

## *The impact of MI-Based Activities in Enhancing Secondary School EFL Students' Speaking Skill.*

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### **Abstract:**

*The present study aimed at investigating the effectiveness of MI-based activities in developing the speaking skill of a sample of first year secondary students. The quasi-experimental design was used for conducting this research. A group of sixty 1st year secondary students were randomly selected from one of Cairo governmental secondary schools, namely El-Salam Secondary School for Girls, in the school year 2014-2015 (30 students in the experimental group and 30 students in the control group). The instruments of the study were: 1) A speaking skills list; 2) A speaking pre-posttest and 3) AMI-Inventory and 4) A speaking performance scoring rubric. Reliability and validity of the instruments were verified. The experiment lasted for three months in the second semester of the academic year 2014/2015. Results of the study indicated that the MI-based activities proved to be effective in developing the target speaking skills, namely; interacting and managing conversation effectively, following grammatical rules accurately, using relevant, adequate and appropriate range of words and word collocations, speaking fluently and demonstrating intelligible pronunciation. Based on the findings, a set of recommendations and suggestions for further research were highlighted.*

**Key Words:** *MI-based activities, speaking skills.*

### **Introduction and problem:**

Over the last three decades, English has become the most important foreign language in the world. At present, English is the language for international communication; science; commerce; advertising; diplomacy and transmitting advanced technology. It has also become a "lingua franca" among speakers of languages that are not mutually intelligible (Carlos, 2010).

English has become an important asset for anyone seeking employment in business, industry or technology in Egypt. Accordingly, the main aim of teaching English in the secondary schools is to enable students to communicate in English so that they become able to enroll in the labor market and to cope with the challenges of higher education as well. Thus, eventually the need for equipping Egyptian EFL secondary stage students with effective speaking skills, as the most important means of communication, has arisen and more focus is given to spoken English at the secondary stage (Directives for General Secondary School, 2014- 2015).

As Rivers (2010) argues, speaking is used twice as much as reading and writing in our communication. Speaking has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication.( Steve , 2012).

In addition, speaking can support other language skills. Recent research has considered oral interaction as an important factor in the shaping of the learner's developing language (Gass, 2014). For instance, it was proved that learning speaking can help the development of reading competence (Hilferty, 2011), the development of writing (Severino, 2012) as well as the development of listening skills (Reg, 2013). Taking into account the importance of developing EFL speaking skills, it is vital to determine the speaking skills SL/ FL learners have to acquire in order to converse with native language speakers.

Max (2014) highlights the following skills underlying speaking:

Using grammar structures accurately; Assessing characteristics of the target audience, including shared knowledge, status and power relations, or differences in perspectives; Selecting vocabulary that is understandable and appropriate for the audience, the topic being discussed, and the setting in which the speech act occurs; Applying strategies to

enhance comprehensibility, such as emphasizing key words, rephrasing, or checking for listener's comprehension; Paying attention to the success of the interaction and adjusting components of speech such as vocabulary, rate of speech, and complexity of grammar structures to maximize listener's comprehension and involvement.

Despite the importance of developing speaking skills among ESL/EFL learners, instruction of these speaking skills has received the least attention, and many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills (Oxford, 2013: 16; Miller, 2014: 25).

Research has highlighted a number of, problems faced by the teachers in teaching speaking, salient among them are:

- Giving each student sufficient time to speak within the constraints of the lesson is not easy especially when having large classes (over 50 students).
- Teaching speaking requires the focus on each individual student who might have his own phonological and linguistic weaknesses which makes speaking instruction a time-consuming process.

Assessing speaking is time consuming and not practical (Miller, 2014: 25 ,Oxford, 2013: 15)). Unlike written language, spoken language consists of short, often fragmentary utterances. It is characterized by the use of non-specific words and phrases, fillers, repetition, loosely organized syntax and an overlap between one speaker and the other. This makes instruction sounds less systematic.

As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized. According to ( Scarcella & Florez, 2013), these are as follows:

**The conflict between fluency and accuracy:** Though a student may gain confidence in using the new language by being let uncorrected, his language will continue to be inaccurate/ incorrect.

**Lack of confidence:** Apparently, some students feel uncomfortable in their first hesitant attempts at speech in the second language.

