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

By:

Dr. Ahmed Mohamed Mohamed Khalil

Lecturer of English Language,
English Department,
El-Madina Higher Institute of International Languages,
Ministry of Higher Education

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

٢

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

Dr. Ahmed Mohamed Mohamed Khalil[*]

Part (1)

1.1.   Overview:

The use of multiple intelligences theory is believed to have a major impact on English language education and learning. It is also believed to be advantageous for curricula, instructional strategies, materials, and activities that benefit both teachers and students. Students' intelligences can be developed to the point of language competency. But it has frequently been overlooked that students have different potentials and levels of intellect. Students must consequently engage in appropriate learning activities in order to maximize their intelligences (Boubet, et al. :2015). This study looks at how language teachers encourage the growth of different intelligences when teaching foreign languages, particularly during speaking exercises. In terms of teaching languages, the research also examines many forms of intelligence and provides examples of pedagogical approaches that may be used to stimulate students' different intelligences during speaking exercises. (Şener & Çokçalışkan :2018)

1.2.   Background of the study:

The achievement of communicative objectives is the ultimate goal of language usage. To varying degrees, language learners utilise language in their daily lives for practical purposes. When they read novels, short tales, or newspapers, they often utilize language. Additionally, they write reports, diaries, and grocery

---

* Dr. Ahmed Mohamed Mohamed Khalil: Lecturer of English Language, English Department, El-Madina Higher Institute of International Languages, Ministry of Higher Education**.**

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

٤

lists using language quite a bit. However, language learners hardly ever converse with fluent English speakers or listen to news broadcasts in their target language. It is believed that oral communication skills—speaking and listening—are the hardest to master. Researchers suggest that language learners' anxiety and lack of a native speaking environment contribute to their reluctance to improve their speaking and listening abilities. Speaking and listening skills may be developed by targeting different talents, aptitudes, and intelligences and by utilizing alternative teaching methodologies based on brain-based training (Menezes, Norbert :2007). Thus, this research explains how English majors in their second year of college may improve their speaking abilities by using various intelligences-based exercises.

1.3. Statement of the problem:

The following research significant question illustrates the problem with the present study:

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

The following minor questions were inferred from the main question:

1- What concepts and exercises are required to help second-year university students majoring in English develop their speaking abilities utilizing the theory of multiple intelligences?

2- How far is it working to help second-year university students, majoring in English, strengthen their speaking skills through the use of multiple intelligences-based activities?

1.4. Purpose of the Study:

The present study aimed at:

A. Determining and constructing the required activities based on several intelligences to help second-year university

students (majoring in English) improve their speaking abilities.

   B. Determining the extent to which second-year university students majoring in English are benefiting from using activities based on multiple intelligences in the development of their speaking skills.

1.5.   Hypotheses of the Study:

The present study aimed at verifying the following hypothesis:

    The use of activities based on multiple intelligences to improve speaking abilities in second-year university students (English majors) is effective.

Part (2)

2.1.   Definition and Types of Multiple Intelligences:

   Howard Garner (1983) initially proposed the idea of multiple intelligences. He proposes eight categories of intelligence that might be used to assess an individual's intelligence: linguistic, musical, visual-spatial, kinesthetic, interpersonal, intrapersonal, and naturalist. Additionally, existentialist intelligence is a new intelligence that Armstrong (2018) introduces in his book. Five kinds were selected by the researcher. Each of these intelligence types has a description that goes like this: (Armstrong :2018)

2.1.1 Linguistic intelligence:

    Being linguistically intelligent is having the capacity to persuade or influence others via words. Linguistics is useful in daily life for speaking, listening, reading, and writing. In the setting of classrooms teaching foreign or second languages, it is clear that children with high levels of linguistic intelligence have no trouble matching synonyms, expressing themselves verbally and in writing, comprehending texts, and creating paragraphs. (Morgan, Harry :1992)

