



The Effect of APAT Strategy on Developing Speaking Skills among First Year AL-Azhar Secondary Stage Students

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أثر استراتيجيّة APAT في تنمية مهارات التحدّث

لدى طلاب الصف الأول الثانوي الأزهرى

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مستخلص:

تهدف هذه الدراسة إلى معرفة أثر استراتيجيّة APAT في تنمية مهارات التحدّث لدى طلاب الصف الأول الثانوي الأزهرى. وتكونت عينة الدراسة من 50 طالبة من طالبات الصف الأول الثانوي تم تقسيمهم إلى 25 طالبة في المجموعة التجريبية و 25 طالبة في المجموعة الضابطة. وقد تم تصميم اختبار قبلي وبعدي وتطبيقه على كل من العينتين التجريبية والضابطة، وقد تم اختيار الطالبات بطريقة عشوائية، وقد استمرت التجريبية لمدة ثلاثة أسابيع خلال الفصل الدراسي الثاني للعام الدراسي 2022 / 2023. وتكونت أدوات البحث من قائمة بمهارات التحدّث واختبار قبلي وبعدي لقياس مهارات التحدّث قبل وبعد استخدام الاستراتيجية. وتم التأكيد من صدق وثبات الأدوات من خلال عرضها على مجموعة من المحكمين. وقد أثبتت الدراسة فعالية الاستراتيجية في تنمية مهارات التحدّث لدى الطلاب حيث أظهرت النتائج وجود فروق ذات دلالة إحصائية بين المجموعة الضابطة والتجريبية وكذلك وجود فروق ذات دلالة إحصائية في نتائج المجموعة التجريبية قبل وبعد تطبيق الاستراتيجية. وقد خلصت الدراسة في ضوء هذه النتائج إلى مجموعة من التوصيات والاقتراحات للبحوث المستقبلية.

الكلمات المفتاحية: استراتيجية APAT، مهارات التحدّث، الذكاءات المتعددة.



The Effect of APAT Strategy on Developing Speaking Skills among First Year AL-Azhar Secondary Stage Students

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Abstract

The purpose of the study was to investigate the effect of APAT Strategy on developing speaking skills among first year Al-Azhar secondary stage students. The pre-posted control group design was utilized in this study. The participants of the study consisted of 50 Al-Azhar first year secondary institute students randomly selected from the girl classes at Owssem preparatory & secondary and Bortos preparatory & secondary for girls, Giza Governorate. They were randomly assigned to two groups; an experimental group (N=25), and a control one (N=25). The experimental group was taught using the suggested strategy whereas the control group was taught according to the regular instructions. This study used the speaking sub-skills list and a test of speaking skills. The t-test was used to statistically analyze the data. Results of the study revealed that the experimental group students outperformed the control group in speaking skills. Findings also indicated that there was a statistically significant difference between the mean scores of the experimental group on the pre and post administration of EFL speaking skills test in favor of the post administration. Using APAT Strategy on developing speaking skills among first year Al-Azhar secondary stage students.

Keywords: APAT Strategy, Speaking Skills, Multiple Intelligences.

Introduction

Speaking is an important skill as it is considered the bridge that connects people talking the same language. It helps people express their thoughts, ideas, feelings, and emotions to others.

Luoma (2004) states that the ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of most learners. Yet, speaking in a foreign language is very difficult and competence in speaking takes a long time to develop. To speak in a foreign language, learners must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation. In addition, they must understand what is being said to them, and be able to respond appropriately to maintain amicable relations or to achieve their communicative goals. Because speaking is done in real-time, learners' abilities to plan, process and produce the foreign language are taxed greatly.

El Banan (2012) proclaimed the importance of speaking skills and argued the deficiency of practicing it inside the classroom, assuring that speaking is discouraged in Egyptian English classrooms because teachers of English still consider the linguistic competence in terms of grammar and vocabulary as their ultimate goal, whereas communicative competence is mostly neglected.

Students need good command of speaking skills in their personal lives, future workplace, social interactions, and political endeavors. They will have presentations to make, meetings to attend, discussions and arguments to participate in, and groups to work with. If basic instruction and opportunities to practice speaking are available, students position themselves to accomplish a wide range of goals and be useful members of their communities Rahman (2010).

Richards & Renandya (2008) argue that a large percentage of the world's language learners study English in order to develop proficiency in speaking. The ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. To begin with, speaking is used for many different purposes, and each purpose involves different skills. Speaking is one of the central elements of communication. In EFL teaching, it is an aspect that needs special attention and instruction. In order to provide effective instruction, it is necessary for teachers of EFL to carefully examine the factors, conditions, and components that underlie speaking effectiveness. Effective instruction derived from the careful analysis of this area, together with sufficient language input



and speech-promotion activities will gradually help learners speak English fluently and appropriately.

