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Intelligences based-Strategy to
Enhance EFL Speaking Skills
and Motivation for El -Azhar
Secondary Stage Students**

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Introduction:

Language instruction includes four important skills, which are interrelated. It's too difficult to perform a skill without the other. It's 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) states that speaking has occupied a peculiar position throughout the history of language teaching and has begun to emerge as a branch of teaching, learning and testing for nearly two decades. Bygate adds 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 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)** notices that EFL learners have low oral skills due to the absence of authentic language learning situations outside and inside classrooms. 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. **Marcelino (2005)** mentions that the EFL learners are passive during

the speaking process. A lot of them are shy to use English in rules when they communicate and fail to acquire English because of the lack of motivation.

Zhang (2009) claims that speaking remains the most difficult skill to be mastered for the most of EFL learners and that they are still inefficient in communicating orally in English in his trail to show the reasons that cause speaking difficulties to EFL learners. The discomfort and the reluctance during the English speaking process are considered two of the biggest blocks for English foreign language learners as they fear to be negatively evaluated when they make mistakes, especially in front of their classmates (**Dil, 2009**).

Nunan (1999) argues that there are some psychological factors that affect speaking fluency such as anxiety or shyness, lack of confidence, lack of motivation, the curriculum and environment. **Abdullah (2008)** views that there are 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 EFL teaching. Fourthly, students have passive attitudes towards English, particularly in Egypt. Fifthly, some psychological factors may passively influence the EFL student's performance in speaking.

From the previous studies, it can be concluded that there are three main factors for the inefficiency in speaking skills. Firstly, factors related

to EFL teachers who usually use the mother tongue and they do not have enough knowledge about speaking skills procedures and techniques. They also do not master speaking skills themselves. They usually use traditional methods in teaching which mainly concentrate on grammar and neglect the language four skills especially speaking skills. Second factors related EFL learners; they are embarrassed to share in any kind of discussion in English as they fear mistakes. They are only listeners within the teaching process. Third factors related to English curricula and exams as which do not have enough activities items to evaluate speaking skills.

Students' motivation towards the learning process is also a factor that may cause less effective teaching. Motivation is one of the most important factors in a 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 student enjoy learning, having fun and making progress.

The current study is special significance for EFL learners. The study adopts a new theory (MI Theory) in the field of English Language Teaching, which may result in many useful implications for teachers and researchers. 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.).

Providing students with an effective environment enables language speakers to speak fluently and interact freely with each other. This encouraging environment makes learners speak away from anxiety and apprehension. One of these approaches that depends greatly on the learner-centered style of teaching and learning is Howard Gardner's theory of Multiple Intelligences. Multiple intelligences-based strategy helps to reduce the dominance of teachers for the sake of their learners which broadens the range in front of learners to practice and speak using the target language (El-**Basel**, 2008).

El Naggari (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.

Hoerr (2000) asserted that using MI in instruction means that students learn in different ways and express their understanding variously. Using paper and pencil measures as traditional measures limits the students capacity to the linguistic skills which they use in writing their answers. Under the use of MI - Based instruction, students are treated as individuals. Their talents and interests are not ignored because it is not fair to concentrate on some students and neglect others whose capacities and talents are not well -identified.

Various studies investigated the effect of using multiple intelligences-based instruction on developing speaking skills. One of these studies was conducted in Upper Egypt 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. Tools 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 as there are statistically significant differences between the pre and post administration results.

Another study was conducted by **Dorgham (2011)** which investigated the effectiveness of using multiple intelligences based strategy on developing speaking skills of the preparatory schools first graders. The implementation of a program based on MI proved the usefulness of multiple intelligences based instruction on developing first year preparatory stage graders.

Ibrahim (2007) investigated the effectiveness of a suggested strategy based on the multiple intelligences theory in assessing and in developing the speaking skills. The participants of the study were 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 and a checklist of the study showed

the usefulness of the training program based on the multiple intelligences theory.

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 over come these difficulties. The researcher found that the strategy that deals with the four types of intelligences –(verbal / linguistic intelligence interpersonal intelligence – intrapersonal intelligence – bodily intelligence)can develop EFL speaking skills of 1st year Al Azhar secondary students and their motivation to practice English.

The questions of the study :

The present study attempted to answer the following main question.

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 AI –Azhar secondary students?
- 5) What is effect of a Multiple intelligences based – strategy to develop motivation of AI–Azhar secondary stage students?

Hypotheses of the study:

- The quasi–experimental design was used to test the hypotheses of the study. The main hypotheses of the study which were verified in the recent study are:

- 1– There was a statistically significant difference between the mean scores of experimental and control groups in the post speaking test results of EFL speaking skills in favour of experimental group.
- 2– There was a statistically significant difference between the mean scores of the pre– post speaking test results of the experimental group in favour of the post test results.
- 3– There was a statistically significant difference between the mean scores of experimental and control groups in the observation sheets results of EFL speaking skills in favour of experimental group.
- 4– There was a statistically significant difference between the mean scores of experimental group in the pre–post observation sheet results of EFL speaking skills in favour of the post results.
- 5– There was a statistically significant difference between the mean scores of experimental and control groups in the post administrations of motivation checklist in favour of the experimental group results.

6- There was a statistical significant difference between the mean scores of experimental group in the pre-post administrations of motivation checklist in favour of the post results

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 it by TEFL jury members and modifying it 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.