**Pronunciation:** The most prominent problems are: phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms.

Thus, in the light of the previous constraints speaking is always scarified. Yet, helping learners develop their oral communication skills is important and, even with large classes or difficult teaching situations; it is not something that can be ignored just because it is difficult (Miller, 2014: 25).

Alternatively, the interest of researchers has moved from the teaching methods to learner characteristics and the learning processes by which learners acquire knowledge (e.g. learning styles, and multiple intelligences). **The Multiple Intelligences Theory (MIs)** is considered one of the most effective theories in education in general and TEFL in particular.

Howard Gardner presented this theory in his book *Frames of Mind* in 1983 in which he tried to support his beliefs through many researches that human intelligence is multifaceted rather than singular. More recently, (Gardner,1999) defined intelligence as "a bio-psychological 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" (pp. 33-34). This theory believes that all of us are intelligent and that we can learn EFL in different ways according to our strong intelligence(s). He pinpoints eight major intelligences that characterize learners. These intelligences are:

**Verbal/Linguistic Intelligence (V/L)** that refers to the ability of using language effectively and creatively both in writing or speaking. Verbal people prefer to use language to express their thoughts, convey information, and understand other people. Activities that may help V/L intelligent people learn EFL include; writing a story and reading it aloud, conducting an

interview or doing talk shows and writing journals or diaries...etc(*Gardner,1999*).

**Logical-mathematical intelligence (L/M)** is characterized by dealing with numbers effectively and engaging in higher order thinking. L/M people usually reason and analyze problems, work with numbers, and explore patterns and relationships. Activities that may help L/M intelligent people learn EFL include solving problems, puzzles, playing logic games and collecting data and sequencing or organizing them (*Gardner,1999*).

**Visual/Spatial intelligence (V/S)** distinguishes people who learn and think by visual stimuli and tend to organize things spatially. So, they learn best through graphic images. Activities that may help (V/S) intelligent people learn EFL include Playing vocabulary words "Pictionary", playing photo memory games and mapping historical events and stories using graphs.

**Bodily-Kinesthetic intelligence (B/K)** people often use their whole body or parts of their body to solve problems, and express ideas and emotions. They are good at physical activities such as writing on the board, hands-on tasks, constructing models, and any kind of movement. Activities that may help (B/K) intelligent people learn EFL include role-playing an event, "Embodying" (acting out) the meaning of vocabulary words and Playing "The Parts of a Sentence" charades.(*Gardner,1999*)

**Musical intelligence (M)** is the ability to use musical forms in thinking and expressing. The learners are very sensitive to the melody, sound, pitch or tone. The best way for them to learn is through activities in which they discriminate, transform, and express sounds. Activities that may help M intelligent people learn EFL include singing songs, writing lyrics or short jingles and create rhythmic patterns.

**Interpersonal intelligence (IP)** includes perceiving the feelings, intentions, and motivations effectively. IP learners can distinguish the hints from facial expressions, gestures, or intonation and response effectively to those cues. They can learn better by interacting with people, cooperating, and leading

others. Activities that may help IP intelligent people learn EFL include participating in group projects, discussing and debating an issue and joining a sport activity group. *Gardner (1999)*

**Intrapersonal intelligence (IA)** is the capacity of the learners to understand themselves. They realize exactly who they are, what they can do, and what they want to do. They like to work alone and achieve their goals. They show progress in learning through getting in touch with their inner moods, intentions, and self-motivation. Activities that may help IA intelligent people learn EFL include working independently, writing an autobiography and rewriting a story from their point of view.

**Naturalist intelligence (N)** describes learners who can relate themselves better to the surroundings. They show strong interests in animals or natural phenomena. Activities that may help N intelligent people learn EFL include collecting items from nature, going on nature walks and categorizing species in the natural world. (*Gardner,1999*)

### **The rationale of using MI -based activities in developing speaking skills .**

In order to teach speaking effectively using MI - based activities , the teacher should determine the intelligences which are the most closely related to the speaking skills. Of course all the intelligences are related, but there are some intelligences which are more related to the speaking skills than others. Besides, some intelligences might come into play in one situation more effectively than others.

