

# Utilizing a Multiple Intelligences based - Strategy to Enhance EFL Speaking Skills and Motivation for El -Azhar Secondary Stage Students

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## **Abstract**

*The current study aimed at developing EFL speaking skills and motivation for Al-Azhar secondary stage students through adopting a multiple intelligences based - strategy. To accomplish this purpose, the researcher used the quasi-experimental design, thirty EFL 1<sup>st</sup> year Al- Azhar secondary stage students were selected from Ekwa religious institute for girls, DyarbNegem administration, Sharkia governorate, Egypt, were randomly allocated in two groups (15) students for experimental group and (15) for control group, the researcher designed an EFL speaking test to measure these skills before and after the treatment, a scale was also designed for measuring the effect of the strategy on the students' motivation before and after the treatment. The current study was conducted over a period of ten weeks, along ten sessions, throughout the first term of the academic year 2019-2020. The results of the study indicated that utilizing a multiple intelligences based - strategy was effective in developing the EFL speaking skills and motivation of Al-Azhar secondary stage students.*

**Key words:** Speaking skills, Motivation, Multiple Intelligences.

## **I. Introduction**

Language instruction includes four important skills, which are interrelated. It is too difficult to perform a skill without the other. It is impossible to conduct a conversation without listening as well and people seldom write without reading. These skills are divided into aural (listening and speaking) and graphic (reading and writing).

Bygate (2001) stated that speaking has occupied a special position throughout the history of language teaching and has begun to emerge as a branch of teaching, learning and testing for nearly four decades. Bygate added that there are three reasons for this. First, the traditional grammar translation methods still have a huge influence on language teaching. Second, tape-recording has been sufficiently cheap and practical to enable the widespread study of talk and use of tape recorders in classrooms only since the mid-1970s. Third, most language

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teaching approaches exploited oral communication as only part of their methodology and most of the focus in teaching oral skills was limited to pronunciation. Until recently, speaking has become a special area in language teaching.

Although speaking is an important skill, it is neglected in teaching English as a foreign language. Al Harbi (2015) noticed that EFL learners have low oral skills due to the absence of authentic language learning situations outside and inside classrooms. He states that there are two reasons that may affect speaking skills learning .Firstly, to practise oral skills in daily life and secondly the learner negativity towards English.

Nunan (1999) argued that there are some psychological reasons that affect speaking fluency such as anxiety or shyness, lack of confidence, lack of motivation, the curriculum and environment. Abdullah (2008) pointed that there were several difficulties that face teachers as well as students in teaching and learning speaking in English language classrooms in Egypt .Firstly, it is naturally difficult for students to speak in the foreign language they learn. Secondly, the teaching environment that students are involved in may prevent their speaking skills development. Thirdly, teachers use traditional methods of EFLteaching. Fourthly, students have passive attitudes towards English, particularly in Egypt. Fifthly, some psychological reasons may passively influence the EFL student's performance in speaking.

Students' motivation towards the learning process is also a factor that may cause less effective teaching. Motivation is one of the most important reasons in language learning. Students with a good motivation towards English are more likely to work hard and keep going when learning gets challenging. There are two kinds of motivation, firstly learning for a particular purpose, for example to get a job, get into university, travel etc. Secondly, learning English because students enjoy learning, having fun and making progress.

The current study is of special significance for EFLlearners. The study adopts the MI Theory in the field of English Language Teaching, which may result in many useful implications for teachers and researchers. The MI Theory calls for multi-modal teaching strategies in which students are given more chances or options while they are learning. Multiple intelligences based-strategy helps in involving and reaching more and more students in the learning process because it addresses various types of intelligences whether these intelligences are scholastic (verbal/linguistic intelligences and the logical/mathematical intelligences) or non-scholastic intelligences ( interpersonal, intrapersonal, and bodily-kinesthetic intelligences, etc.).

To El Naggar (2000), Multiple Intelligences Theory enables teachers to discuss positive strengths in all children and to plan appropriate learning strategies for a more effective classroom environment.

Various studies investigated the effect of using multiple intelligences-based instruction on developing speaking skills). One of these studies was conducted by Sayed (2005). It investigated the effect of using a Multiple Intelligences-Based Training Programme on developing first-year English major's oral communication skills. The participants of the study consisted of 30 first year English majors. Instruments of the study included: A training programme based on Gardner's MI Theory to develop the students' oral communication skills, and an oral communication pre-posttest that was administered to the group of the study before and after their training. Results revealed that the programme had a great effect on the students' oral communication skills .

Ibrahim (2007) investigated the effectiveness of a suggested strategy based on the multiple intelligences theoryin assessing and in developing the speaking skills. The participants of the study were 50 third year primary

school Arabic native speakers' students. Instruments of the study included the training program (student's book and a teacher's guide), multiple intelligences scale. The results of the study showed the usefulness of the training program based on the multiple intelligences theory.

