

Incorporating Multiple Intelligences in Grammar Instruction: A Strategic Framework for Teaching Saudi EFL Learners

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Abstract—Conventional EFL Grammar instruction emphasizes rote memorization and rule-based learning, often disregarding students' cognitive strengths. However, recent studies revealed that language instructors could empower their students by customizing grammar lessons to their linguistic, interpersonal, and intrapersonal intelligences. Therefore, this study evaluates which linguistic, interpersonal, or intrapersonal intelligence-based grammar instruction is most effective in Saudi EFL classrooms. This quasi-experimental study devised and implemented an instructional module comprising linguistic, interpersonal, and intrapersonal intelligence over six weeks. Pre and post-test scores were analyzed to determine which intelligence method was most effective in teaching Grammar instruction. A repeated measures MANOVA revealed a significant impact on the scores across all groups following the intervention. It was demonstrated that interpersonal groups showed the highest mean gains, followed by linguistics and intrapersonal groups. The findings suggest that adapting grammar instruction to students' multiple intelligences could significantly enhance grammar learning and effective language acquisition.

Index Terms—dominant intelligence, effective language acquisition, MI-based grammar instruction, student engagement and achievement

I. INTRODUCTION

Traditional grammar instruction more often emphasizes rule-based learning and rote acquisition of knowledge in the constantly evolving field of EFL instruction. Thus, the conventional methods of instruction continued to disregard learners' cognitive skills in EFL classrooms. Gardner's multiple intelligence (MI) theory challenges the assumption that there is only one method to learn. Instead, it argues that people are born with multiple intelligences that impact their information processing. These include the linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic intelligences. The effective integration of these intelligences within the framework of grammar instruction offers an exciting chance for enhancing the engagement, retention, and understanding of grammatical structures.

Gardner's 1983 theory of multiple intelligences (MI) offers a framework for diversifying grammar instruction through assessing students' cognitive skills. This strategy framework utilizes customized ways that take into consideration students' cognitive skills to bridge MI theory with EFL instruction. Grammar instruction connected to other intelligences could make learning more inclusive, exciting, and productive. In addition to grammar, these courses also improve communication. Multiple studies have revealed how integrating multiple intelligence theories can help EFL learners learn effective language skills (Pitychoutis & Al Rawahi, 2024; Kentab, 2016; Tawalbeh, 2016). Helwa and Sabry (2021) also explored the impact of multiple intelligences-supported project-based teaching and interactive instruction on EFL receptive skills and English language learning satisfaction among potential Faculty of Education instructors. The study revealed a substantial variance in mean scores between pre- and post-administration of the receptive skills and English language learning satisfaction tests, favouring the post-administration. Alishahi et al. (2025) evaluated the impact of multiple intelligence-based additional resources on the performance of language learners. The study's results show that multiple intelligences generated assignments positively helped students learn better.

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A. *Research Problem*

Given the diversity of Saudi EFL students' intelligence profiles—linguistic, interpersonal, intrapersonal, and others—a planned, MI-informed instructional approach is required for enhancing grammar learning outcomes. An absence of specific studies on how to integrate MI-based approaches into grammar teaching practices leaves Saudi Arabian teachers without practical alternatives for differentiated, learner-centered grammar education. The article offers a strategic framework for incorporating multiple intelligences theory into Saudi EFL grammar education to fill the gap. It examines how MI-driven teaching could enhance students' grammatical proficiency, engagement, and autonomy, offering educators practical guidance for inclusive grammar pedagogy.

B. *Research Purpose Statement*

This study examines how Gardner's multiple intelligences (MI) theory could be utilized in EFL instruction to tailor language instruction to students' cognitive capabilities. This attempt gives instructors useful strategies to engage students of all intelligences, enhancing the acquisition of languages while creating a more dynamic and inclusive environment for learning.

II. LITERATURE REVIEW

A. *Multiple Intelligences Theory*

This study revolves around Gardner's theory of multiple intelligences (MI), which challenges the conventional understanding of intelligence as a single, unitary skill that can be evaluated by IQ testing. Instead, Gardner (1983) asserts that individuals possess several distinctive intelligences, each of which suggests an independent style of processing knowledge and cognitive skills. Every individual possesses a unique intelligence. The theory serves as the framework for this investigation. This study uses multiple intelligences to suggest that learners and employees perform better and engage more when their assigned tasks or methods of instruction correspond to their most dominant intelligences. Recognizing various intelligences promotes holistic growth rather than only teaching language and logic-mathematical skills. Thus, MI theory underlies the research's investigation of learning output. This study tries to show that accommodating many intelligences improves creativity, engagement, and learning.