There are many intelligences which are closely related to the speaking skills. These intelligences are interpersonal intelligence, verbal-linguistic intelligence, and bodily kinesthetic intelligence. For example, the interpersonal intelligence entails the person's ability to communicate with other people. This ability is needed to develop speaking skills because speaking involves an interactive communication with other people. This interaction can be fostered if the teacher uses some activities which are based on the interpersonal intelligence. The bodily-

kinesthetic intelligence is also involved because it can be used to make students move and act roles while they are speaking they also use their body to express themselves and compensate verbal language (Poole, 2000: 25) .

It has been found that basing instruction on Multiple Intelligences Theory “enables us to discuss positive strengths in all learners and to plan appropriate learning strategies for a more effective classroom environment”. This effective environment cannot be provided under the traditional mode of instruction where students are treated in a uniform way. This does not give equal opportunities for students to speak. The students who are dominant in the speaking practice are those who are linguistically-talented only. Those who are talented in other areas are deprived of taking an active role in the classroom.

MI-Based activities provide both the teacher and the learners with the suitable environment for developing the speaking skills. This environment should be characterized by being more natural and more encouraging than the traditional classroom environment. *“The MI classroom offers a holistic, integrated, stimulating, multi-modal, and cooperative learning environment for all learners”*. This environment allows students to be more active and more involved in learning. El Naggar, (2000) .

Another point is that students are motivated when they are more involved in the learning process. They are also motivated when they receive instruction which enables them to be reflective about their own learning (Callison, 2005:20). Modifying instruction in the light of MI Theory enables students to be interactive while they are learning. This type of interaction is a perfect match for teaching speaking where students should be active and responsive.

Research conducted on teaching speaking suggests that “learning to speak in a second or foreign language will be facilitated when students are actively engaged in attempting to communicate” (Steve, 2010:23).

Students' individual differences and learning styles should be provided for so as effective teaching can be achieved. "Gardner suggests that not only do all humans have multiple intelligences, but we have different strengths in each intelligence which make each individual uniquely different from each other" . Since students learn differently, it is not fair to teach them in the same way. Teachers need to provide their students with a range of learning options and activities to cope with their individual differences and learning styles (Max, 2010:17).

MI-Based activities provide the individual student with many options and alternatives for learning. Besides, they foster learning by creating the supportive environment that is necessary for developing the speaking skills. Because of the essential role of the theory of MI in enhancing the teaching and learning of English, a host of studies has been done to that effect. Below are a number of studies done on MI in relation to students' achievement, motivation and attitudes. In addition, studies on course assessment in terms of the MI are also included.

*Abu Ghararah* (2010) investigated MIs most prevalent among Saudi male and female students and which of these intelligences contributed most to EFL secondary school students. He concluded that Interpersonal, musical, intrapersonal and logical – mathematical intelligences were highly favored by the students. In addition, the results showed that logical – mathematical, verbal – linguistic, intrapersonal and interpersonal intelligences correlated positively to students' EFL achievement.

*Koura and Al-Refay*, (2011) conducted a study aimed at investigating the relationship between multiple Intelligences (MIs), language learning strategies (LLSs) and English language achievement of *third- year secondary school EFL students in Yanbu* . A modified versions of *Oxford's Strategy Inventory for Language Learning (SILL)* and *Multiple Intelligences Questionnaire (MIQ)* were standardized for use in the Saudi context to gather the data from 120 student samples. Results of this study revealed the order of MIs that secondary school



students preferred the use. Findings of this study found that the most frequently used strategy types by both the total sample and the high achievers were meta cognitive, followed by social and compensation strategies. High achievers tended to use a greater number of LLSs than those reported by the total sample. Significant correlations at the 0.05 level were found between many types of MIs and LLSs used by high achieving students. The researchers recommended that EFL teachers should be trained with respect to the use of LLSs and MIs in order to help their students to learn the English language more efficiently.

*Ghazi, Shahzada, Gilani, Shabbir, Rashid* (2010) aimed to investigate the relationship between students' self-perceived multiple intelligences and their academic achievement. A significant correlation was found between self-perceived verbal/linguistic, logical/mathematical, interpersonal, intrapersonal, naturalistic intelligence and students' academic achievement. There was insignificant correlation between self-perceived musical intelligence and academic achievement. Results of the study show that the relationship between self-perceived bodily/kinesthetic intelligence and academic achievement was very weak.

