



Benha University

Faculty of Education

Dept. of Curriculum, Instruction & Educational Technology

Dogme-based Multiple intelligences program for Reducing EFL Speaking Anxiety of Students at the Faculty of Education

Prepared by

Shaimaa Nabil Abdallah Mohammed

An Assistant Lecturer at the Department of Curriculum, Instruction, & Educational Technology, Faculty of Education, Benha University

Supervisors

Dr. Mona Salem Za'za

Professor of Curriculum and EFL Teaching Methods & former Vice Dean for Environmental and Community Affairs, Faculty of Education, Benha University

**Dr. Magdy Mohammed Amin
Abed**

Associate Professor of Curriculum and EFL Teaching Methods, Faculty of Education , Benha University

Dr Nehal Magy Hussein

**Lecturer of Curriculum and EFL Teaching Methods
Faculty of Education ,Benha University**

ABSTRACT

The present study aimed at reducing EFL speaking anxiety by using Dogme based multiple intelligences program. The study followed the one-group pre-posttest design. The participants of the study were EFL second-year students(N=30) during the academic year 2025-2026. They were enrolled in the English section at the Faculty of Education, Benha university. An EFL speaking scale was used as pre-post-scale. The study group were pretested to assess their levels within EFL speaking anxiety. Then, the scale was re-administered to the study group after the treatment. The results clarified that the study participants' EFL speaking anxiety was reduced as a result of the treatment. Therefore, it can be concluded that Dogme based multiple intelligences program is effective for reducing the EFL speaking anxiety.

Keywords: *Dogme based, Multiple intelligences, EFL Speaking Anxiety*

المستخلص باللغة العربية

برنامج الذكاءات المتعددة القائم علي مدخل الدوجما لخفض القلق من التحدث باللغة

الإنجليزية كلغة أجنبية لدي طلاب كلية التربية

استهدفت الدراسة الحالية خفض القلق من التحدث باللغة الإنجليزية كلغة أجنبية باستخدام برنامج الذكاءات المتعددة القائم على مدخل الدوجما ، وقد استخدمت الدراسة التصميم التجريبي ذو المجموعة الواحدة وقياس قبلي- بعدي وتكونت مجموعته الدراسة من ثلاثين طالب من طلاب الفرقة الثانية شعبة اللغة الإنجليزية بكلية التربية جامعة بنها خلال العام الأكاديمي 2025-2026. وتم استخدام مقياس لقلق التحدث (مقياس قبلي بعدي) ، وتم اختبار مجموعة الدراسة قبل وبعد إجراء المعالجة لتحديد مستويات القلق من التحدث لديهم، وأظهرت نتائج الدراسة انخفاض القلق من التحدث نتيجة للمعالجة ولذلك يمكن القول بأن برنامج الذكاءات المتعددة القائم علي مدخل الدوجما كان فعالا في خفض قلق التحدث باللغة الإنجليزية كلغة أجنبية لدي طلاب الفرقة الثانية شعبة اللغة الإنجليزية.

Introduction

With the widespread of knowledge, students find themselves in an intensive environment in which they have to search for appropriate knowledge related to their personal context. Unfortunately, they cannot benefit from this abundant knowledge to truly express their personal interests or engage into communicative situations that exceed drill or memorized speech. Additionally, in their speaking, students find themselves in a trial to recall information and make a balance between accuracy, fluency and being comprehended by others. Such cognitive load is increased by passive traditional teaching practices that neglect students' strengths and cognitive needs. Consequently, students' speaking anxiety increases, and they become reluctant to participate in communicative situations.

Speaking anxiety is defined as “subjective feelings of tension and apprehension associated with second language contexts” (MacIntyre & Gardner, 1994 p.284). As a result, Horwitz et al. (1986) confirmed that handling speaking anxiety is dealing with situation-specific anxiety. Accordingly, speaking anxiety consists of three dimensions: communication apprehension, test anxiety and fear of negative evaluation (Pakpahan & Gultom, 2022). Communication apprehension (CA) is defined according to its types. For example, while trait-like CA is that permanent anxiety that is related to any communicative situations, generalized context CA, although also permanent, it is related only to a given type of communication context (McCroskey & Beatty, 1986). Person-group CA is affected by the bond between individuals as it is related to the situational constraints imposed by person or groups with whom person communicates (Töytär, 2023). Situational CA is that type of transient anxiety experienced by persons when encountering new situations (McCroskey, 2015).