B. *Linguistic Intelligence and Grammar Acquisition*

Sensitivity to language's sounds, frameworks, meanings, and functions is an essential aspect of linguistic intelligence. This suggests that EFL learners increase grammatical competence more when grammar instruction corresponds with linguistic intelligence (storytelling, riddles, and creative activities) than when general approaches are utilized. Multiple studies have examined this aspect of MI on learners' skills. Rahimi et al. (2011) explored the impact of emotional and linguistic intelligence on Iranian EFL students' reading comprehension. Two-way ANOVA and multiple regression were used to analyze the questionnaire and reading test data. It was revealed that students with higher language intelligence read better than those with lower language intelligence. Iyitoglu and Aydin (2015) examined the implications of multiple intelligences and reading techniques on EFL learners' reading skills. The data was collected from two quantitative questionnaires, an achievement evaluation, and a qualitative observation checklist. It was revealed that female learners surpassed male students in EFL reading and utilized greater support and problem-solving reading techniques. This study can assist EFL teachers and curriculum designers in understanding how intelligence-strategy exchanges affect understanding of languages and competence. Erlina et al. (2019) utilized a qualitative case study method to investigate the undergraduate EFL learners' linguistic intelligence at a state Islamic institution in Palembang, Indonesia. The data were obtained through classroom observations, questionnaires, and interviews from undergraduate EFL students. The findings revealed that a handful of students were competent in rhetoric, mnemonic, explanation, and metalinguistic skills. Handayani et al. (2021) evaluated the impact of verbal linguistic intelligence on students' speaking skills. This study employed interviews, questionnaires, therapy, and recording methods. Descriptive statistical analysis revealed that verbal linguistic intelligence had a high degree of impact on language learning. Garavand et al. (2022) analysed the connection between linguistic intelligence and English language learners' grammatical proficiency. The study used Shearer's 1996 MI Questionnaire (MIDAS) to measure verbal intelligence and a TOEFL grammar test to measure how well students could use grammar. Statistical analysis revealed a substantial connection between learners' linguistic intelligence and grammar competence. Regression analysis showed that linguistic intelligence accurately predicted grammar performance. The study implies that English teachers investigate how linguistic intelligence impacts grammar education and create better activities to improve language learners' performance.

C. *Interpersonal Intelligence and Grammar Acquisition*

The ability to comprehend and communicate with others efficiently is known as interpersonal intelligence. It is becoming more prevalent in EFL classes through communication-based approaches. Gardner's (1983) theory of multiple intelligences defines interpersonal intelligence as one's capacity to comprehend and communicate with other people. Some of these abilities include compassion, interaction, collaboration, and conflict resolution. Multiple studies

have proved that high interpersonal intelligence has the potential to produce an advantageous impact on EFL learning. Mobashshernia and Mashadi Aghazadeh (2018) investigated the impact of interpersonal intelligence on understanding texts in Iranian EFL students and those who speak multiple languages. Out of 80 intermediate EFL students, 60 were randomly assigned to two experimental groups based on OPT scores. The research revealed that Iranian multilingual EFL learners' interpersonal skills corresponded with excellent reading comprehension. The study suggests that, despite theoretical, conceptual, and empirical concerns, MI theories could still be applied when teaching reading programs. Behjat (2012) examined whether interpersonal and intrapersonal intelligences affected language learning. College EFL students were chosen. Participants were interviewed and divided into interpersonal and intrapersonal intelligence groups. The TOEFL reading and grammar assessed their language skills. Mean scores revealed a relationship between language learning and these intelligences. Gardner's differentiation of personal intelligences was backed by studies showing that men's intrapersonal and women's interpersonal intelligences exceeded their counterparts in language tests. Bao (2024) examined the impact of emotional skill, classroom social circumstances, and Korean communicative goals on Chinese undergraduate Korean majors. The study revealed that emotional intelligence and the social contexts in the classroom reduce anxiety about communication and affect Korean learners' communicative intention. The intricate relationship between individual features and surroundings generates psychological dynamics that affect academic success. The findings emphasize regulating academic emotions while establishing a positive learning atmosphere to enhance Korean communication.