*Can, Altun, Harmandar*, (2011), investigated the effects of multiple-intelligence theory on students' achievement, attitude and retention. The study employed quasi-experimental design. Traditional way of teaching was employed in the control group and multiple-intelligence-based teaching was used in the experimental group. The data obtained were analyzed through dependent and independent-samples t-test. The findings revealed that there were significant differences between the achievement, attitude, and retention of the experimental group and control group favoring the experimental group students exposed to multiple-intelligence based teaching.

### **Context of the problem:**

Teaching speaking is one of the main goals of teaching English at the secondary stage in Egypt (Directives for General Secondary School Teachers, 2014-2015). The learning objectives

of the first secondary year, in terms of speaking skills, as determined by the Ministry of Education directives and the students' syllabus Hello series, are as follows:

- Initiating exchanges and responding appropriately.
- Expressing a range of functions to satisfy social and future needs.
- (giving opinions, greeting, showing anger...etc.)
- Presenting and seeking full autobiographical details.
- Telling events in temporal sequence.
- Giving short presentations on familiar topics.
- Expressing ideas on everyday topics.
- Forming a range of questions.

Asking for and giving information about everyday life situations (giving directions, describing a process, describing people and so on).

In spite of the importance of the speaking skill at the secondary stage, students suffer weaknesses in their speaking performance. This can be attributed to the prevailing traditional methods of teaching speaking. Students rarely have the opportunity to practice their speaking skills in response to some 'display' questions raised by the teacher.

In addition, speaking is not given enough time or attention while teaching English to first year secondary stage students. This may be due to the evaluation system adopted that focuses only on reading and writing while neglecting listening and speaking skills.

The problem of the study was further supported by the results of previous related studies in the Egyptian context such as that of ( Mohammad , 2010 ; Al-Ashrii, 2011; Abdel-Haq, 2013) , which emphasized the fact that EFL speaking skills are neglected in Egyptian secondary classes, which leads to the observable weakness in students' ability to communicate.

### **Statement of the problem:**

The research problem can be identified in the mediocre level of secondary school students in speaking. This level was

documented in a pilot study that showed that 1<sup>st</sup> year students mean score in speaking was 12.36. This could be due to the traditional methods of teaching adopted by most EFL secondary stage teachers that emphasize the same speaking activities for all students. Therefore, the current study attempts to develop the necessary speaking skills for 1<sup>st</sup> year secondary students through the use of MI – based activities which cater for students various preferences and individual interests.

## Questions

Based on the problem of the study the following questions were formulated:

1. What are the speaking skills necessary for 1<sup>st</sup> year EFL Secondary school students?
2. What are the multiple intelligences (MIs) prevalent among 1<sup>st</sup> year EFL Secondary school students?
3. How far do Hello! Series speaking activities provide for these MIs?
4. What is the effectiveness of MI-based activities in developing the speaking skills of 1<sup>st</sup> year secondary school students?

## Aims

### This study aimed at

1. Identifying the speaking skills necessary for first year secondary school students.
2. Determining multiple intelligences (MIs) prevalent among 1<sup>st</sup> year EFL secondary school students.
3. Designing the MI – based activities to develop the speaking skills of 1<sup>st</sup> year secondary students.
4. Measuring the effectiveness of the MI – based activities in developing the 1<sup>st</sup> year secondary students' overall speaking skill as well as speaking sub skills.

## Hypotheses

### The study hypotheses are as follows

1. There is a statistically significant difference between the mean score of the experimental group exposed to the MI –

based activities, and the control group receiving regular instruction on the post-test in overall speaking performance in favor of the experimental group.

2. There is statistically significant differences between the mean score of the experimental group, and the control group on the performance post-test in speaking sub skills in favor of the experimental group.
3. There is a statistically significant difference between the mean score of the experimental group on the speaking pre-test and post-test in overall speaking performance in favor of the post-test scores.
4. There is statistically significant differences between the mean score of the experimental group on the performancepre-test and the post-test in speaking sub-skills in favor of the post-test scores.