Test anxiety, the second construct, is defined as a performance anxiety aroused within tests situations in language classrooms (Tzoannopoulou, 2016). There are three subcomponents of test anxiety: thoughts, automatic reaction and off-task behaviors (Wren & Benson, 2004). While the thought dimension deals with the self-critic that individual has relating to evaluative situations, off-task behaviors focus on misbehaving distracting conducts occurring within the test. Autonomic reactions include maladaptive physiological responses (Aydin, 2019). Fear of negative evaluation, the final construct, focuses on evaluative situations in which individuals

have sensitivity to. Consequently, students became reluctant to articulate their thoughts, contribute in group discussion, and lose confidence within their abilities and successes (Downing et al., 2020; Catrambon et al., 2024).

A great body of research tried to identify the sources of speaking anxiety. For example, Rehan (2023) and Stalnaker (2023) highlighted that there are limited opportunities for students to practice language outside the classroom. Such exposure is limited to the classroom as students are not subjected to English-language media or literature within their personal time. Accordingly, Chand(2021) and Edreis (2021) clarified that such limited exposure prohibited students from showing their personalities or intelligences and consequently affects students' speaking skills. Within this context, the role of the given topics is also researchable. Mouhoubi-Messadh (2017) highlighted that giving students topics that exceed their cognitive capabilities cause them to feel depressed and cannot think appropriately. Furthermore, stereotype topics based on teacher's choices result in monotony and a sense of fear when students being confronted with novel topics to talk spontaneously about (Mouhoubi-Messadh & Khaldi, 2022). Shirvan and Talebzadeh (2017) highlighted that failure in communication constitutes important factor, especially when one the interlocutors have superiority while the other one looks for words to keep the floor of speech.

Wilson (2006) stated that "classroom activities and the learning/teaching environment need to bear directly on students' anxiety and on their performance in speaking" (p. 103). Within this notion, Pineda (2020) clarified that giving students the ability to express themselves without thinking about fears, they can overcome their speaking anxiety. Within this point, Krashen (1994) highlighted that reducing these affective barriers can be approached in formal environment through sheltered subject matter teaching. Richard (2015) defined sheltered instruction as that type of instruction in which students are given assistance to understand the content of the course. For example, the instructor can adjust his teaching to meet his students' needs without changing the content to make it easier. Beside considering students' strengths, teacher should provide students with rigorous on-grade-level work to maintain high academic standard while providing scaffolding (Smiley&Salsberry,2007). Considering students' strengths in this sheltered instruction can be enhanced by integrating Dogme approach with multiple intelligences.

Dogme approach is defined as a communicative approach to language teaching that encourages conversational communication among learners and teachers rather than relying on textbooks (Nataliia & Anastasiia ,2024). Meddings and Thornburry (2009) set the pillars of Dogme approach. These pillars are *emergent language*, *the materials-light principle*, and *conversation-driven teaching*. *Emergent language* deals with exposing students to massive input that is analyzed within interpersonal practices to focus on students' difficulty to be then restructured within intrapersonal level. In this way, students develop their interlanguage in mysterious ways as students can produce language that they weren't necessarily taught, or show unexpected quantum leaps in their development (Coleman, 2022). This pillar is clearly related to Krashen's monitor hypothesis that warns against the excessive use of correction that can impede students to focus on fluency in favor of accuracy. Although difficult in actual speech, monitoring needs to take place within suitable time, focus on form and knowing the rule. Therefore, speaking is related to acquisition than learning (Mayes et al., 2016).

The *materials-light principle* advocates the use of teaching supported materials and technology provided that they are students centered and are based on the talk-mediated development of local discourse that supports the joint construction of knowledge in the classroom (Nhat & Hung , 2020). This principle is related to Krashen's input hypothesis that views that language is acquired not learned when it contains a natural input provided in a comprehensive way that is slightly beyond students' current levels ($i+1$). Such $i+1$ input should not be deliberately provided to be automatically developed (Krashen, 1982). Despite its support to Dogme approach, Krashen's input hypothesis did not consider the output or determine the criteria to determine the level of comprehensibility of the input which paved the way for Swain's hypothesis (Terry & Bayely, 2024). According to Swain's output hypothesis, students should be pushed to produce complex and native-like language that triggers them to not only deliver their meaning, but also, be aware to deliver precise, coherent, and appropriate message (Gu, 2017).