Palmer (2014) distinguished between the two components of all oral communication: building the speech (all the things a speaker does before opening his or her mouth) and performing the speech (all the things a speaker does while speaking). Without that distinction, it is difficult to be able to accurately evaluate students' ability to do either one.

Richards (2007) insisted on being able to draw on a better understanding of the nature of spoken language and of the characteristics of different types of spoken discourse (interactional, transactional, and performance-based). The challenge for teachers and materials developers is to find strategies that help learners develop fluency, accuracy, as well as appropriateness of language use. A combination of teaching methods is appropriate depending on whether the focus of an activity is accuracy, fluency, or appropriateness. The most important question in teaching speaking skills is how we can help learners move beyond the level of linguistic competence (mastery of the linguistic system), to achieve communicative competence, that is, knowing how to use English appropriately for a range of different communicative purposes, particularly social purposes and educationally-related purposes.

The use of English as a foreign language (EFL) in oral communication is the most common but highly complex activity necessary to be considered when teaching the English language especially because we —live at a time where the ability to speak English fluently has become a must, especially who want to advance in certain fields of human endeavor Al-Sibai (2004).

Burns (1998: 102) cited in Attia, 2005 stated that two major views have informed contemporary debates on the teaching of speaking skills. The first view mainly emanates from the need of building prerequisites that would enable reception and production (I.e. phonological patterns, lexis and grammatical form and structure). This view focuses on the development of skills for the accurate production of speech. The other view, centers on enhancing fluency through communicative tasks, which in true enable opportunities for developing functional language use through non-controlled activities.

In fact, there are some problems concerning teaching speaking skills especially in our Egyptian schools related to different factors.

The interest in speaking skills seems to be almost absent from the teaching practices in the Egyptian classrooms may be due to a number of reasons. Firstly, the teachers themselves are poor and don't have enough pedagogical knowledge or confidence to teach them, which perhaps not only confined to Egyptian teachers, but extends to other contexts (Moriatsu, 2003; Mendelsohn, 1994). Therefore, teachers tend to skip listening and speaking sections in the set book or

at best handle them as a source of expanding students' vocabulary and grammar. Secondly and more importantly, there is no room for these skills in the final examination. Thirdly, Egyptian foreign language learners do not live in a community where English is spoken; English is seldom used socially and is confined to the classroom, where most teachers tend to overuse the students' mother tongue in teaching. Thus, it is too difficult to achieve good command of spoken English since the input learners receive is certainly insufficient Attia (2005).

Hence, the researcher believed that exploring effective strategies of teaching speaking skills may help providing teachers with guidelines on how to facilitate such skills and may benefit EFL learners, teachers and researchers.

The Multiple Intelligences theory may help us to overcome many of the problems we face in dealing with speaking skills. Through this theory, we may find different ways to help students acquire speaking skills.

Since Gardner proposed his Multiple Intelligences theory in his book, *Frames of Mind* in 1983, great majority of educators have been applying it in education. They have considered the idea of MIs as a 'powerful cure' for the shortcomings that are existent in the educational system. Whether they used it as a teaching approach, method or strategy or as an assessment tool, they agreed on that instruction should be tailored according to the MIs of the students. They called for considering the strengths of the students that may exist in other areas than the logical-mathematical and verbal/linguistic areas. Common sense tells us that it is so hard to deny the importance of the 'non-academic' intelligence such as musical activities, self-awareness, or visual spatial abilities Shearer (1999).

The MIs theory has attracted the interest of thousands of educators across the world. This is because it provides a philosophical and structural framework that helped them pay attention for and deal with the vast range of individual differences they encountered daily in their classrooms. MIs -based instruction helps both teachers and learners to create an encouraging atmosphere, an interesting one that helps to better understanding of the material presented by the teacher. Using the MIs theory provides many advantages or all those involved in the field of teaching and learning. A major advantage of using MIs is that this theory provides educators with a variety of approaches for teaching to care for individual differences among learners in the same classroom. Also, the MIs theory helps students think and learn in many different ways Kornhaber (2004).

Hence, the researcher suggests a strategy that is based on using different kinds of Multiple intelligences to improve speaking skills. For example, we can make use of verbal intelligence to encourage the students to read, speak, tell, ask, explain, inform, convey, report, articulate, address, request, lecture, debate and discuss. The musical intelligence can be used to encourage students to listen, hear, sing,

clap, chant, model, repeat, echo, imitate and harmonize. In case of the Intrapersonal intelligence, the students will express, imply, encourage, champion, rationalize, characterize and evaluate. But in the interpersonal intelligence, students will share, help, mediate, interview and role-play. In the same way, each intelligence will have its observable actions.

