



## **Developing speaking skills through multiple intelligence in preparatory schools**

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### **Abstract**

The current study sets out to investigate how speaking skills can be developed through activities based on the theory of multiple intelligences. Action research design was employed in the study. The intervention was conducted as part of a course called the Graduation Project by seven student teachers from the English Department's basic education program in the fourth year at the Faculty of Education, Ain Shams University. A satisfaction questionnaire and a speaking skills checklist were used as instruments in the study. The purpose of the multiple intelligence-based activities was to enhance the learners' speaking abilities. The activities were implemented over a period of five weeks. A paired t-test was used to assess the impact of the designed activities on speaking skill development. The results showed statistically significant differences between the pre- and post-administration of the speaking skills checklist, indicating that the activities effectively improved speaking performance. Finally, several suggestions and recommendations for future research were provided

**Key words:** Action Research, Development Language, English Language Teaching

## **Introduction:**

Speaking is a fundamental language skill, alongside reading, writing, and listening. It involves the oral expression of thoughts, ideas, and feelings. In educational settings, especially English language classrooms, speaking is paramount. Students are expected to actively participate in discussions, presentations, and other verbal activities.

The ability to speak effectively requires a strong foundation in language knowledge, including grammar, vocabulary, and pronunciation. Additionally, effective communication involves the ability to adapt to different contexts, audiences, and purposes. Thornbury 2005:8).

While speaking is a natural human activity, many learners, particularly those learning a second language, may experience challenges. Factors such as shyness, lack of confidence, and limited vocabulary can hinder language acquisition. To overcome these obstacles, it is crucial to create supportive learning environments that encourage learners to practice speaking without fear of judgment. Ahsan, Asghar, and Hussain (2020)

By developing strong speaking skills, individuals can enhance their communication abilities, build relationships, and achieve academic and professional success. Burns & Joyce, 1997).

Speaking is a crucial skill for English Language

Learners (ELLs) to effectively communicate and interact with others. By developing strong speaking skills, ELLs can confidently express themselves, build relationships, and achieve their academic and professional goals (Rao, 2019).

To foster the development of speaking skills, teachers play a vital role. They can create engaging learning environments by incorporating a variety of activities, such as group discussions, role-plays, and presentations. Providing constructive feedback on pronunciation, grammar, and

vocabulary usage is essential for improving students' accuracy and fluency. Additionally, exposing students to authentic language through real-world materials like news articles, songs, and movies can enhance their language skills and cultural awareness (Wikimedia Commons, n.d.).

To maximize their potential, ELLs should actively participate in class discussions, seek opportunities to practice speaking outside the classroom, and implement the feedback provided by their teachers. By combining effective teaching strategies with dedicated practice, ELLs can become confident communicators and achieve their full potential in English language learning (Rao, 2019).

Egyptian students have always been known to struggle with their speaking skills for far too long. Though many schools offer English language courses, a number of students still find it difficult to articulate their thoughts clearly and convincingly. Most of this is due to the outdated teaching style that most teachers believe in, one which largely focuses on grammar, vocabulary, and writing skills, rather than speaking English. As a result, students seem to be more competent in reading and writing than speaking English. There are also few or no debates/discussions in the class since these are the most useful activities in teaching how to speak English.

The other major reason why students do well in writing rather than English-speaking is the lack of sufficient exposure to situations where English can

be conversed. As it stands, students spend most of their time in class and even then, the chances of them practicing English are slim to none. The lack of fluent/native speakers causes a ripple effect where students lack sufficient growth in vocabulary and pronunciation. More so, other students are usually able to speak but get anxious which negatively affects their communication skills in the language. Situation like these is common because Arabic is the primary language spoken daily; thus students have a deficit in practicing English.

Multiple Intelligence Theory is an approach utilized by educators to enhance language skills, particularly speaking abilities, within their classrooms. It includes understanding individual intelligence differences and fostering a diversified learning environment, which can then be used by the educator-researcher for reflection, decision-making, and the development of more effective teaching strategies. In simpler terms, Multiple Intelligence Theory is an elaborate way of stating, "Let's recognize each student's unique abilities and determine how to harness them to improve language skills." It involves cycles of understanding, application, observation, and refinement with the aim of achieving positive educational outcomes. (Jinxiang Xue, Harbin University of Commerce, China).

By recognizing and leveraging individual differences in intelligence, the study aims to create

a diversified learning environment that enhances speaking abilities." (Tawalbeh, 2025)

The application of Multiple Intelligences Theory in language teaching provides opportunities for students to engage in speaking activities that align with their individual strengths, thus enhancing their speaking skills." (Christison & Kennedy, 1999).

Speaking skills can be developed by addressing different abilities, aptitudes, and intelligences as well as by utilizing alternative teaching methods that rely on brain-based learning (Salem, 2012).

Several studies have highlighted the transformative role of AI in English language education:

1. examining the impact of AI-based language learning platforms on students' English proficiency. (Johnson et al. (2019)

2. Exploring how AI can personalize language learning. Their research made the acquisition of English skills more effective.

(Wang and Zhang (2020)

3. investigating the use of AI chatbots to enhance English speaking abilities.

(Chen et al. (2018)

4. focusing on the integration of AI-based tools for assessing English proficiency. (Li et al. (2021)

5. studying the connection between AI technologies and the development of critical thinking in English education.