Dogme's Conversation-driven teaching can be highlighted within Swain's output hypothesis. The output hypothesis deals with three functions namely: noticing gap function, hypothesis testing function, and metalinguistic function. Noticing gap function helps students to be cognizant about the gaps between what they want to deliver and what linguistic resources that they have. Consequently, they search for input resources to accelerate their language acquisition. Consequently, students become active learners who practice voluntary attentional process to trigger automatic noticing (Reynolds, 2025). The hypothesis testing function focuses on ensuring students' internalization of new rules and enabling them to adjust their message to express their communicative intent (Byrnes & Manchón, 2014). Such testing takes place through input processing that should be guided by processing instruction to enable the learner to correctly make form-meaning connection of the structure of the target language (Tode, 2008). Finally, Metalinguistic function allows learners to deeply control and internalize their linguistic repertoire by reflecting upon their linguistic use aloud (Leow, 2019). Consequently, in order to consider students' strength in this sheltered instruction environment and apply the Dogme's principles that combine Krashen's and Swain's hypotheses, multiple intelligences can be used. According to Riggio et al. (2001) multiple intelligences is a framework that consists of two prominent theories; Gardner's multiple intelligences and Sternberg's triarchic theory.

Gardner's multiple intelligences is defined as "a "biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture"(Gardner, 1999, p.33-34). These intelligences are 1) verbal intelligence that focus on enabling students to master language's rules, manipulate its pronunciation, grammar, and semantics and pragmatics (Lin, 2023); 2) logical-mathematical intelligence that includes understanding causality relationships and logically clarifying and organizing ideas (Nardi, 2001); 3) spatial intelligence is defined as that type of intelligence that focus on visualizing and orienting oneself appropriately in a spatial matrix (Armstrong, 2000); 4) interpersonal intelligence focuses on understanding empathically the intentions, feelings, and motivation to influence other's moods and emotions ((Dasgupta, 2009); 5) intrapersonal intelligence is benefiting from one's self-knowledge to act adaptively according to it; 6) bodily-kinesthetic intelligence focuses on using one's whole or part of the body to solve problems or create product

(Gardner, 1999) ; 7) Musical intelligence is defined by Azid and Kiong (2023) as being sensitive to rhythms, melodies, nature sounds and human voices; and 8) Naturalist intelligence is one's ability to recognize and classify natural phenomena such as plants, minerals, and animals(Richard and Rodgers, 2001).

Within Sternberg's triarchic theory the focus is given for achieving success in real-life situations instead of classifying different types of intelligences within individuals (Corr & Krupić, 2024). Sternberg's intelligences consists of analytical, practical and creative intelligences. Analytical intelligence can be applied through problem solving and logical reasoning to reach a solution (Georgeon & Robertson,2026). Practical intelligence focuses on enabling individuals to achieve a balance between the demands of individual and the environment by adapting, shaping, or selecting a new environment to achieve the end goals (Hedlund,2020). Creative intelligence as highlighted by Cooper (2015) provides importance for enabling individuals to handle novel problems by thinking of alternative uses for objects that benefit from past knowledge and experiences to reach a kind of automaticity when solving problems. Integrating these two theories with multiple intelligences frameworks will provoke metacognitive strategies that have effective roles in reducing speaking anxiety. They are actions through which students can prepare, check, revise, and evaluate the effectiveness of their learning (Awinindia, 2023). Sabnani (2024) pointed out that such strategies deal with planning for speaking, monitoring that the delivered message is received by its audience, and evaluating performance within communication. Within this context, Pesantez and Sacta (2025) concluded that metacognitive strategies reduce speaking anxiety, develop student's autonomy and self-regulation in learners, reflected in developing their speaking performance.