Garmen et al (2019) in his study which considers the different forms of learning and accessing knowledge, he designed a tool which allows teachers to discover students' intelligence profiles or strong and weak areas, opens up the possibility of knowing which learning style best suits students' profiles or discoveries.

Rizqiningsih and Hadi (2019) assured the issue of variation as they insisted that English teachers should be creative in teaching English and should upgrade the method. Thus, the teaching method is the important thing that the teachers use in teaching. Teachers should create good atmosphere, improve students' speaking skills, use the method with the media to make students interested and active in the class.

Rozo (2020) proved that students come to classrooms equipped with different needs, expectations, challenges, literacy and performance levels. Consequently, students' diverse needs require teachers to be aware and use their professional judgment and knowledge to properly respond to them in their teaching.

The speaking skill requires the mastery of different and varied speaking subskills. Furthermore, it requires the student's ability to manipulate what he/she has learnt in the class to the practical daily life situations. Hence, teachers have to use different and modern methods of teaching speaking that is proper for different students to enhance their speaking skills, Mohame et al (2020).

The Suggested Strategy

As many of the studies and researches insist on the importance of the process of variation and dealing with the different needs of the learners, it is obvious that the MIs theory deals with the different kinds of learners and tries hard to address them in different ways. This helped to form our suggested strategy The ask, prepare, address and test (APAT) which is built on the conception of MIs theory and which may help us to deal with all kinds of learners.

The ask, prepare, address and test (APAT) Suggested Strategy

To apply this strategy, there are four suggested steps "APAT".

1. Asking the students some questions to answer about themselves. This will be represented in the shape of the multiple intelligences survey.

2. Preparing the speaking sections in different shapes that go with the different kinds of intelligences of the students.
3. Addressing the different groups of the students with the different shapes of the speaking sections.
4. Testing the groups to check their advancing.
5. This strategy depends on dividing the class into groups according to their outstanding intelligence, giving the title to students previously showing them the skill which will be studied, and asking each group to prepare its aids according to their kind of intelligence.

Statement of the Problem

Based on the review of related literature and the researcher's observation, the problem of the study can be stated as follows; the secondary stage students are weak in speaking skills.

Research Purpose

The present study aims at:

- Identifying some EFL speaking skills required for first year secondary students.
- Investigating a strategy to develop the speaking skills among first year secondary students.

Research Hypotheses

Hypothesis 1

It was hypothesized that there is a statistically significant difference between the mean scores of the experimental and the control group students in the post administration of the EFL speaking skills test, in favour of the experimental group.

Hypothesis 2

It was hypothesized that there is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the overall EFL oral speaking skills test and its sub-skills in favour of the post administration.

Hypothesis 3

It was hypothesized that the suggested multiple intelligences-based strategy has a positive effect on developing EFL speaking skills.

Method and Procedures

The current study aimed at probing the effectiveness of a suggested strategy based on MIs on developing some speaking skills

among first year Al-Azhar secondary stage students. It delineates the methodology, instruments and materials developed. Prominence was given to piloting and final experimentation of the instruments and the suggested strategy.

Design and Treatment Material

The current study adopted both descriptive and quasi-experimental design. The first was used to review the previous literature and studies related to MIs and speaking skills in order to achieve the aim of the study. The second was used to apply the suggested strategy based on MIs and two homogenous groups were selected to represent the experimental and the control groups.

Research Participants

The participants of the study were first year secondary stage students. Fifty female students were chosen randomly from Owseem Institute for Girls and Bortos Institute for Girls at Giza educational Zone. The researcher chose two intact classes: the first class of (25) as an experimental group and the second of (25) as a control group.

Instruments

The present study employed the following instruments:

- Speaking skills list
- A pre/post speaking test to measure the student's speaking skills.

The Speaking Test

The purpose of this speaking test is to assess the speaking skills of students in various areas including content, delivery, interaction, pronunciation, grammar, vocabulary, speaking rate, coherence, nonverbal communication, and specific speaking tasks such as giving advice, discussing consequences, agreeing and disagreeing, talking about job opportunities, making complaints and polite responses, and explaining mysteries. The test aims to evaluate the ability of students to communicate effectively in English and engage in various oral interactions using accurate and appropriate speech, as well as to use information and communications technology (ICT) to develop accurate and appropriate speech.