D. Intrapersonal Intelligence and Grammar Acquisition

Salehi et al. (2023) investigated the correlation between the interpersonal and intrapersonal intelligence of Iranian EFL students and their speaking competency. This study comprised 30 intermediate Iranian EFL learners. The Oxford Quick Placement Test evaluated participants' proficiency in English. The results revealed a significant and favorable correlation between the participants' speech and their intrapersonal and interpersonal intelligence levels. The research findings would be valuable to sociolinguistics and TEFL researchers, in addition to people who teach and learn speaking skills. Aghaei (2015) evaluated EFL learners' critical thinking and intrapersonal intelligence. To accomplish this, 50 female third-graders participated in the study. Students were given a Smart Cubes test LO questionnaire to evaluate intrapersonal intelligence. The findings revealed no relationships between students' analytical skills and their intrapersonal intelligence. Garavand et al. (2021) analysed the correlation between the intrapersonal intelligence and grammatical expertise of Iranian EFL male and female learners. 139 TOEFL-tested undergraduate English students (46 men and 93 females) aged 22–32 were selected for this study. A 119-item Multiple Intelligences Questionnaire (MIDAS) assessed intrapersonal intelligence, and a 30-item TOEFL evaluated grammar. The results revealed an important relationship between intrapersonal intelligence and English grammar. Male and female students have comparable English grammar and intrapersonal intelligence levels. This study could help language teachers, policymakers, and curriculum designers evaluate intrapersonal intelligence for English grammar learning. Syafik and Raihany (2020) assessed whether intrapersonal and interpersonal students spoke English differently. Ex-post facto or causal-comparative research methods were utilized in this study in addition to a quantitative methodology. The study uncovered that interpersonal and intrapersonal students in STAIN Pamekasan's English Teaching Learning Program's third semester differed significantly in English speaking skills.

III. METHOD

A. Research Question

1. Which intelligences—linguistic, interpersonal, and intrapersonal, for example—work best when teaching grammar to Saudi students?

B. Research Design

This study employs a mixed methods methodology combining the generalizability of quantitative data with the depth of qualitative observations. The method is suitable for investigating how students view the incorporation of multiple intelligences (MI) in grammar instruction, as well as the quantifiable results of this integration in Saudi EFL classrooms.

C. Study Participants and Sampling

The study was designed to include 90 intermediate graduates from three English classes taught by the same instructor. These 19–25-year-old students were pursuing non-English degrees. Saudi Arabian natives are learning English as a second language. The study used purposive sampling to guarantee that participants had learned traditional language.

D. Study Procedure

A pretest assessed participants' English skills. Pretests served two basic purposes. The primary objective was to ensure that all three groups had comparable language skills at the outset of the research, allowing for consistent comparisons. Second, it established English competence norms at the beginning of the research. To assess English skills, the tests utilized a modified standardized Longman's TOEFL English proficiency exam, which included many modules. Courses contained 50 integrated Grammar elements. Following the pretest, which measured their English skills, the

three groups began a structured instruction utilizing different intelligence-based methods. Since each lesson was in a language lab, students at all levels could engage and study simultaneously. This six-week program encompasses two one-hour and forty-minute sessions every week. The course teacher meticulously developed and executed this advanced training program to ensure instructional uniformity. A six-week instruction module was developed, which includes tasks consistent with specified intelligences (linguistic, interpersonal, and intrapersonal). Using sample grammar subjects—including verb tenses, articles, and modals.

(a). Linguistic Intelligence-Based Instruction for Grammar

Linguistic intelligence, based on Gardner's (1983) theory of multiple intelligences, incorporates the understanding and interpretation of words, language, and structure. By using learners' natural language skills, linguistic intelligence promotes grammar study, recognition of patterns, and innovation. This extensive method of generating grammar content using linguistic intelligence-based strategies could assist teachers in engaging students. Lexical intelligence-based instruction aligns with how language-savvy students learn: words, tales, and conversation. Students learn grammar organically and enjoyably via creative, communicative activities. It enhances writing, speaking, and critical thinking. Feasible, career-oriented tasks motivate intermediate diploma students. The art of storytelling, role-playing, and professional documents utilizes subject-verb agreement and the use of correct tenses to enhance academic and professional aims. These tactics help students learn and remember grammar through utilizing their verbal and writing skills.

(b). Interpersonal Intelligence-Based Instruction for Grammar

Collaboration, communication, and respecting the perspectives of others are all components of interpersonal intelligence. To take advantage of students' social learning, subject-verb agreement and the correct use of tenses are taught through role-playing, group activities, and peer assessment. To ensure engagement and practical application, grammar is integrated into team-based and work-related activities. Interpersonal intelligence is enhanced by collaborative, social activities such as role-playing, peer teaching, language construction, and peer editing. The professional aspirations of intermediate diploma students are made more relevant and engaging when subject-verb agreement and the use of correct tenses are incorporated into work environments. For interpersonal learners, teamwork and feedback offer an advantageous learning environment, which makes grammar memorable.

