

The Effect of Implementing Activities Based on Multiple Intelligences Theory to Improve Iraqi 1st Intermediate Students' Speaking Skill

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Abstract: The main aim of this study is to investigate the effect of implementing activities based on Multiple Intelligences theory to enhance or improve speaking skills of the first intermediate students in Babylon province . The researcher uses experimental design in the study .Tools of the study include activities that are based on Multiple Intelligences theory, checklists of speaking skills, and pre-posttests of the students' speaking skills. The sample of the study was 50 students (25 in the experimental group, and 25 in the control group); students are selected randomly by the researcher. After the application of the experiment, the students are post tested using speaking skills test. Results of the study show that Multiple Intelligences theory has significant effect on improving the students' speaking skills.

2.Introduction

Multiple Intelligences theory leads the way to a wide range of teaching activities and strategies that can be easily done or activated in the classroom. In other words, this theory offers teachers an opportunity to develop innovative teaching strategies that are modern or new to the educational process. Multiple Intelligences theory suggests that all children have different proclivities in the eight intelligences, so any particular strategy is likely to be highly successful with one group of students and less successful with other groups. According to previous studies like Basim (12) , Al Mudhaffar (6) and Ali et al. (4) prove that most of Iraqi EFL learners face difficulties in using speaking skill and this might be due to one or more of these reasons : effect of the mother tongue ,lack of vocabulary , shyness of making errors, traditional methods of teaching, and the short time of practicing speaking in the classroom because of the limited activities.

3. Theoretical Background

3.1 Multiple Intelligences

The humans brain is completely a complex and innovative system for processing information. Information processing steps begins by entering information to the sensory organs, which turn physical stimuli such as touching, heat reaction, sound's waves, or light photons into electrochemical signals(15) and also some students have comparative levels of comprehension, can sometimes explain the material in a more suitable way than that of the other (1).

Multiple Intelligences Theory is a theory in which Gardner had been countering the traditional idea that 'intelligence is a one single faculty and that a person is either 'smart' or 'stupid' (16). His pioneering view about intelligence shows that all learners possess at least eight different intelligences that are working unequally (20). Although all learners possess these theses, they aren't equally developed (23).

Gardner adds that strengths and weaknesses are distributed in a skewed way; for instance, a student that may be skilled in acquiring foreign language may be unable to find his way around in an

unfamiliar environment. Likewise, weaknesses in learning foreign language don't not mean either success or failure in other tasks(21).

Christison and Kennedy affirm that Gardner confirm that intelligence is person's ability to apply one or may be more of the intelligences in different ways that are valued by a culture or a community which means that one shouldn't use his/her intelligences in vicious behavior, otherwise it wouldn't be called intelligence (15).

3.1.1 Types of Intelligences

Gardner asserts that there are multiple ways of learning and thinking as adopted in his multiple intelligences theory(17). According to Gardner, there are eight intelligences which are listed as follows:

1. Verbal-Linguistic Intelligence

Linguistic intelligence is the sensitivity to spoken and written language and the ability to use language to accomplish a specific goal, as well as the ability to learn new languages. Lawyers, writers and poets all possess high level of linguistic intelligence according to Gardner(19).

2. Visual-Spatial Intelligence

Gardner has described visual-spatial intelligence as the ability to perceive all the elements which are necessary to create a mental image of something and these elements are (form, shape, line, space, colors). These mental images have a strong influence on reasoning(11).

3. Logical-Mathematical Intelligence

Gardner states that logical-mathematical intelligence as the ability to study problems, and to proceed scientific investigations; he also identifies mathematicians, logicians, and scientists as persons who possess high levels of this intelligence (18).

4. Interpersonal Intelligence

Armstrong has confirmed that interpersonal intelligence is the ability to notice and make distinctions among other individuals with respect to moods, motivations, intentions, and to use this information in pragmatic ways, such as to persuade, influence, manipulate, mediate, or counsel individuals or groups of individuals toward some purpose. Examples include the union organizer, teacher, therapist, administrator, and political leader(9).

5. Intrapersonal Intelligence

Self-knowledge and the ability to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, and desires; and the capacity for self-discipline, self-understanding, and self-esteem(10).

6. Bodily- Kinesthetic Intelligence

“The ability to do things like mime, role plays, marching, interactive spelling, design a product or make a model” refers to bodily intelligence as well as the ability to use the body to express ideas and feelings and to solve problems. And according to Gardner bodily- kinesthetic intelligence refers to the ability to use the body to express oneself (17).

