Journal of
Language and Translation
Volume 11, Number 4, 2021 (pp. 191-210)

Adopting Multiple Intelligence-Based Activities (MIBAs) to Enhance Male and Female EFL Learners' Oral Performance

Marjan Lotfi-Khajouei[1], Roya Baharlooie[2], Hadi Salehi[3]*, Omid Tabatabaei[4]

[1] PhD Candidate of TEFL, Najafabad Branch, Islamic Azad University, Najafabad, Iran

[2, 3] Assistant Professor of Applied Linguistics, Najafabad Branch, Islamic Azad University, Najafabad, Iran

[4.] Associate Professor of Applied Linguistics, Najafabad Branch, Islamic Azad University, Najafabad, Iran

Received: January 1, 2021 Accepted: May 26, 2021

Abstract

This study aimed to investigate the effectiveness of Gardner's multiple intelligence-based activities (MIBAs) to improve the oral performance of male and female EFL learners. To this end, 60 Iranian intermediate EFL learners were selected out of 120 learners based on their scores on a sample Oxford Quick Placement Test (OQPT) and divided into two equal groups of experimental (n=30) and control (n=30). The IELTS speaking test was administered as a pretest. The experimental group was taught through some appropriate activities based on the definition of eight types of Gardner's intelligences. At the same time, a method including conventional speaking activities such as repetition drills, memorization, reading texts, and answering some knowledge questions was employed for the control group. The treatment period lasted for 10 weeks. After the treatment, the oral posttest, the same as the pretest, was administered to investigate the impact of the teaching process on the learners' oral performance. The participants' oral proficiency was evaluated using both the IELTS speaking band scores and a researcher-made evaluation sheet including eight speaking components. The findings revealed that the experimental group outperformed the control group. The use of MIBAs significantly

*[3] Corresponding Author's email:
hadisalehi1358@yahoo.com

affected EFL learners' oral performance and improvement regardless of their gender. The findings may offer some implications for the fields of teaching, material preparation, and curriculum designing. Additionally, the findings can make optimal changes for assessment methods.

Keywords: Multiple Intelligence; Multiple Intelligence-Based Activities (MIBAs); Oral Performance

INTRODUCTION

Gardner proposed multiple Intelligence Theory (MIT) in 1983. He believed that children learn or complete tasks through eight multiple ways. Gardner (1993) also noted that the traditional IQ tests fraudulently measured only logic and language and unnoticed other intelligence types of the brain while each individual has different types of multiple intelligence.

Thus, amalgamating several classroom techniques is of great help to students' success with diverse learning styles; therefore, their inspiration and involvement in the classroom activities will be much upgraded. Classrooms should have sufficient space to develop speaking skills. Language teachers empower students to communicate powerfully by employing speaking tasks (Nasri & Biria, 2016). In this model of instruction with the use of numerous proper MIBAs, many types of the students' intelligence are involved. People differ in their strengths and combinations of intelligence, so all intelligence types should be enriched through training and practice (Gardner, 1993). The notion of MIBAs was to ratify that there is no specific and well-matched teaching method for all students simultaneously; consequently, students' differences need to be considered (Gardner, 1993).

Multiple intelligence-based instructions are effective in developing and improving many academic skills, particularly speaking skills in language teaching (Salem, 2013). Speaking skills are interactive processes containing producing, receiving, and processing information (Naveed, 2015). The students try to use and improve their ability in speaking. The method, the material, and the way of teaching given to the students can improve their speaking ability (Fauziah, 2015). Creative and innovative learning activities can optimize multiple intelligence in speaking classes, optimally developing students' capacities and meeting their needs. They will learn a variety of activities that highlight different aspects of intelligence (Adityas, 2016).

Although numerous studies have been previously conducted using MIT in the teaching/ learning process to improve skills and subskills, looking for methods, designing proper activities, and improving learners' oral performance are still needed. In a nutshell, it is necessary to explore the effects of MIBAs in teaching, and enhancing oral skills in Iranian classrooms and their effects on males and females. This can be performed through conducting an experimental study to investigate MIBAs' effect as well as gender to enhance learners' oral proficiency.

Oral Skills

According to (2010), speaking skills need consideration and learning in native and foreign languages. These skills in English are significant for many second or foreign-language learners (Richards, 2008). Like other learners worldwide, Iranian learners frequently appraise their achievements in language learning and the efficacy of their English course based on their improvements in spoken language proficiency. Thus, when they realize that they can quickly speak and utter English words, they feel satisfied with their development. The capability of using English for oral interaction has been one of the most important reasons for many people around the world to study English (Sadeghi & Richards, 2016).

Multiple Intelligence Theory

This theory defines intelligence as a distinct overall ability and suggests that human intelligence are of different types, and a person might be strong with a high range of abilities in a definite area. To capture people's full range of abilities and talents, the theory of Gardner (1983) states that people have intellectual capacities as well as many other types of intelligence such as linguistic, logical-mathematical, visual-spatial, musical, bodily-kinesthetic, inter/intra personal, and natural intelligences.