Format of the Test

The format of a speaking test that assesses the sub-skills and items of the overall performance, fluency, accuracy and pragmatic main speaking skills includes:

1. Introduction: The examiner introduces himself and explains the purpose and format of the speaking test.

2. Warm-up: The examiner asks the test taker some general questions to help him feel comfortable and relaxed.
3. Task 1 - Presentation: The test taker is asked to give a prepared presentation on a given topic. The examiner assesses the test taker's ability to engage the audience with well-developed, insightful content, deliver the speech with confidence, eye contact, and appropriate tone, and use appropriate gestures and body language to enhance the message.
4. Task 2 - Conversation: The test taker engages in a conversation with the examiner on a given topic. The examiner assesses the test taker's ability to engage in conversation, listen actively, and respond appropriately, use appropriate language to agree/disagree and support with reasons, and communicate complaints effectively and respond politely.
5. Task 3 – Role play: The test taker is given a role play scenario and asked to act it out. The examiner assesses the test taker's ability to provide detailed, relevant advice and solutions, effectively discuss potential consequences of actions, provide detailed, relevant information about job opportunities, and provide clear and coherent explanations of mysteries.
6. Conclusion: The examiner thanks the test taker and provides feedback on their performance.

Scoring of the Test

The test is scored based on the following rubric that includes 15 sub-skills in a 4 Likert scale starting with Advanced (4) and ending with Emerging (1). The Maximum score of the test is 60 and the minimum is 15.

The Rubric for Assessing Speaking Skills in the Overall Performance

Skills	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Content	Engages the audience with well-developed, insightful content.	Engages the audience with relevant content.	Presents some relevant content but lacks detail or insight.	Presents irrelevant or inappropriate content.
Delivery	Delivers speech with confidence, eye contact, and appropriate tone.	Delivers speech with confidence and appropriate tone but lacks eye contact.	Delivers speech with hesitation, poor eye contact, and inappropriate tone.	Delivers speech with little confidence, no eye contact, and inappropriate tone.



Interaction	Engages in conversation, listens actively, and responds appropriately.	Engages in conversation but lacks active listening or appropriate response.	Fails to engage in conversation or respond appropriately.	Disrupts conversation or fails to take turns.
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Accuracy

Skills	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Pronunciation	Pronounces all words clearly and accurately.	Pronounces most words clearly and accurately.	Pronounces some words inaccurately.	Pronounces most words inaccurately, making it difficult to understand.
Grammar	Uses complex grammatical structures with few errors.	Uses a range of grammatical structures with occasional errors.	Uses simple structures with frequent errors.	Uses simple structures with consistent errors.
Vocabulary	Uses precise, sophisticated vocabulary appropriately.	Uses a range of vocabulary effectively.	Uses simple vocabulary with some inaccuracies.	Uses limited and repetitive vocabulary with errors.

Fluency

Skills	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Speaking rate	Speaks at a natural, appropriate pace.	Speaks fluently with minor hesitations.	Speaks hesitantly, with noticeable pauses.	Speaks slowly with long pauses, struggling to continue.
Coherence	Presents ideas in a clear, logical sequence with excellent transitions.	Presents ideas in a logical sequence with some transitions.	Presents ideas with a weak sequence and few transitions.	Fails to present ideas coherently.
Nonverbal communication	Uses appropriate gestures and	Uses some gestures and body language to	Uses inappropriate gestures and	Uses distracting or offensive gestures and

	body language to enhance the message.	enhance the message.	body language or lacks them entirely.	body language.
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Pragmatic

Skills	Advanced (4)	Proficient (3)	Developing (2)	Emerging (1)
Giving advice	Provides detailed, relevant advice and solutions.	Provides relevant advice and solutions.	Provides advice, but lacks detail or relevance.	Offers inappropriate advice.
Discussing consequences	Effectively discusses potential consequences of actions.	Discusses potential consequences of actions.	Mentions potential consequences of actions, but without detail or relevance.	Fails to mention potential consequences of actions.
Agreeing and disagreeing	Uses appropriate language to agree/disagree and supports with reasons.	Uses appropriate language to agree/disagree, but lacks supporting reasons.	Inappropriately agrees/disagrees or lacks appropriate language.	Refuses to agree/disagree or is unable to express their position.
Talking about job opportunities	Provides detailed, relevant information about job opportunities.	Provides relevant information about job opportunities.	Provides limited information about job opportunities.	Provides inaccurate or irrelevant information about job opportunities.
Making complaints and polite responses	Communicates complaints effectively and responds politely.	Communicates complaints effectively or responds politely.	Communicates complaints ineffectively or responds impolitely.	Fails to communicate complaints effectively or respond politely.
Explaining mysteries	Provides clear and coherent explanations of mysteries.	Provides clear explanations of mysteries with minor confusion.	Provides explanations of mysteries that are confusing or incomplete.	Provides explanations of mysteries that are unclear or inaccurate.

You are kindly requested to verify the accuracy and validity of the test questions and scoring rubric. Your expertise will help ensure that the test measures what it is designed to measure and that the scoring rubric is fair and consistent.