7. Musical- Rhythmic Intelligence

This intelligence is expressed as an understanding of and a sensitivity to rhythms, melodies, lyrics, pitch, and timing. Individuals with a strongly developed musical-rhythmic intelligence think with or about music. The intelligence may be expressed through creating songs and melodies, singing, playing instruments, and appreciating music(22).

8. Naturalist Intelligence

Most of classroom instruction takes place inside of a school building. For learners who learn best through nature, this arrangement cuts them off from their most valued source of learning. There are two primary solutions to this dilemma. First, more learning needs to take place for these learners outside in natural settings. Second, more of the natural world needs to be brought into the classroom and other areas of the school building, so that naturalistically inclined learners might have greater access to developing their naturalist intelligence while inside of the school building (10).

Besides to what has been mentioned above, Armstrong (8) gives a clear summary about a learner's proclivities, his/her way of thinking, interests and needs in the following table :(table 1)

Learners who are highly	Think	Interest	Need
Linguistic	in words	reading, writing, telling stories, playing. word games	book, writing tools, paper, diaries, dialogue, debate, stories discussion
Logical Mathematical	by reasoning	experimenting, questioning, figuring out logical puzzles, calculating	materials to experiment with science, trips to the science museums
Spatial	in images and pictures	Designing, drawing, visualizing, doodling	Art, video, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums
Bodily Kinesthetic	Through somatic sensations	Dancing, running, Jumping, building, touching, gesturing	Role play, drama, movement, Things to build, sports and physical games, tactile experiences, hands-on learning
Musical	via rhythms and melodies	Singing, whistling, humming, tapping feet and hands, listening	Sing-along time, trips to concerts, music playing at home and school ,musical instruments
Interpersonal	By bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying	friends, group games ,social gatherings, community events
Intrapersonal	in relation to their needs, feelings and Goals	Setting goals, mediating, dreaming, planning, reflecting	secret places, time alone, self-paced projects, choices
Naturalist	through nature and natural forms	Playing with pets, gardening, investigating nature, raising animals, caring for planet	access to nature, opportunities for interacting with animals, tools for investigating nature (e.g., magnifying glass)

3.2 Speaking Skills

Speaking is a productive skill that is so important in the learning process because EFL learners who acquire knowledge and information need to produce or practice what has been learnt . In speaking, EFL learners learn to use the right pronunciation, stress, and intonation patterns in order to communicate with each other fluently and successfully. speaking is defined as the production of auditory signals that are designed to produce differential verbal responses to a listener(13).Non-

verbal communication as well, has an effective role in classroom situations and using nonverbal signs or gestures. Also, improved confidence of the listener's ability to understand the information (3). Bygate supports adopting a definition of speaking based on interactional skills which involve making decisions about communication(21). Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing (24).

The researcher has adopted Brown's standards of speaking skill for her study. Brown standards include: imitative, intensive, responsive, interactive and extensive . Speaking skill is considered as a productive skill that can be directly observed and assesses the accuracy of listening skills of the listeners and that shows an important relationship between speaking and listening skills.

3.2.1 Types of Speaking

Basic types of speaking are imitative, intensive, responsive, interactive, and extensive. Imitative which is the ability to imitate or repeat a word or a sentence . Intensive is the production of short stretches of oral language designed to demonstrate competence in a narrow range of grammatical, phrasal, or phonological relationships. Responsive includes interaction and test comprehension but at a limited level of very short conversations, standard greetings and short talking, simple requests and comments. Interactive is similar to responsive but the difference between them is in the length and complexity of the interaction, which may include multiple exchanges or multiple participants. Interaction can take two forms of transactional language, that has the purpose of exchanging particular information, or interpersonal exchanges which have the purpose of maintaining social relationships. Finally, Extensive speaking which is the oral production tasks including speeches, oral presentations, and story- telling.

There are two skills of speaking; those are micro and macro skills. Micro skills means producing a smaller segments of language such as phonemes, morphemes, words, collocations, and phrasal units. The macro skills behold the speaker's focus on the larger elements such as: fluency, discourse, function, style, cohesion, and nonverbal communication(13).

3.2.2 Teaching speaking

Teaching speaking is to teach EFL learners how to:

1. Produce the English speech sounds and sound patterns correctly.
2. Select appropriate words and sentences according to the audience, situation and subject matter.
3. Organize their thoughts in a logical and meaningful sequence.
4. Use the language confidently and fluently (25).