The relation between Dogme and multiple intelligences can be approached through sequential development concept and Dogme's principles. According to sequential development, although there is a typical sequence of the development of human growth and skill acquisition, teachers can tailor their instructions to meet students' needs(Lal &Sekhri, 2024). Consequently, there are four sequential stages to teach using multiple intelligences, which can be adapted to tailor students' needs, namely awaken stage, amplify stage, teach with/for and transfer stages (Prabhat,2023). Awaken stage focuses on enabling students to be more sensitive to the multifaceted of the object using their multisensory experiences. This goes with

Dogme's voice, empowerment and engagement principles that prioritize the importance for stimulating students' experiences, knowledge and beliefs in a context that is free from prescribed published textbooks and materials to help them fully engaged.

Within amplify stage, students strengthen their intelligences by defining with others the properties and contexts of these objects and events. This is enhanced by Dogme's interactivity principle that supports the interaction between the teacher and students and each other. Accordingly, knowledge is constructed by the students, and the teacher provides scaffolded conversation to elevate students' performance within the subsequent stages. Teach with/for stage allows the teacher to use worksheets, small-group projects and discussion to link the intelligence to some aspect of language learning. This is highlighted by Dogme's emergent, affordance and critical use principles. These principles focus on the language than emerges from spontaneous interaction as an opportunity for teachers to structure their lessons. If used within this stage, published and teaching resources should be used critically. Transfer stage encourages Dogme's relevance principle the highlights the use of issues that relate students to the out of the class experience. Consequently, students need to be given authentic tasks to relate them to the real-world. (Richard & Rodgers, 2001; Information Resources Management Association,2019; Nataliia&Anastasiia,2023; and Raslan &Diyyab,2025).

According to Sarani and Malmir (2019), Dogme approach treats learners' affective, social, and emotional dimensions. Consequently, learning becomes more enjoyable and free the learner from the cognitive encumbrance. Abdalgane et al. (2023) added that it enhances communication skills and assesses learners' comprehension through oral questioning, and strengthen the relation between the teacher and students as well as between students themselves. Furthermore, Ahmed (2020) concluded that Dogme approach enables students to take more responsibility for their own learning, become producers of language and communicate and express their opinions and ideas in English. Such results are compatible with Al-Ghazu et al. (2024) that concluded that Gardner's multiple intelligences enable students to express themselves freely, feel confident about their abilities to communicate in English, and encourage students to participate in groups. Yet, within classes based on multiple intelligences, students' ability to ask and answer authentic questions has a moderate

rank, despite relying on planned textbooks. Moreover, despite having the ability to speak freely, students' accuracy-related mistakes are not considered.

Context of the problem

Despite the importance of EFL speaking skills stated within the National Academic Reference Standard (NARS) of the framework of EFL Teacher Preparation Programs, second-year students enrolled in the English section at Benha Faculty of Education lack these skills. They are reluctant to speak in front of their peers because of their fear of making mistakes. EL-Bassuony (2010) ; Diyyab (2013) ; Helwa (2015); El-Sadek(2018); AL-Aamer (2018) ; and Mohamed(2020) confirmed that students feel anxious when speaking in front of others especially those who master English language. They numerated the sources of students' anxiety as fear of evaluation provided by the teacher and peers, limited exposure to the target language, students' inability to speak without preparation and their linguistic difficulties. As a result, students become less interested and discontented to learn and develop their speaking skills.

Based on the researcher's experience, second-year students avoid situations that need them to express their thoughts. They become confused when being asked to speak in English, and tend to use broken English without considering its effects on the comprehensibility of their speaking. Additionally, their limited linguistic repertoire leads them to be embarrassed while speaking. Hence, the researcher conducted a pilot study on a group consisting of 20 second-year students enrolled at English section at Faculty of Education, Benha University during the first term of the academic year 2022-2023 . She adopted a speaking anxiety scale from El-Sadek (2018) . The results indicated that the students' speaking anxiety was high as 60 % of the participants got more than 65 marks.

Statement of the problem

The problem of this study could be stated in the higher level of speaking anxiety of second year students enrolled in the English section at Faculty of Education. Thus, this study aims at investigating the effectiveness of Dogme-based multiple intelligences program for reducing EFL speaking anxiety of students at the Faculty of Education.

Questions of the study:

- What are the aspects of EFL speaking anxiety?
- What is the effectiveness of using a Dogme-based multiple intelligences program for reducing speaking anxiety of second year students at the faculty of Education?