Research Procedures

The research proceeded as follows:

- Reviewing the related literature of speaking skills and multiple intelligences activities.
- Designing the instruments of the study.
- Validating the instruments.
- Testing the reliability of the instruments.
- Classifying the students of the study into two groups, a control group and an experimental one.
- Applying the pre-speaking test on the two groups to measure their speaking performance before conducting the study.
- Designing a strategy based on MIs theory.
- Conducting the treatment with the experimental group.
- Administering the post-speaking test on the two groups to measure the changes of their speaking skills after the treatment.
- Treating the results statistically.
- Analyzing and interpreting the results of the study.
- Submitting recommendations and suggestions for further research.

Research Results and Discussion

After determining the participants' speaking level of the two groups, the researcher started the administration. A discussion of the hypotheses of the study is to be presented in order to investigate the final results of the treatment.

Hypothesis 1

It was hypothesized that there is a statistically significant difference between the mean scores of the experimental and the control group students in the post administration of the EFL speaking skills test, in favour of the experimental group.

To investigate this hypothesis, the independent sample t-test was used to compare the mean scores of the experimental group students who used the suggested strategy based on MIs to those of the control group students who were taught through regular instruction, in the post-test. The results are listed in the following table:

Table (1):
*Results of the Control and the Experimental Groups on the Post -
 Administration of EFL Speaking Skills Test and its Sub-Skills*

Skill	Group	N	M	S.D	Df	t-value	Sig.
Overall performance	Control	25	5.48	2.163		5.227	.01
	Experimental	25	8.44	1.828			
Accuracy	Control	25	3.92	1.498		9.681	.01
	Experimental	25	7.76	1.300			
Fluency	Control	25	4.16	1.650	48	5.346	.01
	Experimental	25	6.76	1.786			
Pragmatic	Control	25	6.60	1.041		11.563	.01
	Experimental	25	14.32	3.172			
Overall EFL Speaking Skills	Control	25	20.16	5.194		10.582	.01
	Experimental	25	37.28	6.202			

The above-mentioned results in Table 1 indicate that the mean scores of the experimental group students are higher than those of the control group in Overall EFL speaking skills and its sub-skills, where t-values were, (10.5) for overall speaking skills, (5.2) for performance, (9.6) for accuracy, (5.3) for fluency, (11.5) for pragmatic, which is significant at 0, 01 level. Therefore, this hypothesis was confirmed. These differences can be attributed to the suggested multiple intelligences-based strategy. The following figure shows the differences between the experimental and the control groups in the post-test of overall EFL speaking skills test and its sub-skills.

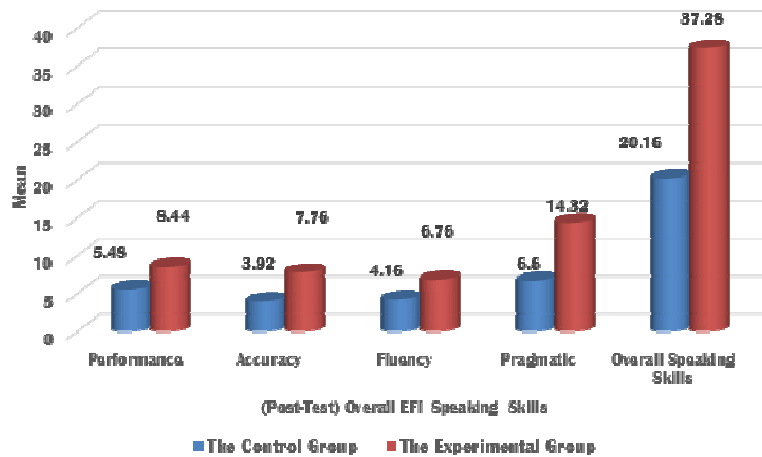


Figure (1): Mean Scores of the Control and the Experimental Group Students in the Overall EFL Speaking Skills Post-Test.

The previous figure shows that the mean scores of experimental group students are higher than those of the control one on the EFL speaking skills post-test and its sub-skills.

Hypothesis 2

It was hypothesized that there is a statistically significant difference between the mean scores of the experimental group in the pre and post administrations of the overall EFL oral speaking skills test and its sub-skills in favour of the post administration.

To verify this hypothesis, the paired sample t-test was used to compare the means of scores of the experimental group who used the suggested strategy based on MIs in the pre and post-test Administrations. The following table includes the results.