4. Related Previous Study

Ashraf's 2013

The study investigates the impact of multiple intelligences-based Instruction on developing speaking skills of the pre-service teachers of English. Therefore, the problem of the current study can be stated in the lack of speaking skills of the pre-service teachers of English in Hurgada faculty of Education, South Valley University. To confront this problem, the researcher developed a multiple-intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students. The sample of the study consists of sixty fourth-year Prospective teachers of English. The Quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of using this approach. Results of the study proved the effectiveness of Multiple-intelligences based Instruction on developing speaking skills of the pre-service teachers of English⁽⁷⁾.

5. Statement of the Problem

The emphasis on English as an international language in the course book i.e. English for Iraq, 1st intermediate in its new edition 2014, which encourages the students to develop their skills and start

to become independent language learners, by providing them with ideas on how to use English in the class and also in the 'real world'. Teachers book.

After plenty of interviews with secondary teachers, the researcher finds that most:

1. EFL learners can't speak English fluently and confidently.
2. EFL learners are unable to understand English from native speakers.
3. EFL learners face difficulties and shyness in speaking English.

The researcher notices that teachers pay more attention to students' linguistic intelligence and less attention to intrapersonal and spatial intelligences while ignoring other intelligences, so students need an interesting and variable activities that empower their strengths and weaknesses as well. For this particular reason the Multiple Intelligences theory has been selected to examine its effect on the speaking skills of the 1st intermediate students'.

6. Research Methods and procedures

Research method Includes a presentation of the procedures used to achieve the aim of this study, starting from selecting the population and samples, neutralizing the variables of both samples, designing the instruments and tools of the study, conducting the experiment and analyzing the results and conclusions, and suggesting recommendations.

6.1 Research Design

The experimental design has been adopted by the researcher which best fit the requirements of the study which is contains one independent variable (multiple intelligences theory) and a dependent variable (1st intermediate students' speaking skills), thus the experimental design has been adopted on two equivalent groups one experimental and the other is controlled that are randomly divided by the researcher.

6.2 Population and Sampling of the study

The population of the study is represented by the 1st intermediate students in the province of Babylon in the second course of the Academic year (2022-2023) in Yahya bin Zaid intermediate school to represent both samples the control and the experimental, which are randomly divided into class (A, 25 students) to represent the experimental group and class(B, 25 students) to represent the control group.

6.3 Samples Equivalence

The researcher conducts a statistical equivalence between the experimental and control groups in some variables that could affect the results of the experiment. Although the researcher chooses the two groups randomly, the students of the research sample from similar social and economic status and study in one school. The statistical results demonstrates that the two groups were equivalent in the following variables:

1. Students' scores in the pre-test
2. Academic Achievement of the Parents
3. students' scores in mid-year exams

6.4 Controlling Extraneous Variables

Extraneous variables are independent variables that have not been controlled. Therefore, the researcher attempts to control the influence of these variables such as:

1. History
2. Experimental Morality
3. Maturity
4. Selection Bias

5. Instrumentation

6.5 Teaching Material

The teaching material that has been used in conducting the experiment is represented according to the Multiple Intelligences theory and has been taught during the second course of the academic year (2022-2023). In which the researcher set a number of activities to be implemented and learned by the students of the experimental group.

7. Results and Discussion

The students of the experimental group who are taught according to the Multiple Intelligences theory were superior to the students of the control group, who studied according to the traditional method "that is recommended in the students' book" according to the results of the post-test, which proves that: There is a statistically significant difference at the level of (0.05).

(table 2)

The Mean results of both groups					
	group	N	Mean	Std. Deviation	Std. Error Mean
Pretest	control	25	62.25	16.65	3.04
	experimental	25	62.43	16.88	3.081
Posttest	control	25	63.43	16.07	2.936
	experimental	25	72.05	14.22	2.652

8. Conclusion

The results of the study indicates that implementing activities based on Multiple Intelligences theory is an effective way to develop the speaking skills through focusing on individual differences among students according to their multiple intelligences. It is also concluded that adopting the new trends in teaching like the Multiple Intelligences theory which focuses on the changing role of the teacher from being a teacher to a facilitator enhances students' productivity and achievement.

9. Recommendations

According to the results of the study, it is recommended that:

1. Adding activities based on Multiple Intelligences theory that are interesting and fruitful to the students.
2. Speaking skills needs more variety of activities in the students' book.
3. Teachers are recommended to pay more attention to the individual differences of the students and use most suitable activities of a wide range of selections.

10. Suggestions for further studies

Researchers may investigate the effect of Multiple Intelligences theory on different aspects like:

1. Primary pupils
2. Students' creative skills
3. Training pre-service teachers

Researchers may also analyze the syllabi of different stages to examine the types of activities in the students' book.

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