# The Effect of Using Multiple Intelligences - Based Activities to Develop Speaking Skills for Second Year University Students (English Majors)

## By:

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## Part (1)

### 1.1. Overview:

It is believed that the implementation of Multiple Intelligences Theory has important impact on English language teaching and learning, and can be considered valuable for both teachers and students as well as for the curriculum, instructional strategies, materials, and activities. Language competence can be achieved by developing students' intelligences. However, the fact that students' potentials and intelligences vary has often been ignored. Appropriate learning activities are therefore needed to help students optimize such intelligences. This research aims at discussing how language teachers contribute to the enhancement of Multiple Intelligences in foreign language teaching, particularly in speaking classes. The research also reviews some types of intelligences in terms of language teaching as well as exemplifies pedagogical methodologies by which students' multiple intelligence can be activated in speaking activities.

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## 1.2.    Background of the study:

The ultimate goal of language use is to achieve communicative purposes. Language learners use language functionally in their daily life to different extents. They usually use language to read newspapers, short stories or even books. Also, they frequently use language to write shopping lists, diaries, or even reports. On the other hand, language learners rarely listen to news broadcast in target language or speak with native speakers in English language. Oral communication skills (listening and speaking skills) are viewed as the most difficult to be developed. Researchers explain why language learners are reluctant to develop their listening and speaking skills because they lack native speaking environment as well as the learners' apprehension. Using alternative teaching strategies depending on brain-based instruction as well as addressing various abilities, aptitudes and intelligences may help develop both listening and speaking skills. As a result, this study describes The Effect of Using Multiple Intelligences - Based Activities to Develop Speaking Skills for Second Year University Students (English Majors)

## 1.3.    Statement of the problem:

The problem of the present study is demonstrated in the following research major question:

**What is The Effect of Using Multiple Intelligences - Based Activities to Develop Speaking Skills for Second Year University Students (English Majors)?**

From the major question, the following minor questions were derived:

1- What are the necessary activities and concepts of using the theory of Multiple Intelligences to Develop Speaking Skills for Second Year University Students (English Majors)?

2- How far is Using Multiple Intelligences -Based Activities effective in developing Speaking Skills for Second Year University Students (English Majors)?

## 1.4. Purpose of the Study:

**The present study aimed at:**

A. Identifying and developing the necessary Multiple Intelligences -Based Activities to Develop Speaking Skills for Second Year University Students (English Majors)

B. Investigating how far is Using Multiple Intelligences -Based Activities effective in developing Speaking Skills for Second Year University Students (English Majors)

## 1.5. Hypotheses of the Study:

The present study aimed at verifying the following hypotheses:

There is a clear effect of Using Multiple Intelligences -Based Activities to Develop Speaking Skills for Second Year University Students (English Majors)

## Part (2)

## 2.1. Definition and Types of Multiple Intelligences:

The concept of multiple intelligences was first introduced by Howard Garner in 1983. He proposes 8 types of intelligence that can be used to measure a person's intelligence; they are mathematical logic, linguistic, musical, visual-spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. Furthermore, Armstrong

(2002) in his book adds one more intelligence called existentialist intelligence. The researcher has chosen 5 types. Each type of these intelligences has a specification and is explained as follows:

## 2.1.1 Linguistic intelligence:

Linguistic intelligence is the ability to use words effectively, either to influence or to manipulate. In everyday life linguistic is useful for talking, listening, reading, and writing. In terms of foreign or second language learning classrooms, it can be noted that students with strong linguistic intelligence can easily express themselves in a spoken or written manner, can easily match synonyms, comprehend a reading text or write a paragraph.

## 2.1.2 Spatial intelligence:

Spatial intelligence involves a person's ability to visualize images inside (imagination) or create it in the form of two- or three -dimensions. The examples of this intelligence in everyday life include decorating the house, garden designing, drawing or painting, and art work. In language classes, teachers can vary different tasks such as pictures, concept mapping or diagrams to successfully help the students who possess visual-spatial intelligence.