(Kim et al. (2017) Together, these studies underline the potential of AI to revolutionize

English language education by delivering personalized learning, immediate feedback, improved speaking skills, and fostering critical thinking among learners

Speaking is a crucial form of communication that allows individuals to express their thoughts, emotions, and opinions. It also helps them exchange information, solve problems, and establish social connections. According to Florez & Cunningham (1999), speaking involves multiple communication processes, such as pronunciation, fluency, and vocabulary, making it a complex skill to develop.

Recognizing the significance of English in today's world, the Indonesian government has made it a mandatory subject in schools. Among the four key language skills, listening, reading, writing, and speaking are particularly important and has been incorporated into the curriculum from elementary to senior high school. Mastering this skill is considered essential for students.

However, students have different perspectives on speaking. Many find it challenging due to its complexity, which requires not only understanding speaking structures but also overcoming psychological barriers. Factors like motivation and interest significantly impact students' ability to develop their speaking skills. Studies suggest that students with higher motivation and interest tend to improve more quickly because they actively engage in the learning process and find it more enjoyable.

Additionally, external factors, such as the learning environment, also affect speaking skills. In places like Makassar, where English is rarely spoken outside the classroom, students may struggle to practice and enhance their speaking abilities. Consequently, intelligence, along with motivation and interest, may play a crucial role in students' ability to speak English effectively. This study explores the relationship between students' intelligence levels and their English-speaking proficiency.

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

Several studies have explored the challenges related to teaching and learning English speaking skills in Egyptian preparatory schools. A significant study by Ibrahim and Ibrahim (2017) examined the implementation of communicative English language teaching (CELT) in Egypt's public schools. The findings indicated that, despite policies supporting CELT, many teachers lacked awareness of its principles and how to apply them effectively. The study identified key obstacles, such as inadequate teacher training, limited resources, and overcrowded classrooms, all of which hinder effective communicative language instruction.

Another study investigated the difficulties primary school students encounter when learning to speak English as a foreign language (EFL) in Egypt. The results showed that students struggled with forming sentences and pronunciation. The contributing factors included psychological

barriers like anxiety and shyness, as well as structural issues such as insufficient speaking activities in the curriculum and the frequent use of the first language in English lessons. To address these challenges, the study recommended implementing communicative teaching strategies, fostering emotional intelligence, and ensuring continuous professional development for teachers. (Hany Rady, 2019).

Furthermore, research conducted by El-Said assessed the impact of AI chatbots, particularly activities based on Duolingo, on enhancing the oral English skills of first-year preparatory school EFL students in Egypt. The study found that integrating AI chatbots into learning can significantly improve students' speaking abilities by offering interactive and engaging language practice. (El said, 2023)

Overall, these studies highlight the various challenges affecting the development of English-speaking skills among Egyptian preparatory school students, including pedagogical limitations, psychological barriers, and curriculum deficiencies.

To investigate this issue, the authors employed:

- 1) Observation: During the practicum, the authors observed that they frequently lose control of the class, attributed to their roles as trainers and the large student count in each class.
- 2) Group discussion: the authors had a large discussion with teachers and students during the practicum and they found that Speaking skills

were the most effective missing skill that student teachers need to develop.

- 3) Pilot study: the authors applied the speaking skills checklist to observe the missing skills in their colleagues' practices and found that they lack planning lessons, praising others, controlling noisy students and managing time.

Thus, the most apparent problem is the authors found was lacking classroom management skill.

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

The study thought to find answers for the following main question and the sub-ones:

- How can multiple intelligences activities be designed for developing speaking skills in the preparatory school?

### **The sub-questions:**

- \* What is the current situation concerning speaking skills in the preparatory school?
- \* What are the suggested multiple intelligences activities for developing speaking skills?
- \* What is the effectiveness of such activities in improving the student's speaking skills in classroom?

### **The Theoretical Framework Action-research:**

Speaking skills are crucial for effective interaction and communication in a variety of contexts, including academic, professional, and social settings.

Dash (2022) states that speaking skills are important for English Language Learners (ELLs) because they assist in accurately and clearly expressing thoughts, ideas, and emotions. Speaking skills are not just about linguistic competence but also involve the ability to use language appropriately in various social contexts. People with effective speaking skills are able to participate in conversations, present ideas, and engage in discussions, all of which are essential for both personal and professional development. Speaking is an interactive activity that includes creating, receiving, analyzing, and constructing meaning, according to Bashir et al. (2011). For communication to be clear and effective, this procedure is necessary. They also emphasize how pupils' speaking abilities are greatly impacted by elements like motivation, self-assurance, and exposure to the language. For example, pupils who are more self-assured and driven are probably going to practice speaking more often, which will improve their proficiency. Additionally, Richards (2008) asserts that proficient language use in various settings is just as important to effective speaking as using proper grammar and vocabulary. This entails being able to initiate and conclude discussions, take turns, and employ suitable language for various contexts. Richards adds that while comprehending and reacting to others are necessary for good communication, speaking and listening abilities are strongly related.

Furthermore, Thornbury (2005) notes that speaking is a complicated ability involving both mental and physical processes. Physical activities include the pronunciation of sounds and words, whereas cognitive processes include arranging thoughts and planning what to say. According to Thornbury, the development of automaticity in speaking enables learners to talk more fluently and confidently—requires practice and repetition.