## **Significance**

**This study is significant for the following reasons:**

- Providing English language teachers, supervisors and curricula designers with a list of speaking skills necessary for first year secondary students to be taken into consideration in planning and designing speaking activities suitable for those students as well as in evaluating their speaking performance .
- Contributing to a rethinking and modification of the teaching methods currently adopted to develop speaking skills in Egyptian secondary stage schools.
- Providing secondary EFL teachers with a better understanding of theMI theory and how to benefit from this understanding in teaching speaking skills.
- Helping textbook authors take into consideration the principles and MI theory when designing communicative tasks to be included in students' textbooks as a means of fostering their overall speaking proficiency and its sub-skills.

## **Method**

### **Design**

The quasi-experimental design was employed in the present study. Two intact classes were randomly selected to represent the experimental and the control groups. The experimental group received training throughout MI – based activities for developing their speaking skills. On the other hand, students in the control group received regular instruction. A pre/post speaking test was given to the two groups before and after the treatment.

### **Subjects**

A group of thirty sixty year secondary students were randomly selected from one of Cairo governmental secondary schools, namely El – Salam Secondary School for Girls, in the school year 2014-2015(30 students in the experimental group and 30 students in the control group). First year secondary students usually have six classroom periods of English language instruction per week. Each lesson lasts for 50 minutes. The control group received regular instruction by the regular classroom teacher.

### **Instruments**

- A speaking skills checklist.
- A pre-post speaking performance test.
- A MI-inventory.

### **A. The speaking skills checklist**

#### **Purpose of the checklist**

The checklist is designed to determine the most important speaking skills necessary for first year secondary students. The speaking skills included in the checklist in its primary form, are determined through reviewing the procedural objectives included in the ministry of education directives. (2014 – 2015) , the teacher’s guide as well as the students’ textbooks and previous studies on developing speaking skills in particular in EFL contexts (Steve , 2010 ; Lun ,2013; Gass , 2014) .

## **Validity of the checklist**

The checklist was submitted to a panel of jury specialized in the field of curricula and methods of teaching English to determine (a) the degree of importance of each skill, (b) appropriateness of the skills suggested to first year secondary stage students . The jury indicated that the checklist was valid and the skills included were clear and adequate. Five skills were selected to be focused on in the current study, namely:

1. Demonstrating intelligible pronunciation, i.e.: features such as stress, rhythm and intonation .
2. Following grammatical rules accurately. This refers to the range (quantity) and correctness (quality) of grammatical structures. (Ex: tenses, adjectives, adverbs....etc.)
3. Using relevant, adequate and appropriate range of words. This refers to the number and correctness of vocabulary and word collocations used.
4. Interacting and managing conversation effectively to keep it going.
5. Speaking fluently without hesitation and adopting a natural rate of speech.

## **B. The Pre-post speaking Test**

### **Objectives of the test**

The pre-posttest was constructed by the researchers, it was used to identify the students' performance in the speaking skills before and after being exposed to MI – based activities.

### **Constructing the test**

The test was in the form of interviews where each student was interviewed individually in order provide them the opportunity to talk freely.

### **Description of the test**

The final version of the pre /post speaking test, modified after the pilot study, included a warm- up stage and five sections related to the units of the students' text book ( Hello ,4) by Don Dallas and Helena Gomm, and two additional books by Jack C.

Richards (2005) and Jack C. Richards, Jonathan Hull, and Susan Proctor (2005) . The warm- up stage focused on ice-breaking and creating a friendly atmosphere .

### **Validity of the Test**

To determine the validity of the test for assessing the required speaking skills for students, it was submitted to a jury of professionals. The jury agreed that the final form of the test was generally valid.

### **Reliability of the Test**

Reliability of the speaking test was measured by calculating the consistency of the ratings provided by the three raters who scored the test to see how far they agree (inter-rater reliability). Using the SPSS program (Cronbach's Alpha), the reliability of the test was computed and proved to be reliable at (0.93) and significant at (0.01).

### **Scoring the test**

Students' spoken performance was evaluated by three raters via a rubric which gave detailed guidance to the raters based on the skills identified and their indicators and thus helped to ensure they paid attention to the same aspects of performance for each learner. The total score of the test was 25. To each section the student was rated from (0) to (5) marks according to his/her performance.

### **D. The MI- Inventory**

A Multiple Intelligences Inventory (MI) was applied on 60 participants from 1<sup>st</sup> year students in order to determine the intelligences that are most prevalent.

