



MANSOURA UNIVERSITY

FACULTY OF Education

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**using Multiple Intelligences -Based Activities to Develop  
Speaking Skills of Prep Stage Students and  
their Self-Efficacy**

*By*

**Shaimaa Elsayed Ibrahim**

A Teacher of English

*Supervisors*

**Dr. Aly Abdul Samea Qoura**

**Dr. Samah Rizk Hassan**

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## using Multiple Intelligences -Based Activities to Develop Speaking Skills of Prep Stage Students and their Self-Efficacy

### ABSTRACT

The present study aimed at investigating the impact of Multiple Intelligences (MI)-based activities on developing the speaking skills and self-efficacy of second year preparatory stage students. The quasi- experimental design was used for conducting this research. A group of 2<sup>nd</sup> year preparatory students were randomly selected from Nawsa ELBahr preparatory school for girls in the academic year 2018-2019, 42 students for the experimental group and 48 students for the control group. The instruments of the study were: 1) A speaking skills checklist; 2) A speaking skills pre-posttest; and 3) An EFL self-efficacy scale. Results of the study indicated that the MI- based activities proved to be effective in developing the target speaking skills, namely: fluency, vocabulary, pronunciation, grammar and comprehensibility, besides developing students' self-efficacy. Based on the findings, a set of recommendations and suggestions for further research were highlighted.

**Key Words:** Multiple intelligences, speaking skills, self-efficacy

### مستخلص الدراسة

هدفت هذه الدراسة إلى معرفة أثر استخدام أنشطة الذكاءات المتعددة على تنمية مهارات التحدث باللغة الإنجليزية والكفاءة الذاتية لدى تلاميذ المرحلة الإعدادية. و تضمنت عينة الدراسة فصلين من الصف الثانى الإعدادى، بقرية نوسا البحر، مركز أجا بمحافظة الدقهلية، وتكون الفصل الأول من ٤٢ طالبة والتي تم التدريس لهن باستخدام أنشطة قائمة على الذكاءات المتعددة ، ومثل المجموعة التجريبية، وتكون الفصل الثانى من ٤٨ طالبة، ومثل المجموعة الضابطة والتي تم التدريس لهن باستخدام طريقة التدريس التقليدية. و تمثلت أدوات الدراسة فى قائمة مهارات لتحديد أهم المهارات الفرعية الخاصة بمهارة التحدث، اختبار مهارات التحدث القبلى/ البعدى، مقياس تقدير متدرج لقياس أداء تلاميذ الصف الثانى الإعدادى فى مهارة التحدث، مقياس الكفاءة الذاتية. و قد أثبتت الدراسة أن أنشطة الذكاءات المتعددة حسنت مهارات التحدث لدى المجموعة التجريبية ، فى حين أن المجموعة الضابطة لم تظهر أى تحسن. و بناء عليه تم التوصل إلى أن استخدام أنشطة الذكاءات المتعددة كان له أثرا إيجابيا وفعالاً على تنمية مهارات التحدث باللغة الإنجليزية و الكفاءة الذاتية لدى تلاميذ المرحلة الإعدادية.

**الكلمات المفتاحية:** أنشطة الذكاءات المتعددة، مهارات التحدث باللغة الإنجليزية، الكفاءة الذاتية

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## **Introduction**

The world has become a global village where people compete to communicate and interact to make it a better place to live in. Furthermore, English as an international language has become an important medium of communication for persons who want to pursue their academic, business, health, social, or political careers and publish or share their accomplishments with the rest of the world. The four language skills, listening, speaking, reading and writing, are all connected. The ability to speak efficiently and fluently provide the speaker with a sort of self-confidence and self-efficacy. Speaking clearly and confidently can gain the attention of the audience with well-chosen words in a well delivered meaning. Thus, the capacity to put words together in a meaningful way to reflect thoughts, opinions, and feelings provides the speaker with these important advantages. Therefore, speaking is an important skill as it is considered the bridge that connects people talking the same language.