MI demonstrates each individuals' ability for improving and applying skills. It can arise in multiple ways and is inversely signified in each individual. All intelligence bits let an individual entirely contribute and play a part in meaningful learning (Bakarich & O'Brien, 2020). Multiple intelligence theory claims that teachers should design and conduct classroom activities based on the individual learner's inspiration and preferred learning styles. Armstrong (2009) recommended some activities integrating Gardner's multiple intelligence that can be operated in the language classes.

Multiple Intelligence-Based Activities and Speaking Skills

Teachers can carefully categorize their goals and design helpful student-centred activities for different intelligence types if they understand their learners' learning styles (Sener & Çokçaliskan, 2018). Making English a necessary part of speaking activities is an effective way for learners to speak English. Spoken language has transactional and interactional purposes. When the purpose is transactional, the emphasis mainly conveys meaning—for example, explaining how to talk about your home with a new friend. When the purpose of speaking is interactional, keeping social relationships, greeting, complimenting, and talking with friends are highlighted (Gebhard, 2006). Learners should accomplish both interactional and transactional purposes; hence, teachers should design teaching materials and speaking activities in the classroom to satisfy these purposes (Comings, Garner, & Smith, 2006). The kinds of practical

learning activities and classroom performance have become noticeable issues in recent lines of research about methodology, although it has been a concern in language pedagogy in recent decades.

MI and Teaching Learning Process

The MI theory can be applied to connect instructional strategies with students' learning styles, inspire students to extend their abilities, grow their intelligence to the maximum possibility, and remember and recognize variety (Özdermir, Güneysu, & Tekkaya, 2006:1). The MIT has become a beneficial tool for teachers and learners and assists them in the teaching and learning process. It could be modified and accepted in investigating different teaching styles to improve the value of students' learning experience and create new learning models and curriculum to harmonize the different demands and learning styles of students. MI training in the classroom assisted students in learning via their dominant intelligence and reinforcing their weaker intelligence simultaneously through activities based on the eight intelligence types. The MIT paves the way for various numbers of approaches that can be simply used in teaching languages (Ahmed & Gasm, 2012).

MI classroom teachers keep their educational aim firmly in mind while repeatedly changing the method of presenting materials in creative ways considering all intelligence types (Lunenburg & Lunenburg, 2014). They should be familiarized with the latest and most creative concepts in L2 education to create various teaching methods (Mourad, 2014). The utmost influence of the theory in teaching is to increase teachers' creativity in mounting teaching strategies. Because when teachers use activities for each intelligence type, they unavoidably broaden the range of their methods and techniques (Demirel, Dusukcan, & Olmez, 2012).

Empirical Background

Ibrahim (2007) viewed speaking as a complex mental process and a productive skill and investigated applying an offered strategy based on MIT in assessing and developing oral skills. Participants were third-year native speakers of an Arabic primary school who participated in a training program. Multiple intelligence scales and a checklist were used to obtain the result. The data analysis showed the effectiveness of the MI training program.

In this regard, Salem (2013) examined the effect of multiple intelligence-based instructions to develop the pre-service English teachers' speaking skills. To this end, multiple intelligence-based programs was developed to increase the speaking skills considering the students' differences. The participants were sixty prospective fourth-year teachers of English. To evaluate the usefulness of using this approach the Quasi-experimental research design, one group pre-posttest was used. The results revealed that MI-based instructions positively developed teachers' speaking abilities.

Saibani and Simin (2014) found the relationship between MI and speaking ability among Iranian EFL learners. They also investigated the gender effect. Moreover, according to the multiple regression analyses, the linguistic-verbal (both in males and females), interpersonal and intrapersonal intelligence types (in males) were the best predictors of speaking ability. Besides, they found no significant difference between the speaking ability of males and females(Saibani & Simin, 2014).

Moreover, Baş and Beyhab (2010) provided students with numerous activities based on the MI theory. They purposed to supply for students' differences, mainly to improve students' aural-oral performance, specifically communicative activities that would be used and prepared in their research according to Gardner's MI-theory. In conclusion, the students who were educated by multiple intelligence types reinforced project-based learning methods outperformed and motivated those who were educated by the traditional methods of instruction.

The experimental study conducted by Ansarin & Khatibi (2018) examined the influence of Iranian students' MI profiles on their use of language learning strategies as the main influential factors and gender effect and different proficiency levels' roles on EFL learners' roles MI. They found a significant relationship between MI and the Strategy Inventory for Language Learning (SIL) and a significant positive difference between the MI scores and different proficiency levels. But no significant difference in MI scores across male and female students was indicated. Finally, a significant difference was discovered in the musical intelligence of participants at different proficiency levels.

Rizqiningsih and Hadi (2019) studied the effect of the MI-based instruction to develop English students' speaking skills. They developed many programs based on MI to enhance speaking skills considering the individual differences among the students and showed the helpfulness of these programs. The review of the literature did not pinpoint any study to evaluate the influence of MIBAs against using traditional teaching methods on the oral performance of intermediate EFL learners. Therefore, this study aimed to investigate the above-mentioned issue.