### The Four Elements of Speaking Skills

#### 1. Vocabulary

Building a strong vocabulary is essential for developing speaking skills. It starts early in life, with infants learning to identify and describe the world around them. As children grow, their vocabulary expands from individual words to sentences, typically reaching 150-300 words by the age of 2 or 3. Understanding the meanings and pronunciations of words is crucial for effective communication, as it enables students to comprehend others and respond appropriately. Having a solid vocabulary is key to maintaining conversations, and fluency in a language often requires knowing around 10,000 words.

#### 2. Grammar

Grammar is vital not just for writing but also for speaking. It encompasses rules like sentence structure and verb tenses, which help convey information in a clear and understandable manner. Mastering grammar allows speakers to

### Multiple intelligences

Multiple intelligence can greatly influence students' academic success. Student-centered learning methods generally have a positive and significant effect on academic performance by Nursat(2017) Similarly, Hamze (2013), Gulap (2014), and Seyap (2015) demonstrated that students taught through multiple intelligences-based teaching strategies scored higher than those taught through traditional methods. There are various intelligences, including logical-mathematical, visual-spatial, verbal-linguistic, intrapersonal, bodily-kinesthetic, interpersonal, and naturalistic, had a significant positive correlation with students' academic performance (Zainali 2016) However, musical intelligence was found to slightly predict academic outcomes.

The theory of multiple intelligence is essential for helping students understand their learning processes. Traditionally, classrooms favor a single learning style, usually benefiting students with strong verbal-linguistic intelligence, which enhances speaking skills through activities like storytelling and reading (Gardner, 1983). Interpersonal intelligence improves speaking skills by encouraging active participation in group discussions and social interactions, fostering effective communication (Armstrong, 2009).

Even when presented differently, learners can comprehend topics by adapting the material to their learning style and identifying the intelligence that suits them best. For instance, students with strong visual-spatial intelligence might use

concept drawings for learning, while those with high musical intelligence might create rhymes (Hakan, Aydin, & Bulent, 2015).

Each student has unique potential, and if these talents are not nurtured, they go to waste. Assigning appropriate tasks optimizes language learning. Activities based on multiple intelligences will develop students' abilities, enabling them to reach their full potential and achieve competency. These activities emphasize students' needs and talents, supporting a learner-centered approach.

M. Tolkhah Adityas (2016) discusses how language teachers can enhance students' multiple intelligences in foreign language teaching, particularly in speaking classes. The paper reviews Howard Gardner's theory of multiple intelligences and provides pedagogical methodologies to activate these intelligences in speaking activities.

#### 1. The Effects of Multiple Intelligence on Teaching English

When teachers discover multiple intelligences (MI) in themselves and their students, they can teach English more effectively. MI helps students understand their strengths and preferred ways of learning. Additionally, MI can serve as a guide for creating varied lesson plans that cater to different learners' needs (Armstrong, 2008).

#### 2. The Relationship Between MI and Successful Teaching

Evidence suggests that schools applying MI theory are more effective. Understanding MI allows teachers to help students discover their strengths

and learn in various ways. Traditional language teaching has emphasized reading and writing, but MI broadens the scope to include multiple teaching strategies that enhance language learning (Gardner, 1983).

### 3. The Impact of MI on Speaking Skills

Speaking is a critical communication skill and plays an essential role in education. MI-based approaches enhance students' speaking abilities by recognizing and leveraging their individual intelligence profiles (Salem, 2013).

### 4. The Effect of MI-Based Reading Tasks

Studies show a significant relationship between MI and reading comprehension. Incorporating MI in reading instruction enables learners to improve their skills more effectively (Morgan & Fonseca, 2004)

### 5. The Effects of MI on Writing

For ESL/EFL learners, writing is one of the most challenging skills. Research indicates that MI plays a crucial role in writing development. Students with different intelligence types can benefit from MI-based teaching strategies, which accommodate their learning styles and improve writing proficiency (Sadeghi & Farzizadeh, 2012).

### 6. MI and Listening Comprehension

Studies suggest that integrating MI can significantly enhance EFL learners' listening comprehension. Teachers who incorporate multiple intelligences in their lessons help students improve their ability to understand spoken language more effectively (Naeini, 2015).

The concept of Multiple Intelligences (MI), introduced by Howard Gardner, has revolutionized the way educators approach teaching and learning. MI theory posits that intelligence is not a single, monolithic construct but rather a collection of distinct abilities that individuals possess to varying degrees. This pluralistic view of intelligence has significant implications for language education, particularly in the development of the four key language skills: reading, writing, listening, and speaking (Christison & Bassano, 2005; Gardner, 1983).

Gardner's MI theory identifies several types of intelligences, including linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal, naturalistic, and existential. Each type of intelligence represents different ways of processing information and solving problems. Recognizing and leveraging these intelligences in the classroom can enhance students' learning experiences and outcomes (Gardner, 1983; Gardner, 2011).

### Impact on Reading Skills

Reading is a fundamental skill that involves decoding text, comprehending meaning, and critically analyzing content. Multiple Intelligences can play a crucial role in developing reading skills:

**Linguistic Intelligence:** Enhances vocabulary acquisition and comprehension.

**Logical-Mathematical Intelligence:** Supports analytical thinking and understanding complex texts.



Spatial Intelligence: Aids in visualizing and interpreting graphical information in texts.