Delimitations of the study

The present study was delimited to the following:

- 1- A group of second - year students (N=30) at the English section at the Faculty of Education, Benha University.
- 2- Online program for delivering the researcher's Dogme-based multiple intelligences.

Participants of the Study

The participants of the study were chosen from sophomore students during the first semester of the academic year 2025-2026. They were 30 students at the English section at Benha Faculty of Education.

Instruments and Materials of the Study

1. An EFL speaking anxiety Scale (used as a pre –post scale).
2. Dogme-based Multiple intelligences program.

The EFL speaking anxiety Scale

The researcher used the scale to investigate the level of EFL speaking anxiety scale of the participants of the study. Within her preparation of the scale, she adapted the scale items from McCroskey (1981), Horwitz et al. (1986), Mahmoodzadeh (2012), Diyyab (2013), Elsadek (2018), Al Farisy (2019), Lemana II et al. (2023) and Azkiya (2024).

Description of the EFL speaking anxiety scale

The speaking anxiety scale consists of thirty items scored on a five-point Likert response scale ranging from 1(strongly disagree) to 5(strongly agree). Fifteen of the items (1,4,6,10,13,15, 17,20,22,24,26,27,28,29,30) are negatively scored. On the other hand, the other half (2,3,5,7,8,9,11,12,14,16,18,19,21,23,25) are positively

evaluated. The scale contains four dimensions. 1) Communication apprehension items: (1,2,7,8,13,14,19,20,24,25); 2) Cognitive anxiety items: (3,4,9,10,15,16,26,27); 3) Negative Evaluation items: (5, 11,17,21,22,28,30); and 4)Test items:(6,12,18,23,29).

Validity of the EFL speaking anxiety scale

Face validity

The scale was submitted to a panel of jury members specialized in EFL curricula and method of teaching (N=12) to determine the face validity of the EFL speaking anxiety scale. They indicated that the scale items were appropriate for measuring the intended objectives and suitable for the participants' levels.

Construct Validity of the scale

The Pearson correlation coefficient between the scores of the study participants in each subscale of the speaking anxiety scale and dimension it is related to was calculated by SPSS (V.18). The results reflects that the correlation coefficient is significant at 0.01 and 0.05 levels which indicates that the scale was valid.

Reliability

To measure the reliability of the EFL speaking anxiety scale, Cronbach's Alpha method and Test-retest method were employed. The Cronbach's Alpha method resulted in a correlation coefficient of 0.893 that is significant at 0.01 demonstrating a high level of reliability. Similarly, the Test-retest method produced a correlation coefficient of (0.915), further validating the strong reliability of the scale.

Scoring the EFL speaking anxiety scale

The scale consisted of (30) items, scored on a Five-point Likert response scale ranging from (Strongly Agree) to 5 (Strongly Disagree). While the positive items scored from five to one, the negative items were reversely rated. Consequently, while a total score between 30-69 reflects a low level of speaking anxiety, a total score between 70-109 points indicates a moderate level of speaking anxiety. Added to it, a score ranges from 110-150 reflects a high level of speaking anxiety.

Dogme-based multiple intelligences program

To achieve the objective of the present study, the researcher incorporated Dogme approach with multiple intelligences. The use of Dogme approach helped the researcher to cope with her students' needs and achieve a more flexible learning that aligns with her multiple intelligences-based program. Five types of Gardner's intelligences (linguistic- interpersonal- intrapersonal -logical and visual intelligences) were used along with Sternberg's intelligences. Within the researcher's program, the program was structured according to the developmental sequence of intelligence pedagogy. Accordingly, the researcher used the stages of the program according to students' levels and readability. Consequently, instead of following the linear stages awaken, amplify, teach with/for and transfer stages, the researcher used awaken , teach with/for, amplify and transfer stages.

Principles for Dogme-based multiple intelligences program

1. Multiple intelligences pedagogy is based on developmental sequence than a structured sequenced syllabus.
2. Providing students with a sheltered classroom prepares them to the real communication outside the class.
3. Teaching speaking should start from students' emergent mistakes instead of following fixed planned syllabus to reduce students' cognitive load.
4. There is no prepackaged starting point other than students' levels.
5. The selected spoken topic should be relevant to students' lives.
6. In teaching speaking, speaking should be acquired and learned.
7. Technology and teaching materials needs to be treated as support not main sources.