2.1.2 Spatial intelligence:

    The capacity to conceptualize in two or three dimensions or to see ideas internally is known as spatial intelligence. Examples of this intelligence in daily life are home décor, landscape design, artistic creations, and sketching or painting. To effectively assist children who have visual-spatial intelligence,

language teachers might employ a variety of projects, such as idea maps, diagrams, or drawings. (Ibragimova :2011)

2.1.3. Kinesthetic Intelligence:

It is the intelligence of the hand and the intelligence of the entire body. We utilize this intelligence in daily activities like as playing sports, dancing, mending cars, hanging lights around the home, and replacing bottle caps. Strong kinesthetic intelligence allows students to successfully acquire other languages using role-playing, games, theatre, miming, and other movement-based exercises. (Roohani & Rabiei :2013)

2.1.4. Musical Intelligence:

The capacities to sing, retain a tune, feel rhythm, or just appreciate music are all examples of musical intelligence. We use this intelligence in many different contexts in daily life, such as singing, playing an instrument, listening to music on the radio or TV, etc. This particular sort of intelligence may be developed in foreign language learners through the use of music, rhymes, or songs. (Gardner :2006)

2.1.5. Interpersonal Intelligence:

It calls for interpersonal comprehension and collaboration skills. There are instances when this intelligence is said to be "more important" than the others in order to succeed in life and is seen as imperative in daily living, whether for personal, familial, or professional reasons. A few examples of the various skills that comprise interpersonal intelligence are the capacity for manipulation, empathy, "people reading," and friendship-making. This kind of intelligence makes language learners very good at character analysis, recounting tales from many viewpoints, and debating opposing viewpoints. (Ho & Ng :2016)

2.2. Integrating Multiple Intelligence in Speaking Activities:

Through imaginative and creative learning exercises, speaking lessons may optimize many intelligences. To ensure that every student has the chance to achieve in accordance with

their abilities, learning resources can be integrated into a unified subject and presented while taking into consideration student qualities like interests, talents, and intellect. Based on the following three ideas, multiple intelligences may be utilized most effectively. They are as follows: (Dawahdeh & Mai:2021)

1. Planning Phase that covers:
   a) Selecting the subjects to teach,
   b) figuring out what kind of intelligence to build,
   c) selecting resources according to fundamental competence and competence standards,
   d) creating learning outcome indicators, d) creating a syllabus and lesson plan.

2. Implementation phase that involves: the three guidelines that need to be followed when putting thematic learning into practice. They are as follows:
 -    **The teacher should:**
      a) act as a mentor and facilitator rather than control the learning activities;
       b) clearly explain the roles that each individual and group has in any given task; and
      c) be open to the suggestions of the students, even if they are not included in the lesson plan.

3. Assessment and evaluation phase; that is carried out completely and consistently throughout the process as well as the learning objectives. It serves as a foundation for assessing prospective students' development and teachers' reflections on the success or failure of instruction.

Part (3)

3.1. The Content of Application Syllabus (Instrumentation):

The researcher provides some implementation techniques in this part for possible speaking activities that might help students engage in an interesting learning process while also helping them find their own strengths and intelligences.

The following table (see Appendices "1,2,3,4,5,6") illustrates the five types of intelligences that the researcher used to help 30

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

٨

second-year English major students become more proficient speakers and the their assessment after training and orientation:

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

Assessment after training and orientation	Application Methods	Type of Intelligence
25 students got "Excellent". While 5 of them got "Very Good"	Teaching (Airport Vocabulary)	Linguistic
10 students got "Excellent". While 10 of them got "Very Good" and 10 got "Good"	Expressing Imaginations through Pictures and short movies	Spatial
15 students got "Excellent". While 10 of them got "Very Good" and 5 got "Good"	Using (Role Playing – Games)	Kinesthetic
20 students got "Excellent". While 10 of them got "Very Good"	Listening to Lyrics (English Songs)	Musical
22 students got "Excellent". While 5 of them got "Very Good" and 3 got "Good"	Discussing different Opinions, Analyzing Characters in short movies	Interpersonal