Interpersonal Intelligence: Encourages collaborative reading activities and discussions (Fauziah, 2015; Yaumi et al., 2018).

#### Impact on Writing Skills

Writing is a complex skill that requires the ability to organize thoughts, express ideas clearly, and adhere to grammatical conventions. MI can significantly improve writing skills:

Linguistic Intelligence: Facilitates effective use of language and vocabulary.

Intrapersonal Intelligence: Helps in self-reflection and expressing personal thoughts.

Spatial Intelligence: Assists in structuring and organizing written content.

Musical Intelligence: Can inspire creative writing through rhythm and sound patterns (Yaumi et al., 2018; Xhomara & Shkembi, 2020).

#### Impact on Listening Skills

Listening is an active skill that involves understanding spoken language, interpreting tone and context, and responding appropriately. MI can enhance listening skills in various ways:

Musical Intelligence: Improves sensitivity to tone, pitch, and rhythm in spoken language.

Bodily-Kinesthetic Intelligence: Supports active listening through physical engagement and gestures.

Interpersonal Intelligence: Enhances understanding of social cues and emotional context.

Naturalistic Intelligence: Helps in recognizing patterns and themes in spoken language (Shafa et al., 2020; Abduh et al., 2021).

#### Impact on Speaking Skills

Speaking is a dynamic skill that involves articulating thoughts, engaging in conversations, and presenting ideas effectively. MI can boost speaking skills through:

Linguistic Intelligence: Strengthens verbal expression and vocabulary usage.

Bodily-Kinesthetic Intelligence: Enhances non-verbal communication and body language.

Interpersonal Intelligence: Improves conversational skills and empathy.

Logical-Mathematical Intelligence: Supports coherent and logical argumentation (Nirwan & Hasbullah, 2021; Yaumi et al., 2018).

Ernawati, Tsurayya, and Ghani (2019) investigate the connection between the various multiple intelligences of students to find an efficient teaching strategy for young English language learners.

According to the study's findings, students have a variety of interests; some like singing, some enjoy role-

playing, and some prefer drawing. As a result, multiple intelligence testing enhanced the ability to identify students' interests, which raised their academic performance in English. Alilateh and Widyan toro (2019) examined how MI activities and traditional

activities affected students' interest in learning English and their listening comprehension. The results demonstrated that MI

Exercise are superior to traditional listening comprehension exercises in terms of effectiveness.

Furthermore, the various intelligence exercises used to teach English turned out to be the research demonstrated that incorporating multiple intelligence activities in listening comprehension is more effective than conventional methods. Additionally, the use of multiple intelligence activities in learning English was found to be more effective than traditional approaches. Wu and McMahon (2019) explored how musical intelligence affects the English pronunciation of Chinese learners. Their study revealed that the e-learning approach based on musical intelligence enhanced the English language skills and pronunciation of Chinese students. Utomo (2020) examined the influence of multiple intelligences on improving students' vocabulary mastery. The findings of the study demonstrated that the MI theory enhanced students' vocabulary skills. Furthermore, students felt motivated to learn and expressed positive feedback regarding their learning experiences. Bhatti, Teevno, and Bukhari (2021) explored the impact of using the MIs approach on students' performance in English classes. The results indicated that those who learned reading comprehension through the MI approach outperformed those who were taught using conventional methods.

## Activities for Various Intelligences

According to Armstrong (2000), individuals with high Linguistic Intelligence possess strong skills in words and languages. They enjoy reading, writing, storytelling, and engaging in word games. They have a keen sensitivity to sound patterns and an understanding of how language and words operate. Linguistic Intelligence refers to the ability to articulate thoughts and comprehend others effectively. This intelligence is crucial for writers, speakers, advocates, or anyone who has a deep appreciation for language. Below are some activities and tasks designed to enhance linguistic intelligence:

- \* • Engaging in reading, writing, and narrating - including stories, sequels, poems, plays, jokes, and news articles.
- \* Participating in oral tasks prior to writing, such as storytelling, discussions, and interviews.
- \* Fostering - debates, declamation contests, impromptu speeches on current events, and various life topics.
- \* Responding to multiple questions related to a specific text.
- \* Selecting suitable words to complete a sentence; finding fitting synonyms or antonyms for given terms.
- \* Launching - a newsletter, magazine, or journal.
- \* Organizing - mock interviews, chat shows, role-playing, dramas, and storytelling sessions.
- \* Developing slogans, defenses, case studies, and more.

- \* Solving - puzzles, crosswords, and vocabulary games.
- \* Establishing vocabulary banks.
- \* Creating and delivering presentations.
- \* Utilizing virtual libraries and desktop publishing tools.

In addition to, "Using Multiple Intelligences-Based Activities to Develop Speaking Skills of Prep Stage Students and Their Self-Efficacy" by Shaimaa El-Sayed Ibrahim Ibrahim (2019): Applying Multiple Intelligences (MI) theory in English language teaching is an effective way to enhance speaking skills and boost students' confidence in communication. By addressing different learning styles, students engage more actively, develop stronger speaking abilities, and feel more comfortable expressing themselves in English. For student can benefit from multiple intelligence through Enhanced Speaking Skills

Students who participated in MI-based activities showed significant improvements in fluency, vocabulary, pronunciation, grammar, and comprehensibility. They spoke more naturally and confidently, demonstrating greater ease in expressing their ideas. For Teachers Use MI strategies in lesson planning, such as music for pronunciation practice and role-plays to improve fluency.