Duration of the Administration of the treatment

The treatment lasted for 14 sessions. It started at the first semester of the academic year 2025-2026 from 14th of October to 6th of December.

Results of the Study

To find out whether there is a statistically significant difference in the overall EFL speaking anxiety and its related dimensions, Paired-Samples t-test was used to compare the mean scores of pre-post scale, and the effect size (η^2) to investigate the magnitude of the independent variable on the dependent variable. The Results of the present study confirmed that the participants' EFL speaking anxiety was significantly reduced as a result of the program. There was a statistically significant difference between the mean scores of the study participants in the pre-post assessment of the EFL speaking anxiety scale and its related dimensions in favor of the post assessment.

Table (1)

Results of the t-test between the mean scores of the study participants in the pre-post assessment of the EFL speaking anxiety scale and its related dimensions

(n= 30) df =29

dimensions	Low Score	High Score	Test	Mean	Sd	t-value	P-value	η^2
Communication apprehension	10	50	Pre	38.13	4.83	18.957	0.01	0.925
			Post	18.27	2.35			
Cognitive anxiety	8	40	Pre	29.10	3.73	17.688	0.01	0.915
			Post	15.17	2.00			
Negative Evaluation	7	35	Pre	26.17	3.87	16.339	0.01	0.902
			Post	12.50	2.13			
Test	5	25	Pre	16.93	3.02	13.858	0.01	0.869
			Post	9.37	1.52			
All Over the Scale	30	150	Pre	110.33	12.43	22.303	0.01	0.945
			Post	55.30	4.74			

The results of the hypothesis as clarified in table (1) indicated that :

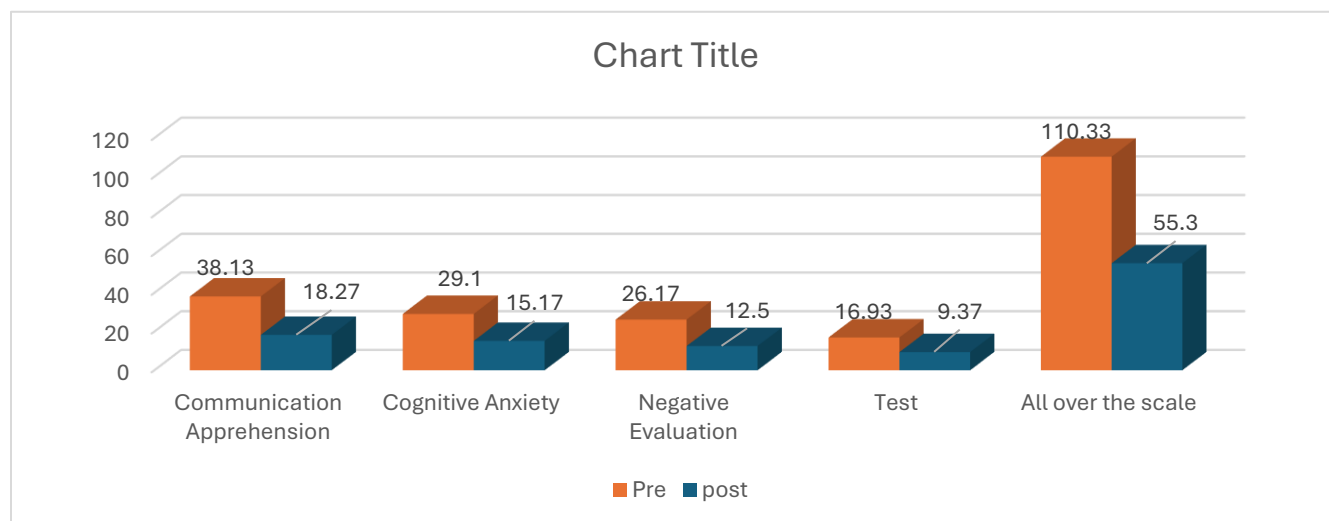
- There is a statistically significant difference between the mean scores of study participants in the pre-post assessment in favor of the post assessment at the level of $p \leq 0.01$. The effect size of the experimental treatment on the EFL speaking anxiety was (0.945). It is a large value and greater than 0.14 which indicates a large effect size of the experimental treatment.
- In addition, there is a statistically significant difference between the mean scores of the study participants in the pre-post assessment of the EFL speaking anxiety scale's related dimensions at the level of $p \leq 0.01$ with an effect size ranged from (0.869-0.945). Suh value was greater than 0.14.

