills. Cross-checking these data sets enhanced the validity and reliability of the findings.

## **RESULTS**

### **Validation of speaking activities based on instruments and results**

During this pedagogical research project, it was developed and implemented a set of diagnostic tools, speaking tasks, and assessment rubrics designed to enhance A2-level students' speaking skills through an eclectic approach informed by Howard Gardner's Multiple Intelligences (MI) theory. The following section presents a detailed validation of the instruments and an analysis of their effectiveness.

Validation: the booklet designed to improve speaking skills in A2-level EFL students at Harvest School was validated through a mixed-methods approach involving 20 students over a four-week intervention period. The validation process included pre- and post-tests assessing speaking fluency, accuracy, and confidence, which were designed to align with the targeted intelligences of linguistic, logical-mathematical, musical, and interpersonal domains. Quantitative data were complemented by qualitative feedback from both students and teachers.

The positive changes observed in post-test scores, alongside participant satisfaction, confirm the booklet's effectiveness as an instructional resource (see Figure 1). The activities, structured to incorporate grammar and vocabulary practice within interactive and creative tasks, were perceived as engaging and accessible by learners.

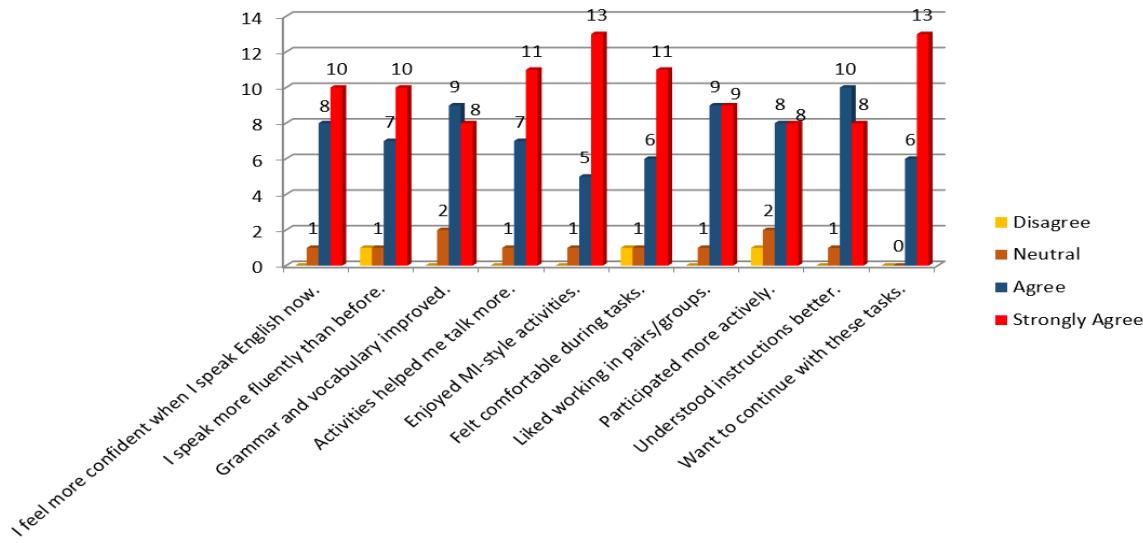


Figure 1. The positive changes observed in the post-test scores, along with participant satisfaction, confirm the effectiveness of the booklet as an instructional resource.

Source: Authors

## DISCUSSION

The pre- and post-test scores were analyzed to evaluate the impact of the booklet on student speaking performance. The graphical representation (see Figure 2) shows notable improvements across all measured variables.

- Fluency increased from a mean score of 2.4 (SD = 0.5) to 3.5 (SD = 0.4).
- Accuracy improved from 2.3 (SD = 0.6) to 3.4 (SD = 0.5).
- Confidence rose from 2.5 (SD = 0.7) to 3.6 (SD = 0.4).