From table (1), it was evident that the most frequently used intelligences by the students were visual/ spatial, interpersonal, intrapersonal and logical / mathematical intelligences. While the least frequently used ones were musical, bodily- kinesthetic, verbal- linguistic and naturalistic intelligences. The table also showed that the MI was able to discriminate among students' intelligences and that all intelligences were represented in the

sample. These intelligences will be used as the bases to build EFL activities to cater to students' preferences.

*Table ( 1 )The MI Prevalent among 1<sup>st</sup> year EFL secondary school students*

MI Intelligences	Mean	ST. deviation	Rank Order	Percentage%
Verbal/ Linguistic	2.93	0.56	Sixth	73.5%
Logical/ Mathematical	3.06	0.59	Third	76.6%
Visual/ Spatial	3.11	0.52	First	76.9%
Bodily/ Kinesthetic	2.93	0.47	Fifth	73.4%
Musical	2.87	0.52	Seventh	72.1%
Interpersonal	3.07	0.45	Second	76.8%
Intrapersonal	2.98	0.47	Fourth	75.1%
Naturalistic	2.52	0.58	Eighth	64.2%

## MI – based activities Materials

### Objectives

By the end of the treatment, the students should be able to:

1. Follow spoken grammatical rules correctly (such as subject/verb agreement, word order within utterances, and correct use of tenses, articles and voice).
2. Use a relevant, adequate and appropriate range of vocabulary and collocations.
3. Demonstrate intelligible pronunciation including correct use of the sound system, intonation, stress patterns and sounds assimilation.
4. Interact and managing conversation effectively to keep it going trough
5. Speak fluently adopting a reasonable rate of speech.

### Content of the treatment

The speaking skills subsumed under grammatical, discourse and pragmatic competences as well as fluency were taught throughout three units. Each unit focused on a particular main function or a certain spoken genre. These particular functions are the ones focused upon in the ministry objectives



and the teacher's guide. The functions were also judged to be appropriate by jury members.

### **The units included were as follows**

- Exchanging personal information
- Describing people, houses and pictures.
- Narrating and telling stories.

### **Speaking lessons**

Each lesson focused on almost all the skills, as it was hard to separate the speaking skills being closely integrated. However, pre and post task activities helped to shed light on specific skills in each lesson. Each unit consisted normally of two, to four lessons; each including MI activities suitable for the speaking skill in focus. Tasks in every unit were arranged in order of difficulty, which was determined by their linguistic complexity, and cognitive requirements. Throughout the lessons, students were required to perform the MI – based activities suitable for each of the speaking skill(s) in focus. These MI-based speaking activities as well as exercises and assessment activities were designed by the researchers and were about (how many) in total.

### **Duration of the treatment**

The MI-activities were taught for two periods per week over a period of twelve weeks (approximately three months). It took twenty – four classroom periods (sixty minutes each). The first classroom period was an introductory one aiming at introducing students to the treatment, its aim, and the activities they were going to do.

## **Results and Discussion**

### **The first hypothesis**

To test the validity of this hypothesis, a paired t-test was used to compare the experimental and control group students' total mean scores on the post test.

**Table (2). The "t" value of the experimental group and the control group on the speaking skills posttest**

Group	No	Test	Mean	SD	T-value	DF	Sig.
Exp.	30	Post	16.98	2.161	14.779	29	.000
Con.			12.48	3.001			

Table ( 2 ) assured that the MI- based activities were effective in developing speaking skills of the research group.

## The Second Hypothesis

Testing the second hypothesis (Table 3) showed that the MI- based activities were effective in developing speaking sub skills of the research group.

**Table (3) The "t" value of the experimental group and the control group on the speaking sub skills posttest**

Skills / Section	Group	N.	Mean	SD.	DF.	T-value	Sig.
1- Interacting and managing conversation effectively to keep it going	Exp.	30	3.410	.813	29	6.158	.000
	Cont.		2.450	.784			
2-Following grammatical rules accurately	Exp.	30	3.380	.8087	29	7.374	.000
	Cont.		2.633	1.033			
3-Speaking fluently	Exp.	30	3.450	.72480	29	5.764	.000
	Cont.		2.527	.9732			
4- Demonstrating intelligible pronunciation .	Exp.	30	3.4010	.62146	29	6.496	.000
	Cont.		2.413	.77682			
5-Using relevant, adequate and appropriate range of words	Exp.	30	3.340	.74971	29	3.798	.000
	Cont.		2.461	.86834			

## The third hypothesis

As indicated in table 4 below students overall speaking skills had been improved after exposure to the MI - based activities . Thus , these results were statistically consistent with the third hypothesis .