3.2. Results of the Study:

A definite impact on students in higher education was found by the researcher after analyzing and evaluating the Effect of Using Multiple Intelligences-Based Activities to Develop Speaking Skills for Second Year University Students (English Majors). These, thus, are a few of the study's findings:

- The researcher performed two interviews, one before and one after the experiment, with thirty students from the Higher Languages Institute's English department. The results verified that a number of intelligence-based exercises were created and evaluated as tactics to enhance speaking abilities for second-year English majors in college. As a result, the students were able to practice different multiple intelligences and benefit from

numerous chances that support academic production in its purest form.

- ▪ Benefits of Using Various Activities Based on Intelligence:
  - o A wide range of activities, including music, cooperative learning, art projects, role play, multimedia, field trips, and introspection, should be incorporated into lessons by teachers, in accordance with the multiple intelligence theory, to support every young student's harmonic language acquisition by utilizing their own thoughts, feelings, imaginations, bodies, and optimistic aspirations.
  - o Encouraging students to get to know one another and providing a cozy setting that helps the younger kids unwind.
  - o By doing this, young students are inspired to assume responsibility, use the language on their own, and engage in exploratory learning.
- • Auditory learners are those who learn best by listening to audiobooks, lectures, or group discussions.
- • Visual learners are individuals who first see words, read about the subject, or create an image in their thoughts before taking in and remembering new and challenging knowledge.
- • Using hand habits like sketching, underlining, or taking notes, tactile learners efficiently utilize their hands to catch, assimilate, and recall new and challenging knowledge.
- • Kinesthetic. Kinesthetic learners participate actively in the learning process by moving, talking, and playing games, among other activities. Teachers must take into account each student's unique learning style when designing and planning a class since students need to use their own learning modalities in order to make sense of any knowledge. The utilization of instructional resources, teaching methods, lesson plans, and strategies should all

be tailored to the students' individual perceptual strengths. Students may have a variety of learning styles or perceptual strengths. That is to say, in order to facilitate or accelerate learning, a teacher needs to be perceptive and aware of each student's own learning style.

- Few would argue against the idea that different people are better at various things. Harvard professor and development psychologist Howard Gardner examined this concept of intelligence in his Multiple Intelligences (MI) theory.

- To summarize, the results showed the definite benefit of using various intelligences-based activities to improve speaking abilities in university second-year English majors.

3.3. Conclusion:

The MI theory is crucial for helping students better understand how they learn. Typically, a single learning style— one that is most suited to students with strong verbal-linguistic intelligence—is promoted in a classroom setting. Even if the topic is delivered in a different fashion, learners may still understand it by tailoring it to their learning style by assisting them in determining which sort of intelligence best matches them. Students with great visual-spatial intelligence may make concept drawings to aid in learning, whereas those with high musical intelligence may compose a rhyme. (Hakan, Aydin, & Bulent, :2015)

In essence, each student possesses unique potential qualities. If students' talent is not adequately developed, it will be useless. By providing appropriate tasks, language acquisition may be optimized. Students' intelligences will be developed, and activities based on multiple intelligences will enable them to reach their full potential. This will lead to the achievement of competency. They will be able to acquire competence and maximize their potential for useful intelligence with the support

of appropriate learning activities. The Multiple Intelligences exercises also highlight students' needs and talents that will ultimately help them, which supports learner-centeredness in language classrooms. (Beyhan :2010)

3.4. Recommendations:

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

1- The Suggestopaedia approach has to be taught to teachers. A Suggestopaedia instructor should have moderate excitement and complete faith in the process. They would have to set themselves up appropriately, and the first steps of the procedure would have to be closely followed. They must be precise in their attire and demeanor, and they must approach the instruction with solemnity. Tests must be administered and kind comments must be returned.