The current study aimed at answering the following research questions:

1. Does applying MIBAs significantly affect Iranian EFL learners' oral performances?

2. Are there any significant differences between Iranian EFL male and female learners regarding the effect of MIBAs on improving their oral performance?

In line with the above research questions, the following hypotheses were also constructed:

1. Applying MIBAs does not significantly affect Iranian EFL learners' oral performances.

2. There is no significant difference between Iranian EFL male and female learners in terms of the effect of MIBAs on improving their oral performance.

By understanding MI theory principles, English teachers can input activities based on MI theory into the English language classroom to support

learners' learning more effectually and successfully. A lot of theoretical and empirical national and international studies have been conducted. Some most related ones are as follows:

The need for the present study is of great importance for both language learners and teachers which may end in many beneficial suggestions for teachers and researchers. Effective instruction is required to teach speaking because it is always neglected so the instruction should be modified to encourage learners to speak English. Multiple intelligence-based instructions help learners to involve and reach the learning process more and more because it addresses various types of intelligence.

METHODS

Participants

The study participants were 60 Iranian EFL learners aged 18-23 who were selected out of 120 learners studying at Islamic Azad University, Isfahan Branch. Their first language was Persian, and their proficiency level was evaluated using the Oxford Quick Placement Test (OQPT). Those whose scores were between 28 and 36 were regarded as the intermediate target participants of the current research. They were divided into two equal groups of experimental (EG) and control (CG), 30 in each group (15 males and 15 females).

Design of the Study

The present study was carried out at Islamic Azad University, Isfahan Branch. The population of this study involved students studying Translation Studies at this university. A pretest-treatment-posttest design was used in this quasi-experimental study to measure the effectiveness of multiple intelligence-based activities (independent variable) on improving oral performance (dependent variable).

Materials and Instruments

Oxford Quick Placement Test (OQPT)

OQPT, which is a kind of standard discrete point placement test, was used as the first instrument in the present study to place the subjects with similar abilities in the group under investigation and is designed to give learners and teachers of English a quick way of assessing the approximate level of proficiency for all skills and sub-skills. In this study, the newest available paper and pencil version of the OQPT by Allan (2004) was administered. It consisted of 60 multiple choice questions in two parts.

Oral Pretest

At the second stage of the procedure, an oral pretest was conducted based on the IELTS speaking interview to determine the learners' prior knowledge. It was a face-to-face interview between the learners and the researcher and contained three parts each with a specific pattern of tasks to test the learners' speaking

ability in different ways. The test was recorded, transcribed, and rated by three raters.

Oral Posttest

The posttest was administered to measure the effect of the treatment and to examine whether MIBAs affected the learners' oral performance. It was the same as the pretest. The same procedure utilized for rating and scoring the pretest, was replicated for rating and scoring the posttest.

Rating Scales

A rating scale with a range of interpretations will cause raters to interpret the criteria differently and diminish rater reliability and subjectivity. For this purpose, two types of rating scales were employed. The first one was an IELTS speaking band score. The IELTS speaking guideline and its rating scale were used in this study. The learners were principally able to produce the language when talking about their daily life's familiar topics. They tried to recombine the materials they learned to express personal meaning. IELTS scores were reported as band scores on a scale from 1 (the lowest) to 9 (the highest). The four fluency criteria, including coherence, lexical resource, grammatical range, and accuracy, were described and considered for scoring their oral proficiency. Additionally, in the form of a speaking evaluation sheet, a researcher-made rating scale that covered eight speaking components including fluency, accuracy, grammar, pronunciation, coherence, topic development, language use, and delivery was used as the second scale to analyze learners' oral performance. Five experts from the field of TEFL confirmed the validity of this scale.

Books

The book entitled *Communicate Listening and Speaking Skills 2* was used. It is a two-book video-based communication course specially developed to expand learners' English oral/aural skills which was written by Pickering (2012). The books entitled *American Headways 2 & 3*, at the pre-intermediate and the intermediate levels, written by Soars and Soars (2015), were also used. These books help learners accelerate their progress in speaking. They were selected based on their content to design the proper MIBAs in the current study.

Multiple Intelligence-Based Activities (MIBAs)

Based on Gardner's multiple intelligence theory and the definition of intelligence types, some activities were designed and used as a tool through which materials with different contents could be transferred to learners applying their diverse innermost capabilities and intelligence types. The researcher tried to choose more applicable, dynamic, and exciting MIBAs to teach speaking skills and those which were more suitable at the intermediate level and for the age range participated in this study. Helpful lists of activities that appeal to multiple intelligence types adapted from Connell (2005), Armstrong (2009), and an additional list of

activities presented in the sample chart were incorporated to improve students' oral performance.

