

Research Title: *“The Effect of Using a Multiple Intelligences-Based Training Programme on Developing English Majors’ Oral Communication Skills”*. A summary of a Thesis submitted for obtaining MA in Education, Curriculum and Instruction of English Language Teaching, Faculty of Education, Assiut University, Egypt (July, 2005).

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Abstract:

The main purpose of the present study is to investigate the effect of using a Multiple Intelligences-Based Training Programme on developing first-year English majors’ oral communication skills.

Based on literature review and related studies, a list of 20 oral communication skills was prepared and displayed over a panel of jury members to select the most related skills to first-year English majors. The group of the study consisted of (30) first year English majors. Tools of the study included: A training programme based on Gardner’s MI Theory to develop the students’ oral communication skills, and an oral communication pre-post test that was administered to the group of the study before and after their training. The MI-Based Training Programme was taught to students during a six-week period.

Students’ scores were gathered and analyzed from the students’ recordings. T test and effect size formulas were used to measure the effect of the training programme on the student’s oral performance. Results revealed that the programme had a great effect on the students’ oral communication skills as there are statistically significant differences between the pre and post administration of the test. The study stated many recommendations and suggestions for further research.

Summary of the Study:

Introduction:

We live in a period marked by vast changes and instability. These changes have affected our life so greatly that we can never live detached from them. Being a very vital component in the human life, education should react to these changes because they have immense impact on the teaching process in general, and on the teaching of foreign languages in particular. These changes are clearly depicted in the new methodologies that have emerged and imposed themselves upon the educational institutions and the curricula taught there. It has become very important to address more students in the teaching-learning situation. This involves using Multiple Intelligences-based approaches, strategies, and methods to involve all the students in the educational process.

Problem of the Study:

After interviewing first year English majors and many teachers and inspectors of English language, it became evident to the researcher that first year English majors experience problems in their oral communication skills. These problems were reflected in their poor oral performance and their inability to use the English language to achieve real communicative purposes.

Statement of the Problem:

Therefore, the problem of the present study was represented in the following main question: “*What is the effect of using a Multiple Intelligences-Based Training Programme on developing first-year English majors’ oral communication skills in English?*”

Objectives of the Study:

The main objective of the current study was to investigate the effect of using an MI-Based Training Programme on developing some of the first-year English Department students’ oral communication skills in English.

Out of this general objective, some minor objectives were identified. These are:

- 1-Identifying the oral communication skills that first-year English majors need to develop so as to use English in real-life social contexts to fulfill real communication and functions or purposes.
- 2-Designing an MI-Based Training Programme that may help first-year English majors develop some oral communication skills.
- 3-Introducing Multiple Intelligences-Based Instruction as a teaching approach in the field of Teaching English as a Foreign Language (TEFL) in general, and using it in developing some of the students’ oral communication skills in particular.
- 4-Evaluating the feasibility and the effect of using an MI-Based Training Programme on developing students’ oral communication skills in English.

Hypotheses of the Study:

The following hypotheses were tested:

- 1-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of the whole oral communication test in favour of the post-administration.
- 2-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration

of the section one (Giving Oral Presentations) in favour of the post-administration.

3-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section two (Expressing Sympathy) in favour of the post-administration.

4-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section three (Talking about Likes and Dislikes) in favour of the post-administration.

5-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section four (Expressing Opinion and Agreeing or Disagreeing with an Opinion) in favour of the post-administration.

6-There would be statistically significant differences between means of scores of the research group in each of the pre and the post administration of section five (Making Requests and Responding to Requests Made) in favour of the post-administration.

Group of the Study:

The sample under investigation consisted of (30) first-year English majors at the Faculty of Education, Assiut University, where the researcher works. They were chosen according to their willingness to participate in the study.

Research Tools:

1-A Pre-Post Oral Communication Test

(Prepared by the researcher).

2-A Multiple Intelligences (MI)-Based Training Programme

(Prepared by the researcher).

Limitations of the Study:

1-The present study was limited to 30 first-year English majors at Assiut Faculty of Education.

2-It was limited to five oral communication skills which are: Giving oral presentations, expressing sympathy and responding to sympathy offered, talking about likes and dislikes, giving opinions and agreeing or disagreeing with an opinion, and making requests and responding to requests made.

3-The content of the programme taught was based on four intelligences only: Verbal/linguistic intelligence, intrapersonal intelligence, interpersonal intelligence, and bodily/kinesthetic intelligence.

4-The results were confined to the Egyptian environment and the social and cultural background of the Egyptian students in Assiut City.

Procedures of the Study:

The following procedures were followed in conducting the present study:

1-Reviewing literature related to Multiple Intelligences Theory and Oral Communication.

2-Writing the theoretical background of the study which included chapters one, two, and three.