Speaking is a complex skill, which should be taught everywhere. It is an interactive process of constructing meaning that involve receiving and processing information; its form and meaning are dependent on the context in which it occurs (Celce-Murica, 2001). Teaching speaking is the ability to teach learners to produce the English speech sounds and sound patterns which are related using sentences stress as intonation patterns and rhythm of language quickly, fluently and confidently. In spite of the necessity of enhancing speaking skills among ESL/EFL learners, methods of these speaking skills has not received much attention, and many teachers of English still spend their class time in reading and writing activities, nearly ignoring speaking skills practices (scrivener, 2005).

Trent (2009) stated that providing a supportive and satisfactory environment in the classroom is very important. Besides, involving learners in classroom activities and allowing them to manage classroom procedures will enable them to create conversations that convey interaction in real life communication that can contribute to the process of language learning. Various studies have demonstrated the impact of using MI-based activities in developing speaking skills as (Boonma, 2014; Don, 2015; and Fuzaih, 2015).

The Multiple Intelligences Theory (MIs) is considered one of the most effective theories in education, in general, and TEFL, in particular. The theory of Multiple Intelligences was developed by Harvard psychologist Dr. Howard Gardner (1983). He proposed the existence of at least seven different ways of perceiving and understanding the world and of

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demonstrating intellectual ability and argued that there is both a biological and cultural basis for the multiple intelligences. In Egyptian schools, only two kinds of intelligences are stressed; namely, mathematical and verbal intelligences, and the most prevalent is verbal intelligence. Initially, Gardner (1987) identified seven types of intelligences: Logical Mathematical; Verbal-Linguistic; Visual-Spatial; Musical Intelligence; Bodily-Kinesthetic; Interpersonal; and Intrapersonal. Later, Gardner (1999) added two more intelligences, namely: Naturalistic and Existential.

Similarly, it is important to note that self-efficacy is a motivational construct based on self-perception of competence rather than actual level of competence. Actions and behaviors are better predicted by beliefs rather than actual accomplishments. Successful performance is not merely guaranteed by the individual's high level of self-efficacy and his/her enthusiasm for doing something. Numerous studies have shown that high levels of self-efficacy are associated with good performance in language learning tasks in different language domains (Farjami & Amerian, 2013; & Ghonsooly & Elahi, 2010).

Speaking is a difficult skill for students to practice. Besides, they are afraid of speaking in English, and this could be because they do not have enough repertoire of vocabulary. Furthermore, they are not used to using grammar rules, except for classroom practice. Thus, this paper investigated the impact of Multiple Intelligences (MI)-based activities on developing the speaking skills and self-efficacy of second year preparatory stage students.

## **Review of Literature**

### **Nature of Speaking Skills**

Speaking is regarded as "the process of building and sharing meaning through verbal and nonverbal symbols in a variety of contexts" (Chany & Burk, 1998: 13). Speaking is the skill which is very important to be mastered by students in order to be good communicators. Accordingly, it is the ability to express oneself orally, coherently, fluently and appropriately in a given meaningful context. In this respect, Kramersch (2006: 24) stated that "speaking means negotiating intended meaning and adjusting one's speech to produce the desired effect on the listener."

### **Importance of Speaking**

People speak for many reasons: to be sociable; because they want something; because they want other people to do something for someone else; to respond to someone else; to express their feelings or opinions about something; to refer to an action or event in the past, present, or future; to express the possibility of something happening; and so on. The use of

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language is an activity which takes place within any community. Language is used in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in order to communicate well with each other (Lindsay & Knight, 2006: 58).

### **Speaking Sub-Skills:**

Speaking skill appears to ensure the language learner to be able to communicate actively and affectively in the target language. It is integrated with other areas which involves a wide range of sub skills. It requires a simultaneous use of a number of different abilities at different rates. For Scarcella & Oxford (1992) and Brown (2001), speaking sub-skills include fluency, accuracy (using proper vocabulary and correct grammar), authenticity and appropriacy. Furthermore, pronunciation is a very important speaking sub-skill.