Procedure

To measure the participants' general English knowledge, and guarantee their homogeneity in proficiency level, a proficiency test, namely the Oxford Quick Placement Test (OQPT) was administered to 120 participants to make sure that there were not any significant differences among selected learners. After administering the placement test, 60 participants with intermediate level (scores between 28 and 36) were assigned to two groups of control and experimental, 30 in each group,15 males and 15 females. As the first step of conducting the study, the pretest which was the IELTS speaking interview, was held for both groups to determine the learners' prior knowledge.

In the first part of the interview, the researcher asked the learners some simple personal questions from a script on everyday familiar subjects. This part took about 5 minutes. In the second part, the researcher gave the learners a topic on a card, let them one minute to make notes then asked them to speak about their individual experience for about 2 or 3 minutes. This part took about 4 minutes. Finally, in the third part, the learners and the researcher discussed the theme related to part 2. The researcher had a list of questions but was not necessarily restricted to them and could reply spontaneously to the learners' responses, this part of the test which was more like a natural conversation took 5 minutes.

The same test was then administered as the posttest after conducting the treatment to measure the effectiveness of multiple intelligence-based activities on the experimental group. The experimental group was compared with the control group who received traditional speaking methods including repetition, memorization, reading, asking, and answering questions. In the treatment phase, the experimental group learners were taught some speaking skills through the integration of speaking program with the use of MI-based activities which were designed and provided based on Gardner's multiple intelligence theory in the class. The treatment started with an experimental group for a period of 10 weeks, three sessions per week. Each session took 60 minutes. Based on the definition of each kind of multiple intelligence, the more applicable activities for practicing speaking at the intermediate level and suitable for the participants' age range were selected. The aforementioned books were also used to design the proper activities.

The control group was taught in a separate class through traditional speaking activities including repetition, memorization, reading texts, and answering some knowledge questions. Focusing on the accuracy of vocabulary and grammar, the teacher asked the learners some questions from their textbook exercises. The only interaction was between teacher and learners in this teacher- centered classroom. After completing the treatment, the

posttest which was exactly the same as the pretest, was conducted to all participants in both groups.

Learners' oral performance was analyzed using an oral rating scale (IELTS band score) that covers fluency, communicative ability, accuracy, vocabulary, pronunciation and content. It is obvious that the issue of being subjective appears in scoring oral performance; therefore, the researcher asked three raters to score the learners' pretest and posttest. Interrater reliability was checked to assure homogeneity of the rating by different judges. The Cronbach's alpha reliability coefficients for pretest and posttest were 0.84 and 0.86 respectively. The validity of the scoring criteria was also checked by five experts in TEFL. Another oral rating scale in the form of a table which was a grading rubric (an evaluation sheet) with eight components of speaking including, accuracy, fluency, grammar, pronunciation, coherence, topic development, language use, and topic delivery was designed. For each of the above-mentioned items, five points were considered. Then, the total score of 40 was defined based on the IELTS scores on the IELTS band score scale. Three other raters were asked to score each speaking component while they were listening to their recorded speech. Interrater reliability coefficients for rating in this phase were 0.87 and 0.84 for pretest and posttest respectively. The rating scale were validated by five TEFL experts. In fact, six raters rated their speaking test to more assure the result. Finally, the results were gathered for further analyses.

RESULTS

Preliminary Analyses

Before conducting any parametric tests such as one-way ANOVA or two-way ANCOVA, the underlying assumptions need to be tested. The most important assumption was the assumption of normality. To test this assumption, the Kolmogorov-Smirnov test was conducted on the OQPT, pretest, and posttest scores of the learners in the two groups of experimental group (EG) and control group (CG). The results of this analysis are presented in table1.

In Table 1, the p value under the Sig. columns of the Kolmogorov-Smirnov test should be examined; if the p value is larger than the significance level of .05, the distribution of scores for that given test could be considered normal because all the p values lined up under the Sig. column of the Kolmogorov-Smirnov test were found to be larger than .05, it could be concluded that the OQPT, pretest, and posttest scores of the male and female learners in both EG and CG formed normal distributions. Now that the normality assumption is met, it is high time we proceeded with the results of inferential statistics.

Table 1

Normality Test Results for the OQPT, Pretest, and Posttest Scores of the Students

Tests	Groups/Tests	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistic	*df*	*Sig.*	Statistic	*Df*	*Sig.*
Oral Performance	Female EG Pretest	.16	15	.20	.89	15	.08
	Female EG Posttest	.20	15	.09	.92	15	.24
	Male EG Pretest	.19	15	.11	.93	15	.33
	Male EG Posttest	.20	15	.10	.89	15	.08
	Female CG Pretest	.18	15	.11	.94	15	.39
	Female CG Posttest	.20	15	.08	.92	15	.22
	Male CG Pretest	.21	15	.06	.88	15	.06
	Male CG Posttest	.16	15	.20	.96	15	.73
OQPT	Female EG	.15	15	.20	.91	15	.14
	Male EG	.18	15	.20	.90	15	.07
	Female CG	.20	15	.10	.91	15	.15
	Male CG	.17	15	.20	.89	15	.06

Note: The Experimental Group (EG), the Control Group (CG)

In Table 1, the p value under the Sig. columns of the Kolmogorov-Smirnov test should be examined; if the p value is larger than the significance level of .05, the distribution of scores for that given test could be considered normal because all the p values lined up under the Sig. column of the Kolmogorov-Smirnov test were found to be larger than .05, it could be concluded that the OQPT, pretest, and posttest scores of the male and female learners in both EG and CG formed normal distributions. Now that the normality assumption is met, it is high time we proceeded with the results of inferential statistics.