## **II. Statement of the problem:**

In the light of the previous discussion, the problem of the current study stemmed from the low performance level of secondary stage students in English speaking skills and motivation. The researcher looked deeply for a strategy to overcome these difficulties. The researcher hoped that the strategy that deals with the multiple intelligences can develop EFL speaking skills of 1st year Al Azhar secondary students and their motivation to practice English.

## **III. The questions of the study:**

The present study attempted to answer the following main question.

1. What is the effect of a multiple intelligences based strategy on developing EFL speaking skills and motivation of Al- Azhar secondary stage students?

The following sub questions emerge from the above main one.

- 1) What are the speaking skills required for the 1st- year Al - Azhar secondary students?
- 2) What is the actual performance of 1st year Al - Azhar secondary students in speaking skills?
- 3) How can an MI based strategy be designed?
- 4) What are the principles of a Multiple intelligences based - strategy to enhance speaking skills for Al - Azhar secondary students?
- 5) What is effect of a Multiple intelligences based - strategy to develop motivation of Al - Azhar secondary stage students?

## **IV. Procedures of the study:**

To answer the research questions, the following procedures were conducted:

- 1- Reviewing literature and previous studies related to the study variables
- 2-Designing a speaking checklist of the main and sub EFL speaking skills, judging them by TEFL jury members and modifying them according to their opinions.
- 3-Translating the approved speaking skills into a pre/post speaking test and an observation sheet.
- 4-Choosing the study participants from Al Azhar institutes and dividing them into experimental and control groups.

5-Pre-administrating the study instruments to both groups.

6- Teaching the experimental group through the multiple intelligences based -strategy while the control group was taught by regularly.

7- Post -administrating the study instruments to both groups.

8- Comparing the pre to the post results statistically of both groups.

9-Concluding, suggesting for further studies.

## **V. Instruments of the study**

Five instruments were developed and used to investigate the problem:

A speaking checklist as a pre-requisite.

A speaking test as a real instrument.

A speaking rubric as a post requisite.

An observation sheet for EFL speaking skills.

A scale to measure motivation.

## **VI. The study significance:**

*It was hoped that this study was important for:*

### **1- Students as it might:**

- Improve their EFL speaking skills.
- Encourage them to communicate in English accurately and fluently.
- Change student's role from passive recipients to active learners through the different activities and tasks they were asked to do.

### **2- English language teachers:**

As the study might provide them with guidelines for using a strategy in teaching English.

## **VII. Delimitations of the study:**

The current study was delimited to the following:

- 1- Al Azhar second year secondary stage students at Ekwa religious institute for girls in Sharkia governorate.
- 2- Certain EFL speaking skills that should be developed within the strategy. These skills were listed as follows:

- Pronunciation
- Accuracy
- Fluency
- Language functions

3- The study was limited to measure the effect of the four types of intelligences (verbal / linguistic intelligence interpersonal intelligence , intrapersonal intelligence and bodily intelligence) on EFL speaking skills and motivation.

4- Some motivation dimensions that would be approved by the jury members .

5- A limited duration for administering a strategy based on the MI theory (twelve weeks during the first semester of the academic year 2019\2020).

## **VIII. Definition of terms:**

### **1- Speaking:**

- Finocchiaro (2000) defined speaking as "The ability to use pronunciation, stress, intonation, grammatical structure, vocabulary and communication".

### **2- Motivation:**

Jenkins&Demaray (2015) defined motivation as "It is the force which provides the impetus for human behavior, causing individuals to initiate and sustain goal-directed actions".

### **3- Multiple intelligences:**

Gardner (1999) views multiple intelligences based strategy as a tool through which any content area can be conveyed to students by utilizing their different inner capacities, abilities or intelligences as students' intelligences as students are involved in various activities which are based on different kinds of intelligences.

## **IX. Methodology**

The current study adopted the quasi-experimental design to investigate utilizing a Multiple Intelligences based - strategy to develop Al-Azhar Secondary Stage students' speaking skills and motivation. This design was a major source for data collection in which participants were divided into two groups (control and experimental). The experimental group was taught by a Multiple intelligences based - strategy while the control group was taught through regular instruction. The study instruments were designed to study the participants before and after the implementing of the experiment. The experiment was initiated in the 1st term of the academic year 2019/2020. Both speaking skills pre-post were administered by the researcher to both groups before and after the experiment.

## **X. Results of the study**

The following were the important results:

1-There was a statistical significant difference between the mean scores of the experimental group and the control group students in the post-test of the overall EFL speaking skill and its sub-skills in favor of the experimental group. Table (1) show the results.