### **Speaking Challenges**

EFL learners find a speaking activity challenging because: (1) speaking happens in real time, so the speaker has to catch the listener's attention first, and then convey his/her message in a clear way; (2) the opportunities for the speaker to plan and transmit the message are limited; (3) speaking requires immediate feedback, which sometimes makes the speaker under pressure (Bailey, 2005).

### **Nature of Multiple Intelligences**

Gardner developed the theory of multiple intelligences. He conducted interviews with and brain research on hundreds of people, including stroke victims, prodigies, autistic individuals, and so-called "idiot savants." Gardner's MI Theory disparages traditional beliefs in the domains of education and cognitive science and suggested his belief through many researches that human intelligence is multifaceted rather than singular. He redefined the notion of 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" (Gardner, 1999, pp. 33-34). Gottfredson (1997) explained that intelligence is a general process; a mental capability that includes the ability to reason, a question and a plan to solve problems, thinking and giving meaning to unknown, comprehending ideas and language, and learning. It is the store of gathering and analyzing the information.

### **Using Multiple Intelligences in the Classroom**

The theory of multiple intelligences gives some creative ideas to teachers to teach in the classroom. Armstrong (2000) indicated that multiple

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intelligences provide eight different potential pathways to learning. In addition, MI theory facilitates effective learning if a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction (Armstrong, 2000: 1). Furthermore, the theory helps teachers to take decisions on the most effective ways of teaching and learning tools and goes beyond the traditional methods common in different educational systems.

### **Self-Efficacy Beliefs**

Self-efficacy refers to the individual's capacity to produce important effects. People who are aware of being able to make a difference feel good and therefore take initiatives; people who perceive themselves as helpless are unhappy and are not motivated for actions. Individuals with high self-efficacy beliefs also report strong feelings of well-being and high self-esteem in general (Bandura, 1997: as cited in Flammer, 2001).

### **Self-Efficacy and Learning English Language**

Learners' perceived self-efficacy and beliefs about English language learning are important issues in education for the last three decades. Recent research conducted in relation to the language learning have revealed that learners' beliefs about foreign language learning vary depending on their individual differences. Their previous experiences and self-efficacy as language learners or their own cultural backgrounds are often thought to have a significant impact on shaping their beliefs (Genç, Kuluşaklı, & Aydın, 2016).

Taipjutorus, Hansen, and Brown (2012) studied the learners' self-efficacy in a learner-controlled online learning environment. For them, self-efficacy is specific to the context of a situation but, once established, is generalized to other situations with the strongest effect taking place in activities that are closest to those in which self-efficacy has been improved. They claimed that if online learners develop self-efficacy within a course, they continue to be successful online learners into the future.

### **Related Studies**

Sayed (2005) investigated the effect of using a Multiple Intelligences-Based Training Program on developing first-year English majors' oral communication Skills. The sample of the study consisted of thirty first year English majors. Tools of the study included: A training program based on Gardner's MI Theory to develop the students' oral communication skills, and an oral communication pre-posttest that was administered to the group of the study before and after their training. Results revealed that the program had a great effect on the students' oral communication skills as there were

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statistically significant differences between the pre and post administration of the test.

Zayed (2003) investigated the effectiveness of the dramatic activities on the development of the oral performance skills of the prep pupils in English. The researcher established oral performance to evaluate her study: pronunciation, grammar, vocabulary and language functions. The sample of the study were two classes of seventy eight second year prep pupils. The results of the study indicated that using dramatic activities was significant in developing the oral performance skills of second year prep pupils.