Results of the Placement Test

In order to make sure about the homogeneity of the participants, the placement test was administered to the participants. To analyze the results of the placement test, its results were compared using a one-way ANOVA.

Table 2

Descriptive Statistics for the OQPT Scores of the learners

					95% Confidence Interval for Mean	
	N	Mean	*Std.* Deviation	*Std.* Error	Lower Bound	Upper Bound
Female EG	15	30.26	1.98	.51	29.16	31.36
Male EG	15	31.06	2.84	.73	29.49	32.63
Female CG	15	30.13	1.80	.46	29.13	31.13
Male CG	15	31.00	2.82	.73	29.43	32.56
Total	60	30.61	2.38	.30	30.00	31.23

Table 2 shows the mean scores of the female EG (*M* = 30.26), male EG (*M* = 31.06), female CG (*M* = 30.13), and male CG (*M* = 31.00) learners on the placement test. It can be noticed that the obtained mean scores were different from one another. To understand if the differences among these OQPT mean scores were statistically significant or not, the results of the One-Way ANOVA were considered.

Table 3

Results of One-Way ANOVA for Comparing OQPT Scores of the Learners

	Sum of Squares	*df*	Mean Square	*F*	Sig.
Between Groups	10.58	3	3.52	.60	.61
Within Groups	325.60	56	5.81		
Total	336.18	59			

According to the results displayed in Table 3, the differences among the OQPT mean scores of the four groups of learners were not statistically significant because the *p* value under the *Sig.* column was larger than the specified level of significance (i.e., .61 > .05).

Effects of MIBAs on Oral Performance

To realize if the use of MIBAs had any significant effects on male and female EFL learners' oral performance, the post-test scores of the EG and CG learners were compared with each other. To this end, a two-way ANCOVA was run to detect the differences between male and female participants in the two groups of EG and CG concerning their oral performance.

Table 4

Descriptive Statistics for Oral Posttest Scores of Male and Female Learners in the CG and EG

Groups	Gender	Mean	Std. Deviation	*N*
	Female	7.61	.45	15
EG	Male	7.72	.22	15
	Total	7.66	.35	30
	Female	6.04	.43	15
CG	Male	6.00	.63	15
	Total	6.02	.53	30
	Female	6.82	.91	30
Total	Male	6.86	.99	30
	Total	6.84	.94	60

The oral posttest mean scores of the female and male learners in the EG were 7.61 and 7.72, respectively. Additionally, the oral posttest mean scores of the female and male learners in the CG were 6.04 and 6.00, respectively. There was also a difference between the total mean scores for EG (M = 7.66) and CG (M = 6.02). To find out whether the differences between males and females and between the two groups were statistically significant or not, the researcher had to examine the *p* values in front of Groups and Gender under the *Sig.* column in the two-way ANCOVA table below.

Table 5

Two-Way ANCOVA for Oral Posttest Scores of the Male and Female Learners in the CG and EG

Source	Type III Sum of Squares	*df*	Mean Square	*F*	Sig.	Partial Eta Squared
Corrected Model	45.73	4	11.43	90.80	.00	.86
Intercept	4.56	1	4.56	36.24	.00	.39
Pretest	5.06	1	5.06	40.21	.00	.42
Groups	38.71	1	38.71	307.46	.00	.84
Gender	.05	1	.05	.44	.50	.00
Groups * Gender	.01	1	.01	.15	.69	.00
Error	6.92	55	.12			
Total	2863.44	60				
Corrected Total	52.65	59				

As is shown in Table 5, there was a statistically significant difference in the oral posttest scores of the learners in the EG (*M* = 7.66) and CG (*M* = 6.02) since the *p* value under the *Sig.* column in front of Groups was smaller than the specified level of significance (i.e., .00 < .05). The magnitude of this difference, as shown under the Partial Eta Squared column, was very large based on Cohen (1988, as cited in Pallant, 2010), .01 = small, .06 = moderate, and .14 = large.

However, the *p* value corresponding to Gender was greater than the significance level (.50 > .05), indicating that gender could not modify the relationship between the application of MIBAs and oral performance. Moreover, the interaction between the two independent variables of the study (application or deprivation of MIBAs and Gender) failed to exert a statistically significant impact on the performance of the learners on the oral posttest owing to the fact that the *p* value in front of Groups*Gender appeared to be greater than the significance level (.69 > .05). The derived results generally show that both female and male learners in the EG managed to obtain considerably higher scores than female and male learners in the CG, and that the differences between females and males in both EG and CG were minimal.