*Table (4). The "t" value comparing the mean of the experimental group in the pre - and post -test in the overall speaking skills*

Group	No of Ss	Test	Mean	SD	T-value	DF	Sig.
Exp.	30	Pre.	12.38	3.011	14.75	29	.000
		Post.	16.98	2.161			

### The fourth hypothesis

A significant difference in documented in all speaking sub skills in favor of the experimental group (table 5 below).

*Table (5) .T-test results of the obtained data for pre-posttest comparison of the experimental group in the five speaking sub skills.*

Skills / Section	Group Exp.	N.	Mean	SD.	DF.	T-value	Sig.
1- Interacting and managing conversation effectively to keep it going	pre	30	2.267	.784	29	6.158	.000
	post		3.410	.813			
2-Following grammatical rules accurately	Pre	30	2.367	1.033	29	7.374	.000
	post		3.380	.8087			
3-Speaking fluently	Pre	30	2.533	.9732	29	5.764	.000
	post		3.450	.72480			
4- Demonstrating intelligible pronunciation .	Pre	30	2.502	.77682	29	6.496	.000
	post		3.4010	.62146			
5-Using relevant, adequate and appropriate range of words	Pre	30	2.734	.86834	29	3.798	.001
	post		3.340	.74971			

Table (5) showed that there was a high significant difference between the mean scores of the pre and post administration in favor of the postone, in the first skill, as the t-value(6.158) was significant at the (.000) level. Moreover, there was a high significant difference between the mean scores of the pre and post administration in favor of the post one, in the second skill , as the t-value (7.374) was significant at the ( .000) level.

There was also a high significant difference between the mean scores of the pre and post administration in favor of the post one, in the third section ( Speaking fluently without hesitation), as the t-value (5.764) was significant at the (.000) level. There was a high significant difference between the mean scores of the pre and post administration in favor of the post one, in the fourth section ,as the t value (6.496) was significant at the (.000) level. These gains assured that the MI – based activities were effective on developing speaking sub skills of the experimental group. Finally , there was a high significant difference between the mean scores of the pre and post administration in favor of the post one, in the fifth section, as the t-value (3.798) was significant (.001) level.

A closer look at table reveals that the MI – based activities are effective in enhancing the experimental group students' overall speaking performance. MIs activities which were presented to the students throughout three units were effective. Besides, students were trained to deal with tasks of different levels of difficulty which enhanced their confidence to speak spontaneously and fluently as shown in their posttest performance.

The MI- based activities seem to raise students' awareness of spoken language features and encourage them to analyze the spoken discourse inductively. It was observed that authentic listening materials were motivating and as they offered students a good opportunity to see how native speakers speak in real-life situations .Students reported that they enjoyed the kinesthetic and logical intelligence activities as they made them more responsible for their own learning.

The MI – based activities were giving students the chance to perform publicly in front of their peers. This public performance heightened students' attention to accuracy in terms of all speaking skills, helped them overcome their fear of speaking in public and improved their performance. Students enjoyed talking in front of their peers, making presentations and expressing their viewpoints. Students were triggered to practice

the speaking skills learned in a more conscious deliberate manner. The MI – based activities stressed students' common points of weakness in terms of speaking sub-skills, and remedied them. Consequently, students' overall speaking were enhanced.

On the posttest, the results showed substantial improvement in students' correct use of grammatical structures. This progress can be attributed to linguistic / verbal intelligence activities .Throughout these activities, students could: (a) see how grammatical rules are applied correctly by native speakers in real time speech, (b) identify the relation between the grammatical rules adopted and the spoken functions realized . Besides, linguistic / verbal intelligence activities drew students' attention to some special characteristic of spoken grammar, which distinguishes it from written grammar. These include: tag questions, contractions, and short incomplete sentences called "utterances". Requiring the students to plan for the upcoming task by determining the structures needed in terms of tenses, word order, and complex utterances. It helped drew their attention to form and accuracy rather than focusing solely on fluency. Actually, the progress realized in fluency can be attributed to interpersonal intelligence activities. These encouraged students to use various types of phrases and sentences to express functions and concepts that they had difficulty with before being exposed to the MI-based treatment.