3-Identifying some of the oral communication skills that first-year English majors need to develop, and coming out with a list of 20 skills.

4-Displaying the list over a panel of jury members, making the necessary modifications in the light of their comments, and then identifying the five oral skills of the highest frequency.

5-Suggesting a frame of the programme, displaying it over a panel of jury members, and making the necessary modifications.

6-Suggesting the MI-based training programme and displaying it over a panel of jury members and making the necessary modifications.

7-Suggesting a pre-post oral communication test and displaying it over a panel of jury members and making the necessary modifications.

8-Piloting the test and the programme and making the necessary modifications in the light of the results.

9-Selecting the group of the study on the basis of their desire to participate in the study.

10-Pre-testing students and writing down the average scores of each one after analyzing the recordings and getting the scores written by the other two raters.

11-Teaching the programme for six weeks.

12-Post-testing students following the same procedures that were followed in the pre-test..

13-Gathering data and writing the results after using the appropriate statistical procedures.

14-Discussing the results, writing suggestions and recommendations, and writing the final report of the study.

Results of the Study:

It was found that the MI-based training programme had a significant positive effect on developing the first-year English majors' oral communication skills. It was also found that there were statistically significant differences at 0.01 level between the students' mean of scores in each of the pre and post administration of the oral communication test in favour of the post administration of the whole test, and the post administration of each of the five sections included in the test (each section represented one of the five oral communication skills).

Conclusion:

Throughout the discussion of the results, it has become clear that the MI-Based training may have a significant role in developing the students' oral communication skills. This is reflected in the significant "t" value of the test as a whole and of each separate skill (section) in the test. It is also reflected by the significant effect size (which was high for all the five skills) of the test as a whole, and of each section or skill separately. All the values were highly significant.

The MI-based Training programme proved to be effective for many reasons:

1-It addressed the students' different intelligences, and therefore, it exploited their varying learning styles.

2-It communicated the content in four different ways, instead of conveying it in one traditional way.

3-It gave students more chance to use the English language communicatively.

4-It provided students with the relaxing positive teaching-learning environment that helped them to develop their oral communication skills.

5-It made students active most of the time through the practical communicative tasks which they were asked to perform.

6-It connected students with their own personal life experiences, and thus, made learning more realistic to them.

7-It provided students with information about their own learning, and how to utilize their multiple intelligences in the teaching-learning situations.

Recommendations:

In the light of the results and conclusions of the present study, the following recommendations are suggested:

1-MI-based Instruction should be incorporated in teaching speaking in different educational stages so as to enhance students' abilities in oral communication.

2-Using MI-Based Instruction in teaching different aspects of the English language, such as grammar, pronunciation, and vocabulary.

3-Changing the role of the teacher from being the main source of knowledge to being a guide, facilitator, counselor, and social worker.

4-Teachers should use MI-based activities in his daily teaching so as to add variety and change the monotone of teaching.

5-Teachers should care for students' individual differences by diversifying their teaching methods in such a way that involve the different intelligences that they possess.

6-Teachers of English should develop their students' oral communication skills by giving them the proper time to interact with each others naturally and freely.

7-Teachers should convey the same content of instruction in different ways that cope with their students different learning styles.

8-During the teaching of speaking or oral communication, students should be provided with a relaxing, effective, and interactive environment that fosters interaction and helps to develop the students' speaking or oral communication skills.

9-Constructing MI-based training programmes that act as a remedy to the students' shortcomings or deficiencies in the different language skills.

10-Providing teachers of English with the appropriate resources that enable them to use Multiple Intelligences Theory and MI-based activities in their daily teaching.

11-Teaching a special course in oral communication to first-year English majors to train them to use English to achieve real communicative purposes as they need such courses at the beginning of their study in the English department.

Suggestions for Further Research:

In the light of the results of the present study, more studies are suggested in the area of using Multiple Intelligences Theory in Teaching English as a Foreign Language (TEFL):

1-Using MI-Based training programmes with second, third, and fourth-year English majors to develop their English language proficiency.

2-Using Multiple Intelligences-based activities to teach English as a foreign language to primary, preparatory and secondary stage students.

3-Using MI-based training programmes to develop the reading, writing, and listening skills of the English majors at the Faculty of Education.

4-Using MI-based training programmes to develop essay writing and notes-taking skills for the English majors at the Faculty of Education.

5-Using a Multiple Intelligences-based Training Programme to develop English language proficiency of preparatory stage students.

6-Using a Multiple Intelligences-based Training Programme to develop the mechanical writing skills of primary stage pupils.

7-Using a Multiple Intelligences-based Training Programme to develop kindergarten students' self-expression skills in English.

8-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English vocabulary.

9-The effectiveness of using Multiple Intelligences-based activities in the students' retention of the English grammar.

10-The effect of using Multiple Intelligences Theory on the students' attitudes towards English as a foreign language.