## 2.1.3. Kinesthetic Intelligence:

It is the intelligence of the entire body and also the intelligence of the hand. In the everyday life we utilize this intelligent in such activities as opening a bottle cap, installing the lights in the house, repairing cars, sports, dancing, etc. Students whose strong intelligence is bodily kinesthetic learn foreign languages effectively through

games, miming out different actions, drama, role plays and other activities which require bodily movements.

### 2.1.4. Musical Intelligence:

Musical intelligence involves the ability to sing a song, remember the melody of music, have a sense of rhythm, or just enjoy the music. In everyday life, we benefit from this intelligence in many ways, for example: when we sing, play musical instruments, enjoy music on TV / radio, etc. Foreign language learners with this particular type of intelligence can be fostered by using music, songs or rhymes.

### 2.1.5. Interpersonal Intelligence:

It involves the ability to understand and work with others. In everyday life, whether for personal, family, and work, this intelligence is considered absolutely necessary - and is often referred to as the "more important" than the other intelligence to be successful in life. Interpersonal intelligence involves many things, for example: the ability to empathize, the ability to manipulate, the ability to "read people", and the ability to make friends. In a language learning classroom, learners who possess this type of intelligence excel in analyzing characters, retelling stories from different points of view or discussing different opinions.

### 2.2. Integrating Multiple Intelligence in Speaking Activities:

The optimization of multiple intelligences in speaking classes can be achieved through creative and innovative learning activities. Learning materials can be combined in a single theme presented by taking into account student characteristics such as interests, talents, and intelligence, so that every student has the opportunity to succeed according

to his or her strengths. According to Trianto (2011), multiple intelligences can be best applied based on the following three principles. They are:

**1. Planning Phase that covers:**
a) determining the types of subjects, b) choosing materials related to competence standards and basic competence, c) determining intelligence to develop, d) formulating indicators of learning outcomes, e) preparing a syllabus and lesson plan.

3.    **Implementation phase** that involves: the three principles that must be taken into consideration in the implementation of thematic learning. They are:

 a) The teacher should not dominate the learning activities, but acts as a mentor and facilitator, b) the teacher clearly explains the responsibilities for both individuals and groups in any given task, and c) the teacher should be able to accommodate the students' ideas that sometimes are not in the lesson plan.

**3. Assessment and evaluation phase:** that is continuously and thoroughly conducted in both the process and the learning outcomes. It is used as a basis to determine the progress of potential learners as well as teachers' reflection for the success or failure of learning.

## 2.3. <u>The Content of Application Syllabus:</u>

Here the researcher presents some application methods of possible speaking activities that could help the students to explore their intelligences, talents and to learn the presented material in an interesting way.

The following table illustrates the application methods of five types of intelligences used by the researcher to develop the second year English Majors' speaking skills (See Appendix "1"):

**Table (1). Application Methods for Types of Intelligences In Light of Speaking Skills**

| Type of Intelligence | Application Methods |
| --- | --- |
| Linguistic | Teaching (Airport Vocabulary – Movies Vocabulary – Hospital Vocabulary) |
| Spatial | Expressing Imaginations through Pictures and short movies |
| Kinesthetic | Using (Role Playing – Games) |
| Musical | Listening to two Lyrics (English Songs) |
| Interpersonal | Discussing different Opinions, Analyzing Characters in short movies |

**Part (3)**

## 3.1. Results of the Study:

The researcher examined and investigated The Effect of Using Multiple Intelligences -Based Activities to Develop Speaking Skills for Second Year University Students (English Majors), and found that there is a clear effect for higher education students. So, the following are some results of the study:

- Through two Interviews (before and after the experiment) prepared and held for 30 Students of English Department at (Higher Languages Institute) by The researcher, the results confirmed that Multiple Intelligences -Based Activities were designed and instrumented as methods of developing Speaking Skills for Second Year University Students (English

Majors) to allow them practice different types of multiple intelligences and make use of sufficient opportunities that encourage the pure production of academic skills, and at the same time allow the researcher to explore the effect of Using Multiple Intelligences -Based Activities to Develop Speaking Skills for Second Year University Students (English Majors).