"Incorporating Multiple Intelligences in the English Classroom" by Dr. Evangelin Arulselvi explores the application of Howard Gardner's Multiple Intelligences (MI) theory in English

language teaching. Multiple Intelligences as defined by Gardner and its implications for language teaching. It highlights the challenges teachers face when using a uniform curriculum for students with diverse intellectual abilities and suggests that incorporating MI theory can address these challenges. The paper provides examples of activities and tasks suitable for language learners with different sets of abilities or intelligences. The study emphasizes the importance of recognizing individual students' diverse intellectual profiles and adapting teaching methods to cater to these varying strengths.

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Howard Gardner's Multiple Intelligences (MI) theory has significantly influenced language education by broadening the scope of teaching beyond traditional methods. The integration of MI into English language instruction enables educators to cater to students' diverse learning styles, thereby enhancing their reading, writing, listening, and speaking skills. Research demonstrates that MI-based teaching strategies lead to improved language proficiency, greater engagement, and increased motivation among learners.

By recognizing individual intelligence profiles, teachers can design varied and effective lesson plans that address students' strengths and preferences. Activities such as storytelling, debates, role-playing, musical exercises, and interactive discussions foster better language acquisition. Studies confirm that MI-based approaches not only improve comprehension and communication skills but also boost students' confidence and self-efficacy in using English.

Ultimately, applying MI theory in language education encourages a more inclusive and dynamic learning environment. It allows students to explore and develop their linguistic abilities through multiple pathways, making language learning more engaging and effective.

## **Methods of research and tools used:**

### ***Design of the study:***

The study employed a mixed design where both qualitative and quantitative methods were used for the sake of obtaining a deep analysis of the investigated problem. This study is action research.

### **Instruments of the study:**

The present study utilized the following tools to carry out the treatment:

- 1- ***A Speaking Achievement test:*** the purpose of this tool was to check the level of the students' level of learning English speaking. The tool included 10 items.
- 2- ***A satisfaction Questionnaire:*** the purpose of this tool is to measure the satisfaction of the learners towards the multiple intelligence activities used during the treatment period.

### **Hypothesis of the study**

- 1-there will be statistically significant difference between the total scores of the students in the pre-post administration of the speaking achievement test in favor of the post administration.
- 2-there is statistically significant difference between the mean score of the students in the pre-administration of the attitude questionnaire and the post administration in favor of the last one.
- 3-The suggested activities are effective in improving speaking skills

### **The multiple intelligence activities:**

The activities were intended to develop the English speaking through using multiple

intelligence. In designing the activities, the authors referred to literature and previous studies related to speaking development, action research and cooperative learning.

### **Description of the Activities:**

In the following, full description of the activities, aims, objectives, content, and evaluation system it on daily basis.

#### **1-Idea line-up:**

Is a dynamic and visual way to evaluate and discuss participants' opinions, beliefs, or understanding about a certain topic or set of assertions.

#### **2. Visual-spatial intelligence:**

Known as picture smart, is the ability to accurately perceive the visual world, generate mental images and pictures, and manipulate these images in the mind's eye. It is a component of understanding spatial relationships, recognizing patterns, and having a strong sense of direction.

#### **3. Linguistic intelligence:**

Often known as word wise This intelligence encompasses the different functions of language as well as sensitivity to word meanings, word order, word sounds, rhythms, and inflections. It is the ability to successfully communicate verbally and in writing to accomplish several objectives, comprehend others, and express oneself.

#### **4-Life lessons speech (intrapersonal intelligence):**

Speech is the main emphasis of intrapersonal intelligence. Intrapersonal intelligence, which is more concerned with the inner world than with

verbal representation, is centered on understanding oneself—one's own feelings, motivations, strengths, and weaknesses.

#### **5. A new reporter with (linguistic intelligence) (word smart):**

Is proficient in tasks that heavily rely on understanding, assessing, and generating words.

#### **6. Virtual Tour Guide:**

Strong visual-spatial intelligence will enable a virtual tour guide to create and oversee engaging and user-friendly virtual experiences. They are adept at visualising layouts, comprehending and adjusting spatial relationships, and successfully navigating users via virtual worlds.

#### **7. Logical mathematical:**

Using reasoning, problem-solving, pattern identification, numerical analysis, and abstract thought are all part of the mathematical process.

#### **8. Musical intelligence-song Discussion:**

When treated with a focus on musical intelligence, it goes beyond simply liking or disliking the lyrics or overall vibe and visual-spatial intelligences to examine the intricate elements of the music itself and how those elements contribute to the effect and meaning of the song.

#### **9-Bodily-kinaesthetic intelligence-Role-playing scenario:**

Is emphasized by role-playing scenarios, which evolve into dynamic, embodied experiences where learning and expression occur through interaction, gesture, and physical movement in a virtual environment.