Karakurt and Sariçoban (2016) attempted to improve EFL learners' English listening and speaking skills at a State University in Turkey, School of Foreign Languages, Department of Basic English B1 and B1+ groups through task-based activities. The participants were 56 in total, studying in the academic year of 2014-2015. The instruments used for collecting data were 16 lesson plans and the speaking and listening quizzes results as post-tests. The results of the study showed that B1 groups did not get significant results from listening test and get nearly significant scores from speaking test while the listening and speaking results of B1+ groups through task-based learning after the implementations were highly significant, which showed that their participation in the task-based activities in the classroom reflected the results positively.

Oghyanous (2017) investigated the effect of brain-based teaching on the self-efficacy of young EFL learners. Participants of the study were 60 Iranian learners at an institute in Tehran, and they were divided into an experimental and a control groups. A Self-Efficacy Questionnaire for Children (SEQ-C) was administered to the participants in both groups. To implement brain-based teaching in the experimental group, the researcher used three techniques: Relaxed Alertness (RA), Orchestrated Immersion (OI) and Active Processing (AP). The results of statistical analyses indicated that brain-based teaching approach had a significant effect on students' self-efficacy which positively affected the learners' achievement in English.

Abdel-Gawad's study (2019) aimed at improving some EFL grammatical competence among first year preparatory school pupils through using multiple intelligences theory (MIT). The participants of the study consisted of 30 first year preparatory school pupils at Alshahid Mahmoud Abdelazim Mahmoud preparatory school in Kafr Farsis, Benha, Qalioubia Governorate. The study used an EFL pre-post grammatical competence test. Results of the study revealed that the grammatical competence of the experimental group improved significantly compared to the control group.

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This improvement was because of using the suggested program based on multiple intelligences theory.

### **Statement of the Problem**

Based on the previous studies, the problem of the present study springs from students' low performance in speaking skills. This was reflected in their low performance and their inability to use language properly to achieve communicative purposes. MI based activities are proposed as a possible means for improving students' speaking skills.

### **Questions of the Study**

**The present study sought to find answer to the following main questions:**

1. What are the MI based activities suitable for developing EFL speaking skills for 2<sup>nd</sup> prep students?
- 2-What is the effectiveness of using MI based activities in developing EFL speaking skills for 2<sup>nd</sup> prep students?
- 3- What is the effectiveness of using MI based activities in developing EFL self-efficacy for 2<sup>nd</sup> prep students?

### **Hypotheses**

The current study verified the following hypotheses:

1. There is a statistically significant difference at 0.05 level between the mean score of the experimental group students and those of the control group students on the post administration of the EFL speaking test in favor of the experimental group students.
2. There is a statistically significant difference at 0.05 level between the mean score of the experimental group students on the pre and post administrations of the EFL speaking test in favor of the post one.
3. There is a statistically significant difference at 0.05 level between the mean score of the experimental group students and those of the control group students on the post administration of self-efficacy scale in favor of the experimental group students
4. There is a statistically significant difference at 0.05 level between the mean score of the experimental group students on the pre and post administrations of the self –efficacy scale in favor of the post one.

### **Purpose**

This study aimed at investigating the impact of using multiple intelligences-based activities in developing EFL second year preparatory stage students' speaking skills (fluency, pronunciation, grammar, vocabulary and comprehensibility) and their self-efficacy.



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### ***Significance***

This study was significant in a number of ways:

1. Helping EFL teachers with new techniques to enhance the speaking skills.
2. Directing the attention of EFL teachers and textbook writers to how to design EFL learning activities in terms of the MI theory.

### **Delimitations**

This study was delimited to:

1. A sample of second year preparatory stage students at Nawsa EL Bahr prep school for girls, Aga, Dakahlia governorate.
2. The text book of the second term of second year preparatory stage students (Hello 2).