2- In addition to having a strong grasp of the material, an excellent teacher creates a lively learning environment. Dynamism may be attained by educators if they can connect their lessons to appropriate language use, according to Akbari, R., & Hosseini, K. (2007). Effective class explanation is undoubtedly possible for teachers who speak the language well. For this reason, dynamism in a language classroom is crucial.

3.5. References:

Akbari, R., & Hosseini, K. (2007). Multiple intelligences and language learning strategies: Investigation possible relations . System, 36, 150-155

Armstrong, T. (2018). Multiple intelligences in the classroom (4th ed.). ASCD. Bas, G. & O. P.24.

Beyhan. (2010). Effects of multiple intelligences supported project-based learning on students' achievement levels and attitudes towards English lesson. International Electronic Journal of Elementary Education, 2(3), P.63

Boubet, Khristina J &Hockett, Jessica A. (2015). Differentiation in Middle & High school: Strategies to Engage all Learners. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Dawahdeh, A. & Mai, M.(2021).The mediating effect of creative thinking on multiple- intelligence and thinking patterns among 10th-grade students in Abu Dhabi private schools. European Journal of Education,4(2), 107-124. DOI: 10.26417/317ubz15f.

Hakan, K., Aydin, B., & Bulent, A. (2015). An Investigation of undergraduates' language learning strategies. Procedia - Social and Behavioral Sciences, 197, P.1000.

Ho, A. & Ng, L. (2016). Gender-based differences in language learning strategies among undergraduates in a Malaysian public university. Issues in Language Studies، 5(2), P.105.

Gardner, H. (2006). Multiple Intelligence: New Horison Teori and Practice. New York: Basic Book.

Ibragimova, N. (2011). Multiple Intelligences Theory in Action in EFL Classes: A Case Study . Eastern Mediterranean University. Gazimağusa, North Cyprus

Morgan, Harry (1992). An Analysis of Gardner Theory of Multiple Intelligences. Georgia: Educational Resources Information Centre.

Menezes, Norbert (2007). Under-Achievers Can be top Scorers: Skills for Enhancing Teacher-Effectiveness, New Delhi: Neeta Prakashan.

Roohani, A. & Rabiei, S. (2013). Exploring language learning strategy use: The role of multiple intelligences, L2 proficiency and gender. The Journal of Teaching Language Skills, 5(3), 41-64.

Şener, S. & Çokçalışkan, A. (2018). An Investigation between multiple intelligences and learning styles. Journal of Education and Training Studies, 6(2), P.132

Appendix (1)
Picture 1. Job Advertisement:
Examples for Activities:

Students look at the job advertisement ads, and tell who might need the job and what qualifications are required. (Intrapersonal)   Students think about the purpose the job advertisement, and analyze how the phrases are constructed. (verbal-linguistic) Whilst Activity: Students look at the job advertisement which contains basic details about the job. If they were interested in the job, what else would they want to know? They should write five questions.

Role play 1: Phoning for a job interview. (**interpersonal, bodily-kinesthetic, logical mathematical, musical**) Students are going to role play a job interview. One that acts as job applicants phone up the Human Resource Development Manager to find out more about office administrator job. He asks all the questions prepared and try to arrange a job interview if it sounds fine. He is also to jot down the time, date, and address of the office. When they have finished, they should swap roles and start again.   - In pairs, students discuss their monthly living cost and calculate what salary to expect. (**logical mathematical**)

Role play 2: (**interpersonal, intrapersonal, bodily-kinesthetic, logical mathematical, musical, verbal**) Students are to create and role play the following scenes. They can also modify each of the scenes according to their creativity. The role play involves students acting as: job seeker, close friend, human resource development manager, and interviewer.

Scene 1. A friend of yours is unemployed and is looking for a job. He consults and shares his problems to you. You motivate and give him solution.

Scene 2. One of you calls the company to ask for more information and the requirements needed. Two students act as a receptionist and a job-seeker.

Scene 3. You and your friend search the interview location by checking it in the Google map, draw the possible interview setting, and learn body language in the interview.