(c). Intrapersonal Intelligence-Based Instruction for Grammar

Intrapersonal intelligence encompasses self-awareness, goal-setting, and introspection. This intervention utilizes intrapersonal intelligence via reflective, self-directed activities such as journaling, self-editing, and goal-setting. This intervention enhances subject-verb agreement and the correct use of tenses through journaling, self-editing, and personal goal-setting, which play to students' strengths in autonomous learning and self-analysis. Students engage with career-focused writing by using grammar. It aligns with the career goals of intermediate diploma students by using subject-verb agreement and the correct use of tenses in professional writing assignments, guaranteeing relevance and engagement. The emphasis on autonomous learning and self-evaluation enables learners to grasp grammatical principles while enhancing their confidence in social skills.

E. Data Analysis

All three groups' pre- and post-test responses were evaluated. The repeated measures analysis of variance (RM-ANOVA) test was utilized to investigate the pre- and post-test results for every group. As the study's design incorporated repeated assessments of the same respondents, this method of statistical analysis was quite effective in evaluating how the group changed over time. A comprehensive statistical analysis of the effects of multiple intelligence-based methods of instruction on students' grammar competency is offered by RM-ANOVA.

IV. RESULTS AND FINDINGS

This study investigated the impact of tailored instruction based on three dominant intelligences, linguistic, interpersonal, and intrapersonal, on the grammar learning outcomes of English as a Foreign Language (EFL) learners. A repeated measures Multivariate Analysis of Variance (MANOVA) was conducted to examine the main and interaction effects of instructional group and test performance.

The multivariate tests revealed a statistically significant main effect of instructional groups, $F(2, 28) = 20.782$, $p < .001$, $\eta^2p = .597$, indicating that the different intelligence-based instructional approaches produced significantly different effects on learners' grammar achievement. This suggests that tailoring grammar instruction according to students' dominant intelligence, whether linguistic, interpersonal, or intrapersonal, substantially influences grammar learning outcomes. The interpersonal group attained the highest mean grammar score (approximately 34), followed by the linguistic group (around 30), while the intrapersonal group recorded the lowest mean (about 28) (Figure 1). These differences demonstrate that instruction aligned with interpersonal intelligence was the most effective, whereas intrapersonal-based instruction was comparatively less impactful in enhancing grammar learning, thus visually reinforcing the observed statistical main effect.

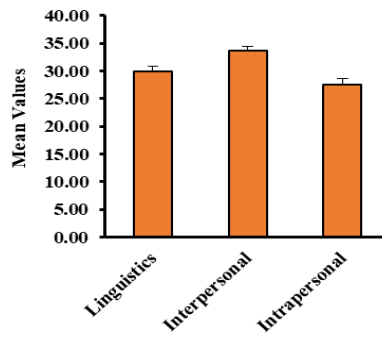


Figure 1

Additionally, there was a statistically significant main effect of testing, $F(1, 29) = 573.887, p < .001, \eta^2p = .952$, demonstrating a strong effect of time (pre-test vs. post-test) on students' grammar performance, regardless of the instructional group. This implies that participants showed considerable improvement in grammar skills from pre- to post-test. The mean grammar score increased notably from approximately 27 in the pretest to around 35 in the posttest, reflecting a substantial gain in overall performance following the instructional intervention (Figure 2). The minimal size of the error bars further indicates a high level of consistency in score improvements across participants.

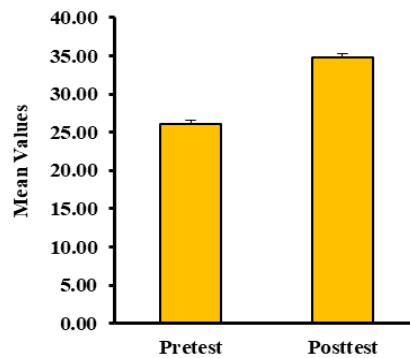


Figure 2

Most notably, a statistically significant interaction effect between instructional group and test performance was observed, $F(2, 28) = 42.158, p < .001, \eta^2p = .751$. This significant interaction indicates that the degree of improvement from pre- to post-test varied depending on the type of intelligence-based instruction received. Thus, the effectiveness of grammar learning was not only influenced by time and group independently, but also by the interaction between the type of instruction and the testing session. The interpersonal intelligence group demonstrated the highest posttest mean scores, indicating the most substantial improvement in grammar learning, followed by the linguistic group, and then the intrapersonal group, which showed the least gain (Figure 3). These visual patterns further confirm that instruction aligned with interpersonal intelligence was the most effective, while intrapersonal intelligence-based instruction was comparatively less impactful.