10 Guess and mime:

Is much more than just dumb fun. The mimer must be a skilled nonverbal communicator who predominantly employs their bodily-kinesthetic and visual-spatial intelligences in addition to their linguistic and interpretive abilities.

### **Rationale**

The activities were designed to help in overcoming:

- 1-the problem of learning English speaking
- 2- the gap between think and speak
- 3- the gap between theory and practice
- 4-lack of confidence while teaching
- 5- the problem of learning English pronunciation

### **Aims**

The Activities aimed at:

Developing learners' speaking fluency by engaging them in real-life communication tasks

Encouraging student participation through tasks that match their individual intelligence types

Increasing learners' confidence and self-expression through reflective and creative speaking activities

Enhancing vocabulary and oral coherence using structured, role-based speaking tasks

Strengthening critical thinking by involving students in discussion and problem-solving

### **Objectives:**

Identify the specific speaking challenges they encounter during communication tasks

Express their ideas fluently and clearly in a variety of real-life speaking situations

Apply speaking strategies suited to their individual learning styles

Collaborate effectively with peers to solve problems, share opinions, and build conversations

Use appropriate language structures and vocabulary in various speaking contexts

Respond spontaneously to prompts, questions, or unexpected situations during speaking tasks

### **Content:**

The program features ten specially designed activities aimed at enhancing English-speaking skills through multiple intelligences. These activities address challenges in communication, self-expression, and speaking fluency, while also promoting collaborative and reflective learning. The program also includes assessments to monitor progress and adjust strategies accordingly. Furthermore, the faculty supervisor conducted classroom visits to observe the implementation of the activities and provide constructive feedback.

### **Evaluation:**

The evaluation system adopted in this program focused on assessing the effectiveness of the multiple intelligence-based activities in enhancing speaking skills. A classroom observation checklist was used to monitor the development of students' speaking performance and classroom engagement, providing continuous feedback during the implementation of the activities. Additionally, a

satisfaction questionnaire was administered at the end of the study to determine the extent to which students were satisfied with the multiple intelligence activities and their impact on speaking development.

### **Application of the activities:**

The study took place in the second semester of 2025, from February 1 to April 1. Prior to the study, students were given a speaking exam to identify areas for improvement during the training process. The researchers conducted classroom instructional activities under the supervision of a faculty supervisor.

### **Data analysis:**

Both quantitative and qualitative evaluations were performed on the data pertaining to the students' speaking abilities. While the qualitative data came from student feedback and classroom observations, the quantitative data came from assessments given pre and post speaking exercises to gauge progress. The next part presents the speaking exercises' outcomes and a discussion of

how well they improved the spoken performance of the students.

## **Results of Research:**

### ***Quantitative results***

The quantitative data of the study are discussed in light of the stated hypotheses. The first hypothesis proposed that a significant difference would be observed between students' scores before and after the intervention, in favor of the post-intervention results.

Upon analyzing the results of the speaking achievement test, a notable improvement was observed in the average scores of participants after the intervention compared to their initial performance. This improvement indicates that incorporating activities based on multiple intelligences had a positive influence on the development of learners' speaking abilities.

This outcome is consistent with existing literature that emphasizes the effectiveness of multiple intelligence strategies in promoting language skills, particularly speaking.

These findings align with previous research indicating the positive impact of multiple intelligence-based instructional programs on EFL students' speaking abilities. Detailed results are presented in (Table1)

**Table (1) Wilcoxon signed ranks test for comparing the pre and post speaking achievement test:**

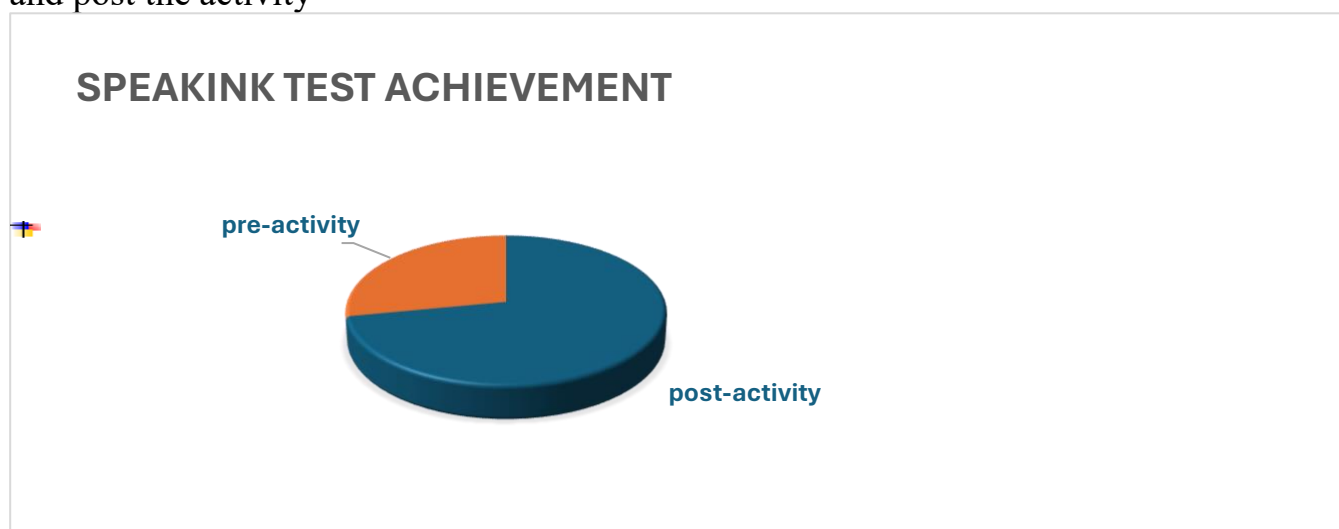
Participants	No.	Mean rank	Z value	Sign. at 0.05
Positive rank	6	3.50	2.20	Sig.
Negative rank	0	0.00		