### **Method**

#### **Design**

The researcher adopted the quasi experimental approach using a pre-post two independent groups design to investigate the effectiveness of using Multiple Intelligences based –activities to develop speaking skills of prep stage students and their self-efficacy. Two intact groups in Nawsa ELBahr preparatory school for girls were chosen as the two groups of the study. One class included 42 students was chosen as the experimental group who received the suggested MI-based activities, and the other included 48 students who represented the control group and received the regular instruction in speaking. The treatment was carried out through eight weeks in the second semester of academic year 2018\2019.

#### **Participants**

The participant of the study consisted of two second year classes at Nawsa ELBahr preparatory school for girls, Mansura, Dakahlia governorate. One class of 42 students represented the experimental group and received multiple intelligences –based activities. The other class of 48 served as the control group and received the regular teaching methods. The two groups are the same age, and they almost have the same English level.

#### **Setting**

The experiment took place at Nawsa EL Bahr preparatory school for girls, Aga, Dakahlia governorate. The study was carried out through applying the MI-based activities on five units consisting of ten lessons. This was done during the second semester of the academic year 2018/2019 for two months (March and April).

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## **Instruments**

For achieving the purpose of the study, the following instruments were designed and used by the researcher.

1. **A speaking skills checklist** was prepared by the researcher to determine the most important speaking skills and sub skills for second year preparatory stage students.
2. **A pre\post speaking skills test** to measure preparatory stage students' speaking skills before and after applying the proposed MI-based activities.
3. **An EFL self-efficacy Scale** to measure students' self-efficacy towards speaking skills.

## **Definition of Terms**

### **Multiple Intelligences:**

Gardner (1983) stated that MI refers to a learner-based philosophy that characterizes human intelligence in multiple dimensions that must be acknowledged and developed in education.

### **Multiple Intelligences Classroom Activities:**

Gardner (1983: 62) views Multiple Intelligences classroom activities as a tool through which any content area can be conveyed to students by utilizing their different inner capacities, abilities or intelligences. Using this type of instruction addresses many of the students' intelligences as students are involved in various activities which are based on different types of intelligences.

### **Speaking Skills:**

Don (2015: 5) defined speaking as "an interactive process that includes certain skills such as asking and answering personal interview questions, making a conversation based on a ready-given situation, describing pictures, making questions-answers about a given topic, oral presentation skills."

### **Self-Efficacy:**

Bandura (1997) gives the definition of self-efficacy as "belief in one's capabilities to organize and execute the courses of action required to produce given attainments " (p. 3).

## **Results and Discussion**

### **Testing the first hypothesis:**

The first hypothesis stated that, "*There is a statistically significant difference at 0.05 level between the mean score of the experimental and control groups on the post administration of speaking test in favor of the experimental group.*"

To investigate this hypothesis, the mean scores of the experimental and control group students in the post-test of the speaking skills test were compared and *t*-value for independent samples was calculated. Table (1) illustrates the results concerning this hypothesis.

**Table (1):  
Comparing the performance of the two groups on the post speaking skills test**

Skills	experimental group n= 42		control group n=48		<i>t</i> -value	Sign.
	Mean	Std. Devi.	Mean	Std. Devi.		
Fluency	2.88	1.38	1.76	1.05	4.17	0.01
Vocabulary	3.35	1.18	1.97	1.17	5.35	0.01
Grammar	3.28	1.25	1.40	1.06	7.41	0.01
Pronunciation	3.35	1.24	1.92	0.74	6.37	0.01
Comprehensibility	2.97	1.02	1.90	0.69	5.62	0.01
Total	15.85	3.76	8.97	3.05	9.19	0.01

Results in table (1) show significant differences in the speaking performance of the control and experimental groups in favor of the experimental group. A close look at table (1) reveals that the highest mean scores were in vocabulary, pronunciation and comprehensibility (where the scores were  $m= 1.97, 1.92$  and  $1.90$  respectively).

In addition to the significant differences in all speaking sub-skills in favor of the experimental group, it also outperformed the control group in the overall speaking skills;  $m= 15.85$  compared to  $m=8.97$ . This difference can be attributed to MI-based activities that the experimental group was taught through. Thus, the first hypothesis of the study was verified.