Once again, to find out whether using MIBAs had any significant effects on male and female EFL learners' oral performance, the post-test scores of the EG and CG learners were given to three other raters to score using an evaluation sheet, then the results were compared. Similar to the preceding analysis, a two-way ANCOVA was conducted to spot any possible differences between male and female EFL learners in the two groups of EG and CG in terms of their oral performance:

Table 6

Descriptive Statistics for Oral Posttest Scores of Male and Female Learners of the CG and EG on the Speaking Evaluation Sheet

Groups	Gender	Mean	Std. Deviation	*N*
EG	Female	7.43	.41	15
	Male	7.53	.31	15
	Total	7.48	.36	30
CG	Female	5.80	.46	15
	Male	5.84	.43	15
	Total	5.82	.44	30
Total	Female	6.61	.93	30
	Male	6.68	.93	30
	Total	6.65	.92	60

For the evaluation sheet, the posttest mean scores of the female and male learners in the EG were found to be 7.43 and 7.53, respectively. Besides, the posttest mean scores of the female and male learners in the CG equaled 5.80 and 5.84, respectively. Furthermore, there was a difference between the total mean scores for EG (*M* = 7.48) and CG (*M* = 5.82). To find out whether the differences between males and females and between the two groups were statistically significant or not, the researcher had to examine the *p* values in front of Groups and Gender under the Sig. column in the two-way ANCOVA table below.

Table 7

Two-Way ANCOVA for Oral Posttest Scores of the Male and Female Learners in the CG and EG on the Speaking Evaluation Sheet

Source	Type III Sum of Squares	*df*	Mean Square	*F*	Sig.	Partial Eta Squared
Corrected Model	45.16	4	11.29	107.24	.00	.88
Intercept	3.17	1	3.17	30.13	.00	.35
Pretest	3.69	1	3.69	35.04	.00	.38
Groups	39.26	1	39.26	372.87	.00	.87
Gender	.02	1	.02	.23	.62	.00
Groups * Gender	.04	1	.04	.38	.53	.00
Error	5.79	55	.10			
Total	2706.52	60				
Corrected Total	50.96	59				

Table 7 showed a statistically significant difference in the verbal post-test scores of the learners in the EG (M = 7.48) and CG (M = 5.82) because the *p* value under the Sig. column in front of Groups was smaller than the specified level of significance ($p < .05$). The magnitude of this difference (.87) was found to be very large. However, the *p* value corresponding to Gender was more significant than the significance level (.62 > .05), indicating that gender could not modify the relationship between the application of MIBAs and oral performance. Moreover, the interaction between the two independent variables of the study (application or deprivation of MIBAs and Gender) failed to exert a statistically significant impact on the performance of the learners on the oral posttest because the *p* value in front of Groups*Gender appeared to be greater than the significance level (.53 > .05). The results obtained from the speaking evaluation sheet illustrate that both

female and male learners in the EG could significantly outperform the female and male learners in the CG, and that the differences between females and males in both EG and CG were only infinitesimal.

DISCUSSIONS

The data were collected and analyzed to realize the efficacy of the treatment on learners' oral performance. The results revealed the significant differences between the pre and post administrations of the test, which led to the outperformance of EG over CG. Conversely, it can be concluded that MIBAs' instructions improved students' speaking performance. However, there was not a significant difference between male and female learners related to this issue. It can be claimed that MIBAs are very helpful tools for learners to have better performance considering all speaking components and there are many reasons to use these proper activities in language teaching.

The obtained results are in line with the results of several previous studies. For instance, Soleimani et al. (2012) found multiple intelligence-based instructions compared to the traditional way of teaching more effective in the achievement of an English course. In other words, Saibani and Simin (2014) revealed a significant relationship between MI and speaking ability but they indicated no significant difference between males and females' speaking ability. These findings support the result of the present study.

The result of the current study is in line with Ibrahim (2007) that stated the positive effect of training programs based on MI activities on improving EFL learners' oral performance. It can be related to the nature of MIBAs that activates students' brains and help them be involved in the learning process more dynamically. This can also be the reason that there was not a significant difference between male and female learners in the study.

The study's findings are also consistent with the results of the study conducted by Salem (2013) who stated the positive effect of MI-based instructions on developing pre-service English teachers' and students' oral skills. This development can happen because of the positive effects of MI project-based learning on students' achievement levels and attitudes toward English lessons (Baş & Beyhab, 2010). By applying these activities teachers help learners develop cognitive skills to reinforce their strengths and overcome their weaknesses.

The obtained results in this study are supported by Rizqiningsih and Hadi (2019) who claimed the significant effect of MI-based instructions on developing speaking skills of the English language students. The result of the study also agrees with the studies conducted by Adityas (2016), Dorgham (2011), Sayed (2005), and Van Don (2014). All of these studies revealed the effectiveness of integrating MI classroom activities on English speaking skills' development.