This table shows that there is a statistically significant difference between the students' mean scores in the pre and post speaking tests in favor of the post test. This result is attributed to the effect of the speaking activities that were used during the experiment such as linguistic intelligence, singing and explaining, life lesson speech and mime and guess. These activities helped the students improve their speaking performance.

#### ***Pre vs post comparison***

Students	A	B	C	D	E	F
Pre-activity	10	7	14	9	12	8
Post-activity	13	11	15	14	15	12

The chart below illustrates a clear comparison between students' speaking performance pre and post the activity





## **Hypotheses Two and Three:**

The second and third hypotheses are as follows:

2. There is a statistically significant difference between the mean scores of students in the pre-administration and post-administration of the attitude questionnaire, with the post-administration scores indicating a more favorable outcome.

3. The proposed activities are effective in enhancing classroom management skills. To evaluate these hypotheses, qualitative analysis was employed.

## **The Qualitative Analysis:**

In this section, the qualitative analysis is introduced in a detailed description of progress, transformation was observed in students' speaking abilities, participation levels, overall communication confidence. Observations and students' feedback from questionnaires revealed the following themes:

### **1. Enhanced speaking confidence:**

Students gained greater self-assurance in their capacity to express their ideas and opinions aloud. Students were given a secure environment in which to express themselves through the popular fusion of songs and personal narratives. Students became less apprehensive about speaking in front of others.

### **2. Increased Participation in Oral Activity:**

At the beginning of the questionnaire students showed hesitation in participating in speaking but line up activity helped students to participate in conversation without fear. Increasing student participation in oral activities students found courage to speak up. Peer support and speaking comfort developed more easily in group formats.

### **3. Improvement in Pronunciation and Fluency:**

After introducing the activity where students listened to the Toy Story song and guessed its meaning, we observed favorable changes. Students were exposed to authentic, native-speaker pronunciation, which helped them recognize the natural intonation and cadence of English speech qualities that are frequently difficult to convey in traditional classroom settings. Students regularly practiced their pronunciation by mimicking the song's lyrics. The articulation and clarity of the same words were improved by repeating them in different circumstances. Additionally, the guessing exercise encouraged students to pay attention to the subtleties of pronunciation and practice active listening, particularly for terms they might not normally encounter in their daily vocabulary. As a result, students become more conscious of the nuances in word pronunciation in everyday discussions in addition to improving their pronunciation...

### **4. Contracting Reasoned Arguments:**

In the beginning, students found it difficult to formulate well-organized arguments in favor of or against a claim. Many were reluctant to speak in public and frequently gave straightforward answers without providing more context. The Idea Line-Up exercise, on the other hand, taught them how to articulate their beliefs more fully by supporting them with arguments, examples, and rational explanations. Many students said they felt more comfortable defending their beliefs since the discussion component helped them to polish their arguments. Students appreciated this activity because it improved their critical thinking and communication skills, enabling them to transition from generalizations to more specific and organized arguments. "At first, I just said 'yes' or 'no,' but now I can explain why I feel that way," one student

### **5.Active Peer interaction:**

Peer communication was fostered by the activities. Students worked on posing queries, answering them, and expanding on one another's thoughts. Verbal interaction skills were reinforced through conversations and peer comments.

### **6.Creativity and spontaneity:**

Students expressed enjoyment at the "Mime and Guess" activity, especially the question "What has to be broken before you can use it?" according to the questionnaire. Since students had to interpret and communicate the idea in novel ways, it helped in the development of their creativity. In order to

express their views, students had to think fast and utilize descriptive language. Since they had to share their ideas immediately and without any prior planning, this promoted impromptu speaking. Because the activity offered a relaxed and enjoyable setting for practicing verbal communication, it also increased their speaking confidence.

### **7.Improved Storytelling Skills:**

Students were asked to share their past experiences as part of the classroom activities designed to develop storytelling skills. The responses collected through the questionnaire revealed Students were progressing in organizing their thoughts into clear, structured narratives. When prompted to talk about past experiences, they were able to communicate events with a distinct beginning, middle, and end when asked to discuss past experiences, which improved their capacity to narrate stories intelligibly.

### **8.Expanded Vocabulary and Expression**

Activities like Visual-Spatial Intelligence (Picture Smart) and Song Discussion introduced students to new words and encouraged them to use expressive language.

### **9.Improved Nonverbal Interaction Mime & Guess:**

Bodily-Kinesthetic Intelligence (Role-Playing Scenarios) have increased pupils' awareness of posture, facial expressions, and gestures. They

now support their spoken words with suitable body language.