Scene 4. Interview time: In the post speaking phase, again the teacher is suggested to: give students different types of activities to check understanding, hypothesize the possibilities of the job applicants to be accepted (**Logical mathematical, verbal**), draft an ideal interview setting including room and all the properties, and note down all the functions of each object. (**Spatial**)

  In the brackets the writer introduces **the intelligence types** for whom the activity would probably be most suitable. Although there might already be ready-made books for developing multiple intelligences (extension activities), by using this example, the

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

١٦

researcher intends to demonstrate many possibilities every teacher could create in the classroom speaking activities.
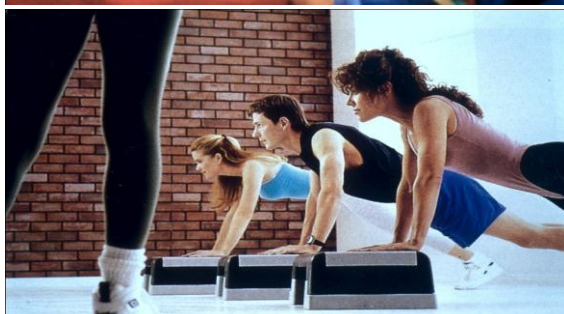
Appendix (2)

❖   **In Groups, Discuss orally the following photos in English:**

(1)

(2)

(3)

(4)

(5)

Appendix (3)

(1) Listen to the English movie (**House Party**), then give an oral summary in front of your group:

https://www.youtube.com/watch?v=ee_dGnzEyZk&list=PL9pcv k8S3Uk6z5UU4Vfb8SpZi5YFE4swV&index=11

(2) Listen to the English song (**Sway**), then give an oral summary in front of your group:
https://www.youtube.com/watch?v=TcaWV-YclxA&list=PL9pcvk8S3Uk6VpP0W9lkv33d7WSJ1r6ut&index=2

Appendix (4)
Put the following terminology (Airport Vocabulary) in useful sentences to clarify the meaning of each:
- Airline (N)
- Arrivals (N)
- Board (V)
- Boarding Pass (N)
- Boarding time (N)
- Book (a ticket) (V)
- Business class (N)
- Carry on (luggage) (N)
- Check in (V/N)

- o Customs (N)
- o Delayed (Adj)
- o Departures (N)
- o Economy class (N)
- o First class (N)
- o Fragile (Adj)
- o Gate (N)
- o Identification (ID)
- o Liquids (N)

Appendix (5)
(Game for Conversation)

Instructions:
**- Think About The
Following Words (The
Meaning)**
**- Don't use Verb to (Be,
Have)**
- Time allowed: 10 seconds

(The Bank - A picnic - Your Friend - The CD- Busy-
Millionaire-Camera-insult-An Hour-No Time-Holiday-Animals-
The Teacher-The New Medicine-The Telephone-Cairo
Underground-Space Exploration-Sick-A lie-Tripoli)

Appendix (6)
(Situations for Conversation)

What would you say in each of the following situations?
1- Someone asks you to tell him how to go to the bank.
2- You suggest going for a picnic.
3- Your friend suggests playing tennis but you don't agree.
4- Your friend has lost the CD you lent him.
5- Your friend wants you to go with him to Alexandria but you are busy.
6- You invite your friend to a soft drink.
7- You are annoyed when your friend refuses to give you his camera.
8- You are angry when you see some boys insulting an old man.
9- You are annoyed because you have waited for your friend for an hour.
10- A friend suggests a visit to the zoo but you have no time.
11- A friend asks you about the best thing in spending your holiday.
12- You ask your friend what he would like to drink.
13- The teacher asks about the advantages of a video.
14- A friend thinks the new medicine is useful and you agree.
15- Someone is asking, "Is the telephone a good thing or bad thing?"
16- A friend asks your opinion of Cairo underground.
17- A friend asks your opinion of space exploration.
18- You visit your sick friend.
19- You are angry because your friend told you a lie.
20- Your best friend tells you that his father has died.