Discussion and Interpretation of the Results

Based on the previous results, it was clear that Dogme-based multiple intelligences program was effective in reducing EFL speaking anxiety of the second-year students at the faculty of Education. Such development is clarified in figure (1):

Figure (1)

The difference between the mean scores of the study participants in the pre-post assessment of the EFL speaking anxiety scale.



As shown in figure (1), integrating Dogme with multiple intelligences was effective for reducing speaking anxiety. Such integration fostered cognitive and metacognitive strategies that alleviate students' speaking anxiety with each multiple intelligences stage. Within the awaken stage, the integration between analytical and practical intelligences within linguistic, logical and intrapersonal intelligences helped students to analyze, reason and provide examples for their answers. In this way, students recognize their points of weakness, felt that they collaborate with the researcher to structure their sessions within the subsequent stages, and consequently develop their confidence. Focusing on these previous intelligences within teach with/for stage helped the researcher to scaffold and focus only on what students struggled with. Accordingly, students' linguistic problems were corrected, and the researcher fostered the internalization of the gap-filling linguistic features. Therefore, students begun to acquire the language through its learning within a low affective environment.

Along with these previous intelligences and by adding analytical and practical intelligences to interpersonal intelligence within amplify stage, the researcher encouraged her students to be engaged into negotiation situations. These situations motivated them to expand their comprehension and self-regulate their behaviors. In this way, students' fear about how others would think of their speaking was reduced. Additionally, this motivated students to expand their comprehension and enable them to self-regulate their behaviors consciously. Within transfer stage, the researcher fostered creative, analytical and practical intelligences within her five Garner's' intelligences. Within this stage, students planned their thinking by using their generative pretrained transformer apps to structure their input and take notes; 2) using office 365 apps to listen to native-like tongue and submitting their final records to be evaluated by the researcher. Consequently, students did not only structure their input before engaging into the actual performance, but also, gained opportunities for explanations that meet their self-paced learning in a non-threatening environment. Additionally, giving students real tasks and allowing them to talk about topics of their choice, within this stage, enhances their autonomy and motivated them to think creatively and developed their self-efficacy for executing and

visualizing their speaking tasks. These results are consistent with that of Darwanto(2014); Dincer and Yesilyurt (2017); Mohamed (2019) ; Musyarrafah (2022); Thamban(2022) and Yuwen et al.(2022);Alvandi et al. (2025); Pesantez and Sacta(2025) ; Sari et al. (2025) ; Yadav (2025) and Ermanov(2026).

Conclusion

Considering the results, it can be concluded that the Dogme-based Multiple Intelligences program significantly reduced second-year students' speaking anxiety. The effectiveness of this treatment may be due to the relaxed environment provided by the Dogme approach. Within this environment, students chose their spoken topics, and their errors were considered as a starting point for structuring lessons. Furthermore, shaping the multiple intelligences program in the light of Dogme approach provided students with cognitive and metacognitive strategies that enabled them to not only deal with linguistic knowledge, but also, plan, monitor and evaluate their performance.

Recommendation of the study

In the light of the study results, it is recommended that EFL teachers should use strategies that foster acquisition and learning. This can be achieved by providing students with comprehensible input and creating a sheltered learning environment that facilitates language acquisition and considers students' strengths and needs. Furthermore, EFL students need to recognize that their mistakes lead to more leaning opportunities rather than evaluating their proficiency.

Suggestions for further researches

Based on the findings of the present research, the following suggestions for further research can be suggested:

- Investigating the effectiveness of Dogme-based multiple intelligences for developing students' self-efficacy.
- Investigating the effectiveness of Dogme-based multiple intelligences for developing critical thinking skills.
- Investigating the effectiveness of Dogme-based multiple intelligences for developing students' self- autonomy.

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