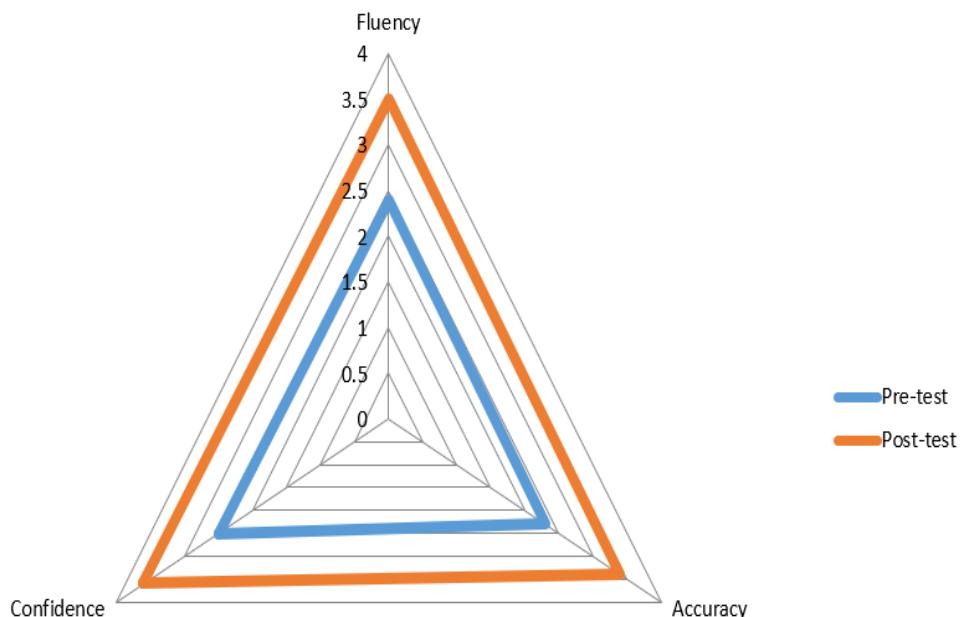


Figure 2. Comparison of average scores in fluency, accuracy, and speaking confidence before and after the intervention.

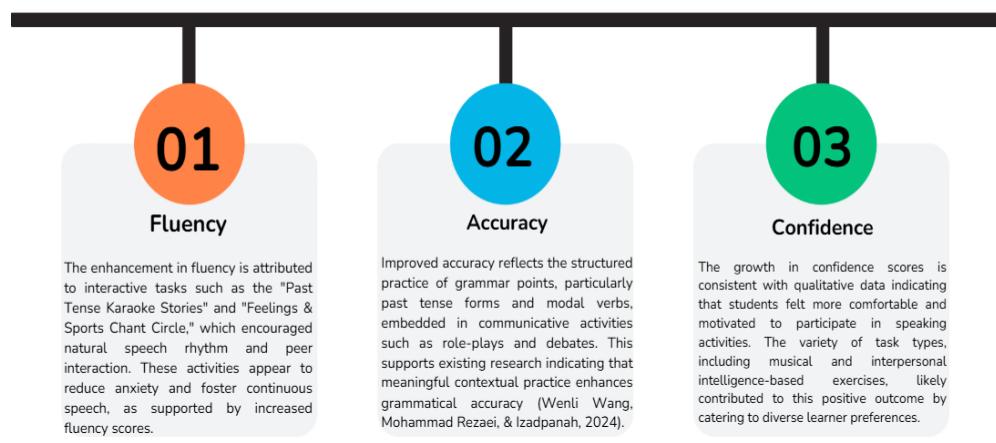


Figure 3. Qualitative observations on fluency, accuracy, and confidence improvements based on interactive multiple intelligence-based activities.

Source: Authors

These results suggest that the variety of intelligences addressed in the booklet's activities, supported by the eclectic approach facilitated different learner strengths and preferences, thereby promoting better speaking performance. Fluency gains are attributed to rhythm-based and peer-interaction activities, which helped students to practice continuous speech in a supportive environment. The accuracy improvement reflects the targeted grammar practice embedded in communicative and contextualized tasks, aligning with Ellis's (2003) assertion that task-based language learning enhances grammatical accuracy through meaningful practice. Confidence enhancement likely resulted from the engaging, low-pressure formats like karaoke-style stories, feelings and reaction circle games, role-plays, combining memory with drawing and oral descriptions which encouraged risk-taking and repeated practice.

Overall, the findings support the hypothesis that intelligence-based interactive speaking activities can significantly boost speaking skills in EFL learners. However, the study's limited sample size and short intervention period warrant caution when generalizing these results. Future research should consider longitudinal studies with larger populations to validate these findings further to explore long-term effects and include larger samples for more robust validation.

## CONCLUSIONS

The validation process and the evidence show that the booklet successfully enhances speaking fluency, accuracy, and confidence among A2-level EFL learners. From the perspective of language instruction, EFL courses must include intelligence-based activities supported by the eclectic method. Such a method is compatible with linguistic development and it encourages learners to work, so that it can be included in EFL curricula, incorporating diverse formats and engaging students with diverse intelligences, tasks facilitated meaningful engagement, contextualized grammar use, and motivation. But there are certain limitations that are worth mentioning. The findings are limited by the small cohort size and short intervention duration. Such limitations may have played a role in the level of benefit experienced. Hence, further research in the future should include larger populations as well as prolonged duration of interventions for stronger agreement to be achieved with these findings.

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### **Conflict of interest**

The authors declare that they have no conflicts of interest.

### **Declaration of responsibility of authorship**

We, the authors of the aforementioned manuscript, DECLARE that we have directly contributed to its intellectual content, as well as to the genesis and analysis of its data; therefore, we are able to take public responsibility for it and accept that their names appear on the list of authors in the order indicated. Furthermore, we have complied with the ethical requirements of the aforementioned publication, having consulted the Declaration of Ethics and Publication Malpractice.

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