- **Advantages of Applying Multiple Intelligence based activities:**
  o Multiple Intelligence theory suggest that a wide variety of music, co-operate learning, art activities, role play, multimedia, field trips and inner reflection need to be presented by the teacher in the lessons so that opportunities are created for all young learners to acquire language harmoniously using their unique minds through feeling, imagination, body and positive expectations.
  o Allowing students to get to know each as well as a comfortable environment that make the young learners relax.
  o This encourages young learners to take responsibility and independently apply the language as well as encourage experimental learning.

- Auditory learners are students who can retain information best by first listening to lectures, audio tapes, or discussions.

- Visual learners are those who capture, absorb and retain new and difficult information by creating a picture in their minds or 'mental image', seeing words or reading about it first.
- Tactile learners effectively use their hands to capture, absorb and retain new and difficult information through hand habits like doodling, highlighting or taking notes.
- Kinesthetic. Kinesthetic learners physically involved in the entire process of learning like walking around, talking or moving, games among others. Since learning modalities are inherent to students to make sense of any information, it is important that a teacher considers the individual learning style of his/her students in design and plan of the lesson. The lesson plan, strategy, teaching style and the use of any forms of instructional materials should match and proportionate to the perceptual strengths of the students. In some cases, students may have two or more perceptual strengths or learning styles. That is to say, that a teacher must be sensitive and aware of his/her students modality to accelerate the learning process or to achieve the learning.
- Different people excel at different things — this is a statement that very few would disagree with. Howard Gardner, a development psychologist and professor at Harvard, explored this idea in regards to intelligence with his theory Multiple Intelligences (MI).
- In brief, the results showed the clear Effect of Using Multiple Intelligences -Based Activities to Develop Speaking Skills for Second Year University Students (English Majors).

### 3.2. Conclusion:

The MI theory is a vital one when it comes to equipping students with a better understanding of how they learn. In a typical classroom environment, a single learning style is usually encouraged — one that suits primarily learners with a high verbal-linguistic intelligence. But by helping learners identify which type of intelligence suits them, they can adapt the content to their learning style to help them grasp the material, even if it's taught in a different way. For example, learners with a high musical intelligence can put together a rhyme to help them learn, or students with a high visual-spatial intelligence could create drawings of concepts to help.

Basically, students have their own characteristics of potentials. Students' potential will not be useful if they are not well developed. In language learning, the provision of proper activities can be done to optimize it. Competence will be achieved by developing students' intelligences, and empowering their potentials to grow by facilitating them with Multiple Intelligences-based activities. Appropriate learning activities will help them achieve the competence and capitalize their potentials into useful intelligence. Furthermore, the Multiple Intelligences activities also promote learner-centeredness in a language classroom and emphasize students' strengths and needs that will eventually benefit them.

### 3.3. Recommendations:

In light of the results of study, the researcher recommends that:

1- Teachers need training in the Suggestopaedia method. The profile of a Suggestopaedia teacher should show

absolute confidence in the method with modest enthusiasm. They would need to organize properly and the initial stages of the process, needs to be strictly observed. Their conduct toward dress and manners needs to be meticulous and maintain a solemn attitude to the lesson. Tests need to be given and tactful feedback given back.

2- Aside of mastery of subject matter, an effective teacher also fosters dynamic classroom atmosphere. Zulueta (2006, 7) mentioned that "dynamism is achieved if the teachers are able to relate the lessons with effective use of the language. Teachers who have a good command of the language definitely are able to explain the lesson effectively." Hence, dynamism is greatly needed in a language classroom.

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