Students' use of collocations increased. This progress can be attributed to different factors; among them was raising students' awareness of real samples of authentic spoken language. The listening texts used helped students improve their use of words and word collocations as they enabled them to identify vocabulary and word chunks that are more appropriate to the genre. Logical intelligence activities helped draw students' attention to important words related to the task to be performed. Most of the teaching was done inductively through encouraging students to elicit words appropriate to different stages of the genre.

On the posttest, it was noticed that students' pronunciation of English sound consonants and vowels improved and students were better able to articulate English sounds. Furthermore, improvements in intonation and stress patterns were noticed.

The progress achieved in pronunciation occurred more in stress and intonation rather than in the sound system. This may be due to the fact that pronouncing sounds is a skill that requires a long time to be developed. In addition, pronunciation is largely affected by training in the early years of learning so as to avoid fossilized errors.

Exposing students to authentic texts of the spoken language at normal rate of speech, correct intonation, rhythm, tones helped students achieve this sizable performance progress.

Throughout musical, bodily and naturalist intelligence activities, students noticed the characteristics of speech stream and sound system. Students' attention was also drawn to how sounds are linked in spoken language and how sounds change, as the result of the influence of neighboring sounds (assimilation).

With respect to different genres, the focus points of pronunciation were derived from the content of each task. Therefore, students could learn a lot about the pronunciation rules that differed according to the genre, intention of the speaker, and relation between the speaker and listener. In particular, the pronunciation rules addressed in each genre were different and specific. For instance, pronunciation of "question tags" was stressed to help students "express and inquire about personal information", rising intonation to express interest during "exchanging personal information" tasks, and to show politeness in tasks including "asking for permission" or "making requests".

Students' spoken discourse was generally more coherent with clear, logical organization. It contained enough details, appropriate cohesive devices, references, and inter-sentential connectors. This progress can be attributed to logical /

mathematical intelligences activities that promoted their organizational skills.

Interpersonal intelligence activities helped students see how native speakers (a) keep conversation going, (b) manage turn-taking in conversation, (c) relate the student 's turn to that of the interlocutor and (d) encourage others to speak through showing interest, asking further questions, and commenting.

Through teaching, also, students learned the meaning and the use of conversational discourse markers such as (well, now, anyway...etc) used to maintain conversational coherence, thus, employing these markers in their speaking as well.

Finally, students' speech delivery became better, they could express themselves fluently and smoothly with few pauses and hesitation. Their performance in this respect was characterized by highest mean score .This may be due to the fact that this function was closely related to students' everyday life and was practiced more than other functions in class.

The present study provides evidence for the effectiveness of usingMI- based activities in developing first year secondary students' speaking skill. These MIs increase their motivation and positive attitudes towards learning to speak. Moreover, they help them take risks. As a result, students' ability to speak fluently and correctly increases. This is inconsistent with the results of ( Koura & Al-Refay, 2011) .

MI-based activities improve students ' grammatical, discourse and pragmatic competences, as these activities show how the spoken interaction takes place in real life situations. This is supported by ( Steve , 2010 ; Gass , 2014) .

There is an evidence that exposing students to authentic texts via spoken language corpus driven materials, online or printed, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial spoken discourse. It enables them to identify language features, which can enhance their pragmatic and discourse competence as well

as their fluency. This is consistent with the results of ( Oxford , 2013 ; Miller , 2014 ).

There is an evidence that providing supportive feedback throughout task cycle is highly effective. Through this feedback, students' strengths in speaking can be highlighted and possible suggestions for improvement can be offered throughout in a way that helps students develop their speaking and gain clearer insights of others' expectations. This is supported by (Hilferty, 2011; Severino, 2012 ; Reg, 2013 ; Max , 2014).

## **Conclusion**

MI-based activities, exercises, and assessment techniques have real promising effects in enhancing secondary school students' speaking skill. They could also be more interesting and motivating than traditional ones.

## **Recommendations**

1. Teachers should build the MI – based activities on students' most prevalent intelligences.
2. Text book activities, exercises, and assessment techniques should be built in the light of the MIs theory.
3. EFL teachers should be trained in lesson planning, in light of the MIs theory.

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