Table (1): The posttest results of speaking sub skills for both groups.

sub skills	Group	N	M	S.D	D.f	t-value	Sig
1- Accuracy	Control	15	4.45	0.61	28	0.37	0.01
	Experimental	15	8.15	0.37			
2- Pronunciation	Control	15	3.15	0.67		0.35	0.01
	Experimental	15	6.65	0.59			
3- Fluency	Control	15	3.85	0.49		0.95	0.01
	Experimental	15	5.65	0.59			
4-Language functions	Control	15	4.75	0.64		0.62	0.01
	Experimental	15	8.15	0.31			
Overall speaking test	Control	15	9.15	1.65		0.15	0.01
	Experimental	15	16.56	1.12			

1- There was a statistical significant difference between the mean scores of the experimental group in the pre-post test result of overall EFL speaking test and its sub skills in favor of the post-test. Table (2) show the results.

Table (2): The pre-post results of experimental group in overall speaking test.

sub skills	Group	N	M	S.D	D. f	t-value	Sig
1-Accuracy	Pre-test	15	4.45	0.61		0.36	0.01
	Post-test	15	8.15	0.37			
2-Pronunciation	Pre-test	15	2.15	0.671			

	Post-test	15	4.65	0.59	38	0.34	0.01
3-Fluency	Pre-test	15	2.85	0.49		0.95	0.01
	Post-test	15	4.65	0.59			
4-Language functions	Pre-test	15	3.75	0.64		0.62	0.01
	Post-test	15	6.15	0.31			
Overall speaking test	Pre-test	15	9.45	1.65		0.15	0.01
	Post-test	15	15.34	1.123			

3- The Multiple Intelligences-Based strategy had a high effect on developing overall speaking skill and its sub- skills. Table(3) show the results.

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Table (3) :The pre-post results of experimental group.

sub skills	Group	N	M	S.D	D.F	Eta-square	Effect size
1-Accuracy	Pre-test	15	7.75	2.43	28	0.96	0.79 Large
	Post-test	15	10.25	1.88			
2- Pronunciation	Pre-test	15	6.19	2.79		0.79	0.94 Large
	Post-test	15	9.69	1.77			
3-Fluency	Pre-test	15	5.94	2.34		0.95	0.95 Large
	Post-test	15	8.38	1.25			
4-Languagefunctions	Pre-test	15	7.44	3.47		0.62	0.84 Large
	Post-test	15	9.81	2.16			
Overall speaking test	Control	15	28.81	6.93	0.65	0.88 Large	
	experimental	15	35.13	4.55			

6- There was a statistically significant difference between the mean scores of experimental and control groups in the post administrations of motivation checklist in favor of the experimental group results. Table (4) show the results .

Table (4): The post results of both groups in motivation scale.

Motivation dimensions	Group	N	M	S.D	D. f	t-value	Sig
Overall motivation	Control	15	25.15	4.35	28	0.54	0.01
	Experimental	15	36.25	2.39			

## XI. Discussion of Results:

These results of the current study concur with many studies which used MI Theory" to develop and improve many academic skills in the field of teaching foreign languages in general (Condis, et al., 2000; Geimer, et al., 2000), and in the field of English Language Teaching in particular ",and in the field of speaking (Dorgham, 2011 & Sayed, 2005). This result copes with Sayed's study (2005) which investigated the effect of a Multiple Intelligences-Based Training Programme on developing first-year English majors' oral communication skills. The sample of the study consisted of thirty first-year English majors. Results revealed that the programme had a great effect on the students' oral communication skills. There some reasons behind the improvement of the experimental group results:

- 1) Improving students' ability to communicate with people in real life situations.
- 2)Developing students' confidence in different communicative contexts.
- 3) Enabling students to express their opinions and ideas in correct English.
- 4) Enhancing the students' ability to pronounce words appropriately.
- 5) Enabling students to organize their ideas coherently and speak fluently about a specific issue.

## XII. Recommendation

Based on the findings drawn in the current study, the following points would be recommended .  
 EFL teachers:

- 1- care for students' individual differences by diversifying their methods in such a way to involve the different intelligences that they own.
- 2- change their role from being the main source of knowledge to being a guide, facilitator, counselor, and social worker.



3-use the M I based- strategy in their daily teaching process to add variety and change of teaching strategies.

4- motivate students to practise speaking skills through attractive topics and activities.

5- care for students' intelligences and opinions in selecting speaking activities.

### **XIII. Suggestion for further studies:**

Out of the study delimitations and coping with its results the following areas of research are suggested:

1. Conducting studies on MI based- strategy to develop other language skills (writing, reading, and listening).

2. Conducting studies to find out the effect of MI based -strategy to improve EFL speaking skills for different stages (primary, preparatory, secondary and university).

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