Regarding MIBAs and gender relationships, findings of this study are in line with Ansarian and Khatibi (2018) which indicated no significant difference in MI scores across male and female students and in contrast with some previous findings in the literature. The reason

for this inconsistency is due to the difference between the current study and those above-mentioned studies in nature. For example, Ahanbor and Sadighi (2014) claimed that there are significant differences between male and female EFL learners in terms of the effects of interpersonal intelligence on their progress. Hooshyar et al. (2019) claimed that female learners performed better in terms of spatial, linguistic, and musical intelligence types while male learners outdid in terms of logical/mathematical intelligence. Different intelligence types were considered separately in those studies while in the present study, MI was considered a whole concept. Therefore, it can be mentioned that there are differences between male and female learners in terms of their strengths and weaknesses in different types of intelligence.

The results derived from this study support Gardner's multiple intelligence theory. In the current research, gender and various speaking activities based on Gardner's theory were the focused factors. This study is in line with several studies conducted typically after the 1990s, which evidently supported the relationship between multiple intelligence and learning language skills. Therefore, it can be claimed that various multiple intelligence types specifically have significant relationships with different components of speaking skills based on what was found in this study. Since there is no significant difference between the speaking ability of males and females in this study, integrating multiple intelligence types with education plays an important role in learners' success apart from their gender.

CONCLUSION

In a nutshell, MI as one of the predictors of developing the oral skills of EFL learners is an important and influential factor in this field. MI-based activities are practical and can improve English learners' speaking skills because of individual differences (Salem, 2013). Applying the consequences of this study would satisfactorily assist many educational experts in boosting the learners' proficiency level. MIT has positive effects on ELT to motivate and activate learners' minds concerning different types of intelligence. It also stimulates learners' minds by focusing on some particular types of multiple intelligence to facilitate English learning.

In addition, the study resulted in no significant difference between female and male participants relating to the effect of MI activities on improving their oral skills. Consequently, these activities can be effectively used by language teachers to develop their learners' oral skills regardless of their gender. Therefore, the use of these activities by language instructors in English classrooms is highly recommended to address learners' needs and abilities. Additionally, parents can use it to help them get an idea of their children's needs and abilities. However, in order to achieve this aim, teachers should be more familiar with this issue and how to apply it in their classes. Therefore, more studies need

to be conducted. The current study paves the way for researchers who are concerned with pursuing the same line of investigation.

Some implications are provided by examining and applying this study's result for language learners and language teachers who want to improve their learners' language proficiency, particularly their oral proficiency. It is also of great help for curriculum designers and material developers. Additionally, the current study would open a window of opportunity for performing further research in this field in the future. In the current study, MI was considered as a whole concept, and its effects, in the form of a series of activities, were investigated on EFL learners' oral skills. However, as previously mentioned, MI has various types; therefore, in the future, other researchers can investigate the effects of each kind of intelligence on improving EFL learners' oral performance separately. It can be replicated with more extensive and different samples for the multiple intelligence models to be generalized with different language proficiency and different language backgrounds. The effects of MIBAs can also be investigated on improving various skills and sub-skills. Consequently, using MIBAs can contribute very well to instructional design in all educational settings. Additionally, the results of this research contribute to devise assessment methods.

References

Adityas, M. T. (2016). Activating students' multiple intelligences in speaking activities. *ADJES (Ahmad Dahlan Journal of English Studies), 3*(1), 70-75.

Ahanbor, Z., & Sadighi, F. (2014). The relationship between multiple intelligences, learning styles and gender. *Modern Journal of Language Teaching Methods, 4*(1), 176.

Ahmed, A. G. A., & Gasm, A. (2012). The relation between multiple intelligences theory and methods of ELT. *International Journal of Learning and Teaching, 4*(2), 26-41.

Ansarin, A. A., & Khatibi, S. P. (2018). The Relationship between Multiple Intelligences and Language Learning Strategies and Gender. *English Language Teaching, 11*(5), 84-94.

Armstrong, T. (2009). *Multiple intelligences in the classroom*: Ascd.

Bakarich, K. M., & O'Brien, P. (2020). The robots are coming... but aren't here yet: The use of artificial intelligence technologies in the public accounting profession. *Journal of Emerging Technologies in Accounting*.

Baş, G., & Beyhab, Ö. (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), 365-386.

Comings, J., Garner, B., & Smith, C. (2006). *Review of Adult Learning and Literacy,*

Volume 6: Connecting Research, Policy, and Practice: A Project of the National Center for the Study of Adult Learning and Literacy: Routledge.

Connell, D. J. (2005). *Brain-based strategies to reach every learner*: Recording for the Blind & Dyslexic.

Demirel, E. T., Dusukcan, M., & Olmez, M. (2012). The impact of areas of multiple intelligence on entrepreneurial behavior. *African Journal of Business Management, 6*(1), 415-421.

Dorgham, R. A. S. (2011). The effectiveness of a poroposed program in developing the speaking skills of English language among preparatory stage pupils in the light of multiple intelligences theory.