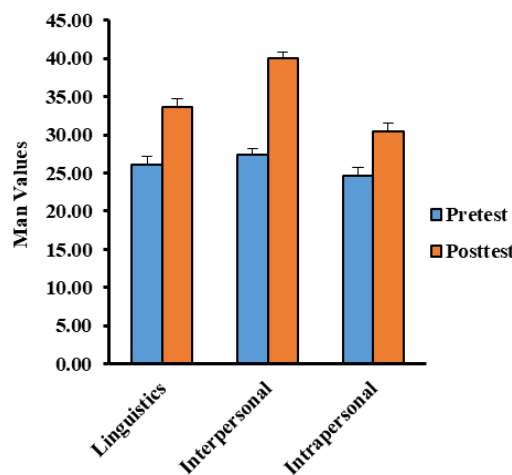


Figure 3

V. DISCUSSION AND ANALYSIS

The findings of the study revealed that the posttest's grammar scores for all groups demonstrated significant improvements. The linguistic and intrapersonal groups came in second and third, respectively, to the interpersonal group's most significant mean gain. Grammar scores increased considerably for all groups following dominant intelligence instruction. Multiple studies (Pitychoutis & Al Rawahi, 2024; Kentab, 2016; Salem, 2013) corroborate and support the findings of the study. Rizqiningsih and Hadi (2019) also highlighted the effectiveness of multiple intelligence-based instruction in enhancing the English speaking skills of students. Additionally, Soleimani et al. (2012) found that the students taught using MI theory outscored conventionally taught students in general and each English sub-skills (structure, vocabulary, reading comprehension) in particular. Likewise, Baş and Beyhab (2010) revealed that students who received instruction based on MI outscored those who received instruction based on conventional teaching methods in terms of achievement and motivation. It was further revealed that the interpersonal group scored the highest marks, demonstrating that this method was most effective of all three groups. This finding aligns with a study carried out by Mobashshernia and Mashadi Aghazadeh (2018), who found that the interpersonal intelligence of Iranian multilingual EFL learners had a positive correlation with their reading comprehension achievement. It is widely recognized that reciprocal education methods are more advantageous for learners with strong interpersonal intelligence than traditional teaching approaches (Abas et al., 2019; Borich, 2017; Doolittle et al., 2006). The result also revealed that the linguistic group demonstrated substantial gains. Linguistic intelligence-based activities and tasks use linguistic and pattern recognition skills to improve precision, fluency, and originality. They reinforce rules, raise awareness, and make language enjoyable. Multiple studies (Shakouri et al., 2017; Mahdavy, 2008; Samiyan, 2013) corroborate and support the finding that linguistic intelligence-tailored instruction in EFL classrooms improves the Grammar and language learning of the students. However, some studies argue that excessive emphasis on linguistic intelligence could alienate learners who thrive in kinesthetic or visual learning methods. Farajnezhad and Tabatabai (2019) found no strong connection between learners' text comprehension and vocabulary. The study also found that intrapersonal intelligence-based instructions and activities produced some positive results. This finding is supported by Behjat (2012) whose interpersonal and intrapersonal intelligences revealed that there existed a relationship between each of these intelligences and the acquisition of languages. Jouzdani (2016) also found that EFL learners preferred intrapersonal vocabulary learning over interpersonal, highlighting a close relationship between vocabulary learning and multiple intelligences. Saibani and Simin (2015) also revealed an important relationship between multiple intelligences and speaking proficiency. Savas (2012) showed how learning a foreign language and several intelligences were interdependent, complex, and related. However, there are also certain studies (Aghaei et al., 2015; Razmjoo, 2008) that found no relationships between students' analytical skills and intrapersonal intelligence.

VI. CONCLUSION

The study was conducted to assess which linguistic, interpersonal, or intrapersonal intelligence-based grammar instruction is the most effective for teaching Grammar in Saudi EFL classrooms. The findings revealed that multiple intelligence-based instruction worked well in EFL contexts. Each group scored more effectively when implementing methods aligned with their dominant intelligence. The interpersonal group scored the highest marks, with linguistic and intrapersonal groups standing second and third, respectively. The findings illustrate the empowering efficacy and the positive impacts of multiple intelligence-based grammar instruction for EFL learners. The study has certain limitations, such as a limited number of students and only three multiple intelligences. The future studies could expand the size and use other multiple agencies to add to the diversity and authenticity of the study.

ACKNOWLEDGEMENTS

This study is supported via funding from Prince Sattam Bin Abdulaziz University project number (PSAU/2025/R/1447).

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