### **Interpretation of Results:**

The analysis of the speaking test scores indicates a significant enhancement in students' speaking abilities following the implementation of activities grounded in Multiple Intelligences (MI) theory. Notably, all participants exhibited higher post-intervention scores, with Student B's score rising from 7 to 12 and Student F's from 8 to 15. This consistent improvement suggests that MI-based activities positively influenced learners' oral communication skills.

These findings align with Armstrong (2009), who emphasized that addressing diverse intelligence types can boost student motivation and achievement. In this study, activities were tailored to various intelligences—linguistic (through storytelling), interpersonal (via group discussions), and musical (using rhythm-based language games)—which facilitated greater student engagement and confidence.

Furthermore, Gardner's (1983) MI theory posits that students learn more effectively when instruction aligns with their innate strengths. Students who previously struggled with traditional speaking tasks demonstrated marked improvement when engaged in activities that resonated with their preferred intelligence modalities.

### **Conclusion:**

The study's outcomes affirm that integrating MI-based activities into speaking instruction significantly enhances preparatory school students' speaking skills. The observed increase in post-activity scores, coupled with heightened student participation and self-assurance, underscores the efficacy of this pedagogical approach.

These results corroborate Christison (1998), who highlighted the advantages of applying MI theory in language classrooms to accommodate diverse learner needs. Additionally, the findings support the notion that when students engage in tasks aligned with their individual strengths, their language performance improves (Haley, 2004).

Consequently, it is recommended that EFL educators incorporate a variety of intelligence-based speaking activities into their curricula. Such an approach not only fosters the development of speaking skills but also cultivates a more inclusive and motivating learning environment.

### **Sub-questions:**

1. What is the current status of speaking skill development in preparatory schools?
2. How can Multiple Intelligences be applied to enhance speaking performance?
3. What are the effects of intelligence-based speaking activities on students' motivation and confidence?

### **Findings:**

The following list of findings emerged from the current study:

#### 1. Speaking Confidence Grows with Interactive Activities

Using the “Sing and Explain” activity helps students become more confident in speaking. By singing and explaining song lyrics, they improve their vocabulary and fluency, while enjoying the rhythm and language of music, engaging both musical and linguistic intelligence.

#### 2. Personal Stories Help Students Speak More Deeply

The “Life Lessons Speech” activity encourages students to speak about their own experiences. This builds intrapersonal and linguistic skills and helps them express themselves in a meaningful and emotional way.

#### 3. Using Actions Improves Understanding and Communication

The “Mime and Guess” game allows students to use body movements to act out ideas, helping their bodily-kinesthetic and interpersonal intelligences. It also makes them think fast and speak clearly when guessing or explaining.

#### 4. Different Activities Help Different Types of Learners

These MI-based speaking tasks support students with different learning styles, making the classroom more inclusive and effective for all students.

### **Recommendations:**

Many recommendations were made in light of the current study's findings:

#### 1. Use a Variety of MI Activities in Speaking Classes

Teachers should include fun and creative tasks like singing, storytelling, and mime games to help all students participate and improve their speaking.

#### 2. Make Speaking Tasks More Personal and Reflective

Giving students the chance to speak about their own lives makes them more confident and helps them connect personally with the task.

#### 3. Combine Physical and Verbal Practice

Teachers should mix physical activities (like mime) with speaking practice to support both movement-oriented and language-oriented learners.

#### 4. Encourage All Students to Try Different Activities

Some students may feel shy or nervous. Teachers should create a safe space where everyone feels comfortable trying different types of speaking activities.

### **Recommendations for the Ministry of Education:**

#### 1. Include MI-Based Speaking Activities in the Curriculum

The Ministry of Education should update the language curriculum to include speaking tasks that support different intelligences. Activities like singing and explaining lyrics, giving personal

speeches, and miming games can make speaking lessons more fun and effective for all learners.

## 2.Train Teachers to Use MI Methods

Teachers need proper training on how to apply Multiple Intelligences in the classroom. The Ministry should organize workshops and provide resources that help teachers plan and use a variety of speaking activities that match different student strengths.

## 3.Create Fairer Ways to Assess Speaking Skills

Speaking tests should not be the same for everyone. The Ministry should encourage the use of flexible assessment methods that allow students to show their speaking abilities through different styles—like storytelling, presentations, or performance based on their learning preferences.

## 4.Support the Use of Technology in MI Activities

The Ministry should help schools access tools like music apps, video games, and storytelling software that can support MI-based learning. These tools can make speaking activities more interactive and engaging.

## 5.Encourage Research on MI in Language Learning

The Ministry can promote and support research that studies how MI-based teaching improves speaking skills. This can help improve teaching materials, strategies, and training programs in the future.

### **Suggestions for Future Research:**

The following research issues are suggested for further research:

### 1.Study the Long-Term Benefits of MI Speaking Tasks

Future research can look at how using these activities regularly over time affects students' speaking abilities.

2.Research Student Preferences and Performance Studies could explore whether students do better in speaking when the activity matches their preferred intelligence (e.g., musical, physical, personal).

### 3.Compare MI-Based Speaking Lessons to Traditional Ones

Researchers can compare how students perform when taught with MI activities versus traditional speaking tasks like drills or textbook exercises.

### 4.Use Technology to Support These Activities

Future studies might also explore how digital tools—like karaoke apps, video games, or storytelling platforms—can improve the experience of these activities.

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