**Testing the second hypothesis:**

The second hypothesis stated that "There is a statistically significant difference at .05 level between the mean score of the experimental group students on the pre and post administrations of the speaking test in favor of the post one."

*t*- test was used to verify the second hypothesis which addressed the difference between the mean score of the experimental group on the pre-post administration of speaking test in the total score and in the five sub skills (vocabulary, grammar, fluency, pronunciation and comprehensibility).

**Table (2): Comparing the performance of the experimental group on the pre/post administration of speaking skills test**

Skills	Pre Exp.		Post Exp.		t-value value	Sig.
	Mean	Std. Devi.	mean	Std. Devi.		
Fluency	2.40	1.32	2.88	1.32	5.19	0.01
Vocabulary	2.59	1.28	3.35	1.18	4.31	0.01
Grammar	1.90	1.60	3.28	1.25	5.97	0.01
Pronunciation	2.00	1.01	3.35	1.24	5.75	0.01
Comprehensibility	2.04	1.03	2.97	1.02	6.35	0.01
Total	10.85	5.46	15.85	3.76	9.89	0.01

Results in table (2) show significant differences in the speaking performance of the experimental group in the pre and post administration of the speaking skills test in favor of the post administration. A close look at table (2) reveals that the highest mean scores were in vocabulary, fluency and comprehensibility (where the scores were  $m= 2.59$ ,  $2.40$  and  $2.04$  respectively).

In addition to the significant differences in all speaking sub-skills in favor of the post administration, it also outperformed the pre administration in the overall speaking skills;  $m= 15.85$  compared to  $m=10.85$ . This difference can be attributed to MI-based activities that the experimental group was taught through. Thus, the second hypothesis of the study was verified.

**Testing the third hypothesis:**

The third hypothesis stated that "There is a statistically difference at 0.05 level between the mean score of the posttest of the experimental group in self-efficacy scale in favor of the post test."

*t*- test was used to verify the third hypothesis which addressed the difference between the mean score of the experimental group in the post administration of self –efficacy scale. Table (3) shows the results.

**Table (3) Comparing the performance of the control and experimental groups on the post self –efficacy scale**

Variables	experimental group n= 42		control group n=48		t-value	Sign.
	Mean	Std. Devi.	mean	Std. Devi.		
self-efficacy	23.97	4.38	17.33	3.69	7.51	0.01

Results in table (3) show that the *t*- value in the post administration of self-efficacy scale of the control group and the experimental one is (7.51) and this indicates a statistically significant difference between the control

group and the experimental group The results illustrate that the estimated  $t$ -value is significant at 0.01 level in favor of the experimental group.

This improvement in the experimental group's self-efficacy could be due to their learning speaking through the MI-based activities.

**Testing the fourth hypothesis:**

The fourth hypothesis stated that "There is a statistically significant difference at .05 level between the mean score of the pre /post-test of the experimental group in self-efficacy scale in favor of the post test."

$t$ - test was used to verify the fourth hypothesis which addressed the difference between the mean score of the experimental group in the pre/post administration of self –efficacy scale. Table (4) shows the results.

**Table (4): Comparing the performance of the experimental group on the pre/post administration of self –efficacy scale**

Variables	Pre Exp.		Post Exp.		$t$ -value	Sig.
	Mean	Std. Devi.	Mean	Std. Devi.		
self-efficacy	17.80	3.92	23.97	4.38	13.52	0.01

Results in table (4) show that  $t$ - value of the experimental group in the pre / post administration of self-efficacy scale is (13.52) which is statistically significant at 0.01 level. These results answer the study question relating to the effectiveness of using MI-based activities in developing EFL self –efficacy for 2<sup>nd</sup> prep students. Consequently, the fourth hypothesis of the study was accepted.