Instruments of the study:

Some instruments were developed and used to investigate the problem are:

- A speaking checklist as a pre-requisite.
- A speaking test as a real instrument.
- A speaking rubric as a post requisite.
- A scale to measure motivation.

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 new strategy in teaching English.

3- The supervisors :

As they might conduct training courses for their teachers based on multiple intelligences activates.

- Curriculum designers :

As they could provide the student's books with some topics and activities based on multiple intelligences theory.

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
 - Fluency
 - Accuracy
 - 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.

Definition of terms:

- 1- Speaking skills:
 - **Radwan (1999)** defined speaking as "the oral productive mastery of second language in different context as one component of the oral communication skills".
 - **Finocchiaro (2000)** defined speaking as "The ability to use pronunciation, stress, intonation, grammatical structure, vocabulary and communication".
 - **Sayed (2005)** defined speaking as "an interactive process, two persons or more are involved in a real life situation they exchange talk or use the language so as to fulfill a certain communicative purpose or accomplish a certain social function".
 - **Speaking is operationally defined as:**

"A reactive process that involves certain skills such as pronunciation, accuracy, fluency and language functions that promote or enhance oral fluency for 1st year secondary stage students through using a discussion Based-programme.

2-Motivation:

Motive: a factor or circumstance that drives a person to act in a particular way. (Oxford dictionary-2000)

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 based strategy :

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.

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 administrated by the researcher to both groups before and after the experiment.

The Study Participants:

The participants of the current study included (30) 1st year of secondary students at Ekwa religious institute for girls, Dyarb Negem administration, Sharkia governorate where the researcher work. They were randomly assigned in two groups, experimental (15) students and control (15) students. It was assumed that the participants formed a homogenous group as they were randomly chosen.

Results of the study:

The following are 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 favoring the experimental group.
- 2- There was a statistical significant difference between the mean scores of the experimental group in the pre-post test results of overall EFL speaking test and its sub skills in favour of the post-test.
- 3- The Multiple Intelligences-Based strategy had a high effect on developing overall speaking skill and its sub- skills.

4- The Multiple Intelligences–Based strategy had a high effect on the participants' motivation in the Experimental group.

Discussion of Results:

The main aim of the current study was to investigate the effect of using a program that depends on the theory of multiple intelligences on developing the EFL speaking skills and motivation for secondary stage students.

The results of the study showed that there is a statistically significant difference between the mean scores of the participants on the speaking pre–posttest in favor of the posttest. This might be attributed to the activities and tasks of the program that help to improve students' performance of the speaking skills.

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 are some reasons behind the improvement of the experimental group results:

- 1) Improving students' ability to communicate with people in real life (not only in or out of class).
- 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.
- 6) Enabling students to be better listeners.
- 7) Promoting self-learning and co-operative learning.
- 8) Sketching feasible topics in their daily learners' using English.

Conclusion:

Based on the results of the study it can be concluded that using multiple intelligences based instruction is an effective way to develop EFL speaking skills through focusing on individual differences among students. It is also concluded that coping the new trends in teaching which focuses on the changing role of the teacher from being a lecturer to a facilitator, enhance students' achievement.

Recommendation:

Suggestions emphasized the need to extend EFL speaking activities sessions outside the classrooms through using social network

sites such as Skype. These sites could, to a great extent, solve the problem of time constraints and assist the low proficiency or shy learners to build their confidence in using the target language orally and improve their speaking ability as well as discussion skills.

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استخدام استراتيجية قائمة على الذكاءات المتعددة لتنمية مهارات التحدث باللغة الإنجليزية
كلغة أجنبية والدافعية لدى طلاب المرحلة الثانوية الازهرية

ملخص البحث:

مثلت الدراسة الحالية محاولة لتطوير مهارات التحدث باللغة الإنجليزية كلغة أجنبية والدافعية لدى طلاب المرحلة الثانوية بالمعاهد الازهرية، من خلال تبني استراتيجية تعتمد على الذكاءات المتعددة. وتحقيقا لهذا الهدف، استخدمت الدراسة الحالية التصميم الشبة التجريبي الذي التدريس بالاستراتيجية الجديدة والمجموعة الضابطة. التي استخدمت الطريقة المعتادة في التدريس حيث تم اختيار ثلاثين طالبة من طالبات الصف الاول الثانوي من معهد اكوة الأزهرى للفتيات بإدارة ديرب نجم التعليمية، محافظة الشرقية، مصر، بشكل عشوائي وتم تقسيمهن الى مجموعتين (خمس عشرة طالبة للمجموعة التجريبية) وخمسة عشر للمجموعة الضابطة، صمم الباحث اختبار لغة انجليزية لقياس مهارات التحدث في اللغة الإنجليزية كلغة أجنبية قبل وبعد التطبيق، وتم تصميم مقياس لقياس تأثير الاستراتيجية على دافعية الطلاب قبل وبعد التطبيق. أجريت الدراسة الحالية على مدى عشرة أسابيع، على مدار عشر جلسات، طوال الفصل الدراسي الأول من العام الدراسي ٢٠١٩-٢٠٢٠م. أوضحت نتائج الدراسة أن استخدام استراتيجية الذكاء المتعددة كان لها اثر فعالا في تطوير مهارات التحدث باللغة الإنجليزية ودافعية الطالبات نحو تحدث اللغة الانجليزية.