Fauziah, N. (2015). *The use of multiple intelligences model to improve students' speaking skills in discussion texts (a classroom action research at the XI grade students of MAN 1 Semarang in the academic year of 2014/2015).* UIN Walisongo.

Gardner, H. (1983). *Frames of mind: The theory of multiple intelligence*. New York, NY: Basic Books.

Gardner, H. (1993). Frames of mind: the theory in practice. *New York: Basic*.

Gebhard, J. G. (2006). *Teaching English as a foreign or second language: A teacher self-development and methodology guide*: University of Michigan Press.

Hooshyar, F., Afghari, A., & Hadian, B. (2019). Vulnerability of Multiple Intelligences Assessment Instrumentation to Gender Variance in EFL Context. *Iranian Journal of English for Academic Purposes, 8*(1), 77-92.

Ibrahim, A. (2007). The effectiveness of a suggested teaching strategy based on multiple intelligences theory on developing third year primary school pupils' speaking skills. *Unpublished MA Thesis. Institute of Educational Studies. Cairo University*.

Lunenburg, F. C., & Lunenburg, M. R. (2014). Applying Multiple Intelligences in the Classroom: A Fresh Look at Teaching Writing. *International journal of scholarly academic intellectual diversity, 16*(1).

Mourad, J. (2014). *Using multiple intelligences to support learning in the classroom.* The William Paterson University of New Jersey,

Nasri, M., & Biria, R. (2016). Integrating multiple and focused strategies for improving reading comprehension and l2 lexical development of Iranian intermediate EFL learners. *International Journal of Applied Linguistics and English Literature, 6*(1), 311-321.

Naveed, F. (2015). Concepts of speaking and listening skills. *Master in MassCommunication*.

Özdermir, P. i., Güneysu, S., & Tekkaya, C. (2006). Enhancing learning through. *Journal of Biological Education, 40*(2), 74-78.

Pickering, K. (2012). *Communicate*: Macmillan.

Richards, J. C. (2008). *Teaching listening and speaking*: Cambridge university press Cambridge.

Rizqiningsih, S., & Hadi, M. S. (2019). Multiple Intelligences (MI) on Developing Speaking Skills. *English Language in Focus (ELIF), 1*(2), 127-136.

Sadeghi, K., & Richards, J. C. (2016). The idea of English in Iran: An example from Urmia. *Journal of Multilingual and Multicultural Development, 37*(4), 419-434.

Saibani, B., & Simin, S. (2014). The relationship between multiple intelligences and speaking skill among intermediate EFL learners in Bandar Abbas Azad University in Iran. *International Journal of Research Studies in Language Learning, 4*(2), 43-56.

Salem, A. A. (2013). The impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. *English Language Teaching, 6*(9), 53-66.

Sayed, M. M. (2005). The effect of using a multiple intelligences-based training programme on developing English majors' oral communication skills. *Unpublished MA Thesis. Faculty of Education. Assuit University*.

Sener, S., & Çokçaliskan, A. (2018). An investigation between multiple intelligences and learning styles. *Journal of Education and Training Studies, 6*(2), 125-132.

Soars, J., & Soars, L. (2015). *American Headway Series: Proven Success Beyond the Classroom*: Oxford University Press.

Soleimani, H., Moinnzadeh, A., Kassaian, Z., & Ketabi, S. (2012). The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English. *English Language Teaching, 5*(9), 45-53.

Urrutia Leó, W., & Vega Cely, E. (2010). Encouraging teenagers to improve speaking skills through games in a Colombian public school. *Profile Issues in TeachersProfessional Development, 12*(1), 11-31.

Van Don, C. Improving speaking skills B2 (CEFR) for EFL students by using multiple intellengences activities. An MA. Thesis, Phu Yen University, Vietnam

Biodata

Marjan Lotfi-Khajouei is a PhD candidate of TEFL at Najafabad Branch, Islamic Azad University in Iran. Her main research areas include language teaching, materials development, and applied linguistics.
Email: marjlotfi.ml@gmail.com

Dr Roya Baharlooie is an assistant professor of applied linguistics, Najafabad Branch, Islamic Azad University. Her main research interests include e-learning and psycholinguistics.
Email: roya_baharlooie@yahoo.com

Dr Hadi Salehi is an assistant professor of applied linguistics, Najafabad Branch, Islamic Azad University in Iran, where he teaches undergraduate and postgraduate courses. His main research interests include materials development, ICT, e-learning, and washback of high-stakes tests.
Email: hadisalehi@phu.iaun.ac.ir

Dr Omid Tabatabaei is an associate professor of of applied linguistics and the head of English Department at Najafabad Islamic Azad University, Iran. He has published a number of articles in domestic and international journals and presented in various conferences. Moreover, he has authored books on ELT and assessment. His areas of interest are language assessment, teaching theories and skills, psycholinguistics, and research methodology.
Email: tabatabaeiomid@phu.iaun.ac.ir