Table (2):

Results of the Experimental Group on the Pre-Post Administration of EFL Speaking Test and its Sub-Skills

Skill	Group	N	M	S. D	Df	t-value	sig
Overall performance	Pretest	25	5.64	1.800		10.583	.01
	Posttest	25	8.44	1.828			
Accuracy	Pretest	25	5.00	1.708		9.908	.01
	Posttest	25	7.76	1.300			
Fluency	Pretest	25	4.40	1.555	48	6.731	.01
	Posttest	25	6.76	1.786			
Pragmatic	Pretest	25	6.76	1.200		11.525	.01
	Posttest	25	14.32	3.172			
Overall EFL Speaking Skills	Pretest	25	21.80	5.260		15.477	.01
	Posttest	25	37.28	6.202			

*Significant.

The above-mentioned results in Table 2 indicate that the mean scores of the experimental group students are higher than those of the control group in Overall EFL speaking skills and its sub-skills, where t-values were, (15.47) for overall speaking skills, (10.5) for performance, (9.9) for accuracy, (6.7) for fluency, (.11.5) for pragmatic, which is significant at 0, 01 level. Therefore, this hypothesis was confirmed. These differences can be attributed to the suggested multiple intelligences-based strategy. The following figure shows graphically the differences between the results of the experimental group on the pre-post administration of EFL speaking skills test and its sub-skills.

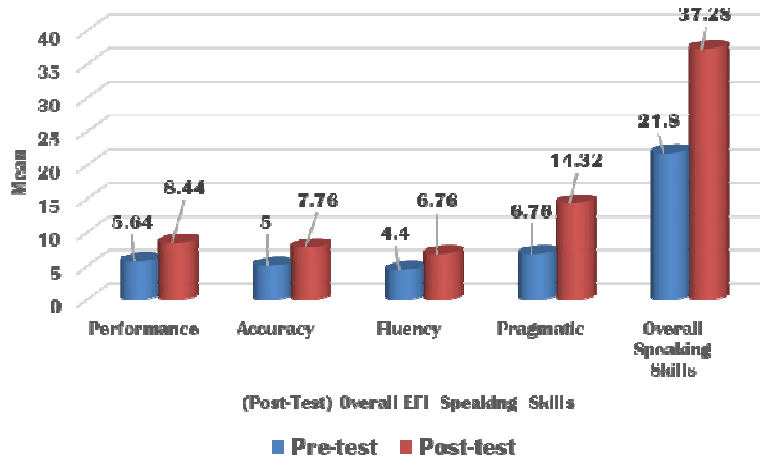


Figure (2): Mean Scores of the Experimental Group in the Pre-Post Administration of EFL Speaking Skills Test and its Sub-Skills

Hypothesis 3

It was hypothesized that the suggested MIS-based strategy has a positive effect on developing EFL speaking skills.

To verify this hypothesis, the effect size was calculated by the paired sample t-test to compare the scores of the experimental group in the EFL oral performance skills in the pre and the post-test using Cohen's formula.

Table (3):
The Effect Size of the Experimental Group in EFL Speaking Skills as a Whole in the Pre and the Post-Test

Skill	Group	N	M	S.D	df	t-value	η^2	d	effect size
Overall performance	Pretest	25	5.64	1.800	48	10.583	.605	2.11	huge
	Posttest	25	8.44	1.828					
Accuracy	Pretest	25	5.00	1.708	48	9.908	.649	1.98	V. large
	Posttest	25	7.76	1.300					
Fluency	Pretest	25	4.40	1.555	48	6.731	.589	1.34	large
	Posttest	25	6.76	1.786					
Pragmatic	Pretest	25	6.76	1.200	48	11.525	.818	2.30	huge
	Posttest	25	14.32	3.172					
Overall EFL Speaking Skills	Pretest	25	21.80	5.260	48	15.477	.781	3.09	huge
	Posttest	25	37.28	6.202					

*Significant at (0, 01)

Table (3) indicates that the effect sizes of the experimental group in the post-speaking test were higher than those of the pre-ones in the EFL overall speaking skills, where the effect sizes were (.781) for overall oral speaking skills, (.605) for performance, (.649) for accuracy, (.589) for fluency, and (.818) for pragmatic, all these values were significant at 0,01 level. Therefore, this hypothesis was confirmed. These differences can be attributed to using the suggested strategy based on MIs.

Besides, the η^2 value is 0 .781, which means that 78% of the variability in the dependent variable (overall EFL speaking skills) is attributed to exposing the experimental group to the suggested strategy sessions. Furthermore, the d value is very large (3.09), $d > 0.8$, which indicates that the suggested strategy based on multiple intelligences has a huge effect on developing students' overall EFL speaking skills.

As shown in the literature section, it's clear that the results of different studies investigating MIs activities support results of the current study. Researchers such as (Kafryawan et al., 2018) proved that there is a significant correlation between students' intelligence and their speaking skills at the first-year students of Senior High School 2 of Makassar, where correlation coefficient belongs to high correlation. Also, Rizqiningsih and Hadi (2019) showed the importance of using

MIs theory as he insisted that the result of his research shows that the students' speaking achievement improves. There is significant difference between the students' speaking scores before and after being taught by using the approach MIs. When a program based on successful intelligence in enhancing speaking skills for prospective teachers of English, it was found that there was tangible development in students' overall speaking skills and speaking sub-skills (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation) Mohame et al (2020).