**Discussion of Results:**

Results indicated that the experimental group outperformed the control group in EFL speaking skills and self-efficacy. These results are ascribed to the effectiveness of the MI-based activities provided for the different intelligences of the students. Students' intelligences were catered for, and their personal and individual needs were satisfied to a great extent.

Students were keen and active when they were taught different speaking skills through a plethora of MI-based activities that enhanced their learning pace and their motivation to acquire the speaking skills. Consequently, students had confidence and their self-efficacy increased.

Students instructed by using multiple intelligences based activities were effectively engaged in the speaking activities. They were enthusiastic to use these activities which developed their speaking skills. On the other hand, students did not feel panic or pressured to produce the correct speech. They were comfortable and relaxed while using these activities and this shows how successful MI-based activities in developing speaking skill are.

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The previous findings and discussions showed that students' speaking sub-skills and their self-efficacy increased by using multiple intelligences-based activities (e.g. the hot seat, fact or fiction, jumping the line game; and vocabulary, grammar and memory games) in the classroom. So, teachers should adopt these activities in their daily teaching to encourage students develop their communicative skills. The students in the experimental group, taught by using multiple intelligences-based activities, were gradually enthusiastic and engaged in the learning process and they became active learners and less dependent on the teacher. In this way, language teachers can create effective, friendly and pleasurable learning atmosphere.

Also, these activities (e.g. role play, guessing the words, retell the story, make a poster, and spot the differences) teach students to take the responsibility of developing their self-efficacy towards learning and become active participants. It is worth mentioning that experimental treatment took place in a creative and effective atmosphere. All students were eager to participate during the treatment sessions. Besides, there was a well noticed development in their self –efficacy during the administration of the post test.

The study results are similar to those of Quenan (2014) investigated the incidence of classroom interaction on the development of speaking skill in EFL setting Also, the study results are similar to the study of Don (2015) who investigated the effect of using multiple intelligences classroom activities in developing first-year major students' English speaking skills for first year English major students. Results of the current study concluded that integrating multiple intelligences classroom activities is an effective way to develop the English speaking skills through focusing on individual differences among students.

**Results:**

Results of the present study revealed that:

- 1- Multiple intelligences based- activities used in this study were effective in improving the students' speaking skills, as a whole, and its sub skills (pronunciation, fluency, grammar, vocabulary and comprehensibility).
- 2- Multiple intelligences based-activities enhanced the students' self-efficacy and promoted their desire towards learning a foreign language, especially English language.
- 3- Multiple intelligences-based activities improved the experimental group students' speaking skills, but the control group students, who were taught through regular teaching, did not show any improvement.

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- 4- Students, taught using the suggested treatment, achieved better results than their peers of the control group because they were given the chance to learn the content by using multiple intelligences based activities.

**Conclusion:**

With reference to the results mentioned above, it was concluded that multiple intelligences based activities were effective in developing the students' speaking skills (pronunciation, fluency, grammar, vocabulary and comprehensibility). Besides, the MI-based activities were effective in developing the students' self-efficacy. The present results supported the validity of other studies investigating similar aspects such as of Quenan (2047), and Don (2015).

**Recommendations:**

In the light of the results, the following recommendations were suggested:

- 1- Curriculum designers, EFL teachers and school administrators should include multiple intelligences based activities in EFL courses and textbooks to improve students' speaking skills and their self-efficacy.
- 2- Ministry of Education must provide EFL in-service teachers with training programs on using multiple intelligences-based activities for improving students' speaking skills and self-efficacy.
- 3- Course designers should put into consideration the inclusion of multiple intelligences on developing speaking skills at preparatory level.

**Suggestions for further research:**

The researcher provided the following suggestions for further research:

- 1- Exploring the effect of using multiple intelligences-based activities in developing other language skills such as writing and listening.
- 2- Investigating the effectiveness of multiple intelligences based-activities in developing other speaking sub-skills such as intonation and word stress.
- 3- Evaluating the school textbook activities to find out if they are sufficient in developing speaking skills.

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