To show the relation between the emotional intelligence and speaking skills, a study was made by Pitriani (2021) found that there is significant correlation between students' emotional intelligence and their speaking ability at the tenth grade of SMAN 01 Kotabumi academic year 2020/2021. And Sulistyawati (2018) added that it is proven that the student's speaking skill is mostly affected by emotional intelligence and pronunciation mastery. Therefore, efforts to improve the student's speaking skills must be accompanied by efforts to optimize the emotional intelligence and pronunciation mastery.

Concerning the existential intelligence, Paramasivam et al (2022) insisted that there is a need for individuals to explore and create their own dominant intelligence profile for career and interest identification. Students, from a young age need to be nurtured with abilities, exposed with adversity, and skills that are crucial in surviving during the 21st century. Awareness should be increased by all stakeholders by exposing students with high levels of adverse situations for effective decision making in handling risky situations. Students with high and low Autism Spectrum Quotient (AQ), engaged with experiential learning, will be able to improve their problem-solving ability, provided, practical participation is implemented in preparing them to face real-life work Nikam and Uplane (2013). In his research Sulistyawati (2018) proved that there is a significant effect of emotional intelligence towards student's speaking skill of XII grade student at State Senior High School in East Jakarta.

Finally, in his study Al-Ghazu et al (2022) proved that from the results of the questionnaire revealed that the majority of the students appreciated the implementation of the Multiple Intelligences instructional program with an agreement with the statements that aimed at investigating their attitudes towards the effect of teaching using Multiple Intelligences in improving their speaking skills. Teachers should encourage their students to change their passive roles and attitudes into active ones and work collaboratively by practicing the speaking activities which are based on the principles and rules of implementing the multiple intelligences in their classes. The present study used multiple intelligences theory to improve the speaking skills of first year Al-Azhar secondary stage students and it proved that there is a clear effect on the students speaking skills performance.

Rizqiningsih and Hadi (2019) in their research proved that there is significant difference between the students' speaking scores before and after being taught by using Multiple Intelligences approach.

After administering a program based on MIs, it is showed that there was tangible development in students' overall speaking skills and speaking subskills (describing pictures and events, apologizing, making suggestions, giving advice, giving oral presentation) Mohame et al (2020).

Conclusion

Based on the above findings and the theoretical back ground of the literature related to the study, the following conclusion can be drawn:

- The present study provides evidence for the effectiveness of a suggested strategy based on MIs on developing the speaking skills among first year Al-Azhar secondary stage students.
- There is an indication that applying MIs strategies can faster students' speaking skills.
- MIs strategies enable students to direct and control their own learning as they pay more attention to their points of strengths and weaknesses and hence motivate them to become more willing to speaking skills.
- The change of the teacher's role from an authoritarian to a discussion organizer, a facilitator and a language advisor allows students to share more responsibilities for their learning, express themselves freely and become the center of the learning process.

Recommendations

In the light of the present study results, the following recommendations are raised:

- Speaking instruction should be given more attention in our EFL classes. More time and efforts should be exerted to develop the main skills and their sub-skills.
- Teachers and students should be aware of the speaking skills necessary for students at each stage so that they can develop and evaluate these properly.
- Speaking should receive appropriate attention in order to be developed at primary, preparatory and secondary stages. So, teachers should take into concentration various strategies when teaching speaking.
- Teachers are recommended to adopt the MIs theory in teaching speaking to their students.

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- The proposed strategy can be adopted for teaching speaking to students at secondary stage and other stages taking into concentration students' age, needs, interests and linguistic proficiency levels.
 - English supervisors should organize training programs for teachers on multiple intelligences strategies.
 - Curriculum designers are recommended to include the MIs strategies in the English text books.
 - Teachers should vary their strategies making use of multiple intelligences strategies.
 - Students should become the center of the learning process and should share more responsibilities in their learning speaking skills. Hence, they should be afford opportunities to evaluate their oral performance. In this way, they can become more independent and more involved in learning speaking.
 - Speaking skills should be implemented in the students' school exams like the other skills.

Suggestions for Further Research

- As the present study provided support to the effectiveness of the proposed strategy based on multiple intelligences on developing speaking skills among first year Al-Azhar secondary stage students, further research is needed to investigate the effectiveness of other MI based strategies in developing students speaking, listening, reading and writing skills.
 - It is beneficial to apply this study with a larger number of subjects and add different levels.
- Further research is needed to explore the effectiveness of other MIs based instruction strategies in the secondary stage.

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Appendix (A)

List of Speaking Skills



Al-Azhar University

Faculty of Education

Dept. of Curriculum and Instruction

List of Speaking Skills for First-Year Secondary Stage Students

Dear Dr.

The researcher is conducting an MA study entitled "The Effect of a Suggested Strategy Based on Multiple Intelligences on Developing Speaking Skills among First Year Al-Azhar Secondary Stage Students". To fulfil the purpose of the study, the following list of speaking skills was developed by the researcher to identify the major EFL speaking skills needed for first year Al-Azhar secondary stage students.

You are kindly requested to:

- Read the main skills and subskills list and determine their relevancy and appropriacy for first year Al-Azhar secondary stage students by putting a tick against the point that mostly represents your opinion.
- Delete, modify, or add any other skills you think are the most important to be developed for the participants of the study.

Your contribution and co-operation will be most appreciated.

Yours Sincerely,

The researcher



List of Speaking Skills for First-Year Secondary Stage Students

Main skills	Sub-skills	Items	Mostly appropriate	Appropriate	Inappropriate	Mostly relevant	Relevant	Irrelevant
Overall performance	Content	Engages the audience with well-developed, insightful content.						
	Delivery	Delivers speech with confidence, eye contact, and appropriate tone.						
	Interaction	Engages in conversation, listens actively, and responds appropriately.						
Accuracy	Pronunciation	Pronounces all words clearly and accurately.						
	Grammar	Uses complex grammatical structures with few errors.						
	Vocabulary	Uses precise, sophisticated vocabulary appropriately.						
Fluency	Speaking rate	Speaks at a natural, appropriate pace.						
	Coherence	Presents ideas in a clear, logical sequence with excellent transitions.						

	Nonverbal communication	Uses appropriate gestures and body language to enhance the message.							
Pragmatic	Giving advice	Provides detailed, relevant advice and solutions.							
	Discussing consequences	Effectively discusses Potential consequences of actions.							
	Agreeing and disagreeing	Uses appropriate language to agree/disagree and supports with reasons.							
	Talking about job opportunities	Provides detailed, relevant information about job opportunities.							
	Making complaints and polite responses	Communicates complaints effectively and responds politely.							
	Explaining mysteries	Provides clear and coherent explanations of mysteries.							

Appendix (B) The Speaking Test



Al-Azhar University
Faculty of Education
Dept. of Curriculum and Instruction

Test of Speaking Skills for First-Year Secondary Stage Students

Dear Dr.

The researcher is conducting an MA study entitled "The Effect of a Suggested Strategy Based on Multiple Intelligences on Developing Speaking Skills among First Year Al-Azhar Secondary Stage Students". To fulfil the purpose of the study, the following test of speaking skills was developed by the researcher to assess the EFL speaking skills needed for first year Al-Azhar secondary stage students as determined by the list of speaking skills.

Purpose of the Test

The purpose of this speaking test is to assess the speaking skills of students in various areas including content, delivery, interaction, pronunciation, grammar, vocabulary, speaking rate, coherence, nonverbal communication, and specific speaking tasks such as giving advice, discussing consequences, agreeing and disagreeing, talking about job opportunities, making complaints and polite responses, and explaining mysteries. The test aims to evaluate the ability of students to communicate effectively in English and engage in various oral interactions using accurate and appropriate speech, as well as to use ICT to develop accurate and appropriate speech.

Format of the Test

The format of a speaking test that assesses the sub-skills and items of the overall performance, fluency, accuracy and pragmatic main speaking skills includes:

1. Introduction: The examiner introduces themselves and explains the purpose and format of the speaking test.

2. Warm-up: The examiner asks the test taker some general questions to help them feel comfortable and relaxed.
3. Task 1 - Presentation: The test taker is asked to give a prepared presentation on a given topic. The examiner assesses the test taker's ability to engage the audience with well-developed, insightful content, deliver the speech with confidence, eye contact, and appropriate tone, and use appropriate gestures and body language to enhance the message.
4. Task 2 - Conversation: The test taker engages in a conversation with the examiner on a given topic. The examiner assesses the test taker's ability to engage in conversation, listen actively, and respond appropriately, use appropriate language to agree/disagree and support with reasons, and communicate complaints effectively and respond politely.
5. Task 3 - Roleplay: The test taker is given a roleplay scenario and asked to act it out. The examiner assesses the test taker's ability to provide detailed, relevant advice and solutions, effectively discuss potential consequences of actions, provide detailed, relevant information about job opportunities, and provide clear and coherent explanations of mysteries.
6. Conclusion: The examiner thanks the test taker and provides feedback on their performance.