

## An Investigation of the Relationship between EFL Young Learners' Intrapersonal Intelligence and their Oral Performance

تقصي العلاقة بين الذكاء الضمن شخصي لدي المتعلمين الصغار الدارسين للغة الانجليزية كلغة أجنبية وأدائهم الشفهي

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### ABSTRACT

The present study aimed at investigating the relationship between intrapersonal intelligence and oral performance of EFL young learners. The participants of the study were 60 pupils enrolled in grade 7 in the first year preparatory in the second semester of the academic year 2022/2023 at a public school in Fayoum. They responded to an oral test and an intrapersonal intelligence scale designed by the researcher. Findings of the study indicated that there is a positive correlation between oral performance and intrapersonal intelligence. According to the reached findings, some recommendations for further research were suggested and some pedagogical implications which might assist EFL teachers during teaching oral performance for preparatory school students were provided

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English is the language used for worldwide communication, science, economics, advertising, diplomacy, and one of the most significant and influential variables in every aspect of life as well. In many non-English speaking nations, English is also crucial to the education of learners at different stages. It is believed that one of the requirements that regularly shows up in job advertising is communication skills. Hammam (2018) regarded that speaking is the most important skill of the four language macro skills (listening, speaking, reading, and writing). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, feelings, and viewpoints. That is why, this study showed that teaching speaking is important because it helps students acquire EFL speaking skills. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom fun and a dynamic place to be.

Al-zaharna (2019) stated that oral performance is the productive skill of utters, phrases, and sentences through which the learner can clarify, justify, and communicate his thoughts and ideas. This definition shows the relationship between oral performance and intrapersonal intelligence as intrapersonal intelligence in defined by Gardner (1983) as the ability by which one has an understanding of one self, of knowing who she/he is, what she/he can do, what she/he want to do, which things to avoid, and which things gravitate toward. This relationship is assured by Perez and Ruz (2014) ,Shahmohamadi and Hasanzadeh (2011), Bahgat's (2012) ,Deutschendorf (2009) who believed that Intrapersonal intelligence is very related to language learning inside the classroom and that it has a significant role in language learning process.

Intrapersonal intelligence is one of multiple intelligences. The eight intelligences according to Gardner are: Visual-spatial, Linguistic-verbal, Logical-mathematical, Body-kinesthetic, Musical,

Interpersonal, Intrapersonal and Naturalistic. According to Ahmad (2019) , intrapersonal intelligence is the intelligence associated with the awareness and knowledge of oneself, which involves the ability to accurately and vividly recreate a picture of themselves. Accordingly, it is very important inside the classroom as it helps learners to make judgments and distinctions between their own thoughts, to build appropriate mental models of themselves and rely on those models when making decisions about their own lives and their own learning (Perez and Ruz ,2014).

### **Statement of the Problem**

Throughout reviewing the previous literature, it is clear that oral performance and intrapersonal intelligence are very related to language learning inside the classroom and that they have an important role in language learning process. Thus, investigating the relationship between oral performance and intrapersonal intelligence became a necessity and this evokes the following main question:

- What is the correlation between oral performance and intrapersonal Intelligence?

**This main question was branched out into the following sub-questions:**

- What are the most common oral performance skills required for EFL first-year preparatory stage students?
- What are the most common intrapersonal intelligence skills required for EFL first-year preparatory stage students?
- Is there a statistically significant correlation between the mean scores of oral performance test and intrapersonal intelligence scale?

### **Significance of the study**

Investigating the correlation between oral performance and intrapersonal intelligence may contribute in:

- Helping EFL first-year preparatory stage students to be aware of the skills of oral performance and the skills of intrapersonal intelligence.
- Helping EFL teachers to be aware of their students' most common skills of oral performance and the skills of intrapersonal intelligence to pay more attention to these skills.
- Drawing the attention of teachers to use the suggested treatments to enhance students' oral performance skills and their intrapersonal intelligence.
- Drawing the attention of curriculum designers and specialists to employ treatments to enhance students' oral performance skills and their Intrapersonal intelligence in the newly designed curricula of speaking.

### **Hypotheses of the study**

There is a statistically significant correlation between the mean scores of oral performance test and intrapersonal intelligence scale.

### **Delimitations of the study:**

The current study was delimited to:

- 60 pupils enrolled in grade 7 in the first year preparatory in the second semester of the academic year 2021\2022 at a public school in Fayoum Governorate . They were randomly selected.

### **Definitions of terms:**

**The following definitions were adopted in the current study:**

#### **Oral performance:**

- Oral performance is defined by Al-zaharna (2019) as a productive skill of utters, phrases, and sentences through which the learner can clarify, justify, and communicate his thoughts and ideas. Oral language is the ability to listen and speak. These essential everyday skills can improve with age-appropriate instruction and practice ,( Carolina & Astrid ,2018)

**Intrapersonal intelligence:**

- Ahmad (2019) defined intrapersonal intelligence as the intelligence associated with the awareness and knowledge of oneself, which involves the ability to accurately and vividly recreate a picture of themselves. Intrapersonal intelligence is the ability associated with self-knowledge and the ability to act adaptively based on the self- introduction.

Accordingly, the researcher affirmed that intrapersonal intelligence is the compass that helps the students to be aware of his educational orientations as well as his goals in their educational journey and to control their own behaviors till they reach their end goals.

**Review of literature**

Oral communication is crucial since speaking a language fluently indicates that someone has mastered it. For English language majors who must communicate in English for a variety of reasons and circumstances, oral English proficiency is especially crucial. For instance, pupils must participate in English lessons and have conversations with their professors and peers. They should be able to communicate clearly, comprehend the goal of communication, share information in an understandable manner, and actively listen in this situation (AbdulAziz, 2017).

Oral performance has a variety of characteristics that must be considered (Aladini, 2020). These capabilities enable teachers to create appropriate oral production teaching activities that will help students use the language in real-life settings. Furthermore, recognizing these traits allows teachers to detect what strategies and procedures can be used to assist and set up a speaking scenario, as well as how this feature appears. People not only hear what you're saying, but also understand the greater meaning of your tone, voice inflection, emotion, gestures, and body language when you speak to them face-to-face (Grossman, 2019). Face to face allows the speakers to receive immediate response.

Interaction is used in face-to-face conversations as well as mobile/telephone calls. Speaking and listening are the two skills that are being used. The speakers or listeners may ask for clarification or

repetition in certain situations. According to BYD (2020), interactive speaking improves pupils' ability to interact with others via spoken language. This encourages students to use their listening/reading comprehension skills in conjunction with their ability to answer appropriately. The speaker's use of formulaic expressions, hesitation tools, self-correction, rephrasing, and repetition in real-time settings makes him/her fluent. Foster, Tonkyn, and Wigglesworth (Foster et.al 2010; Hughes, 2012). The elements listed above assist the speaker in becoming more aware of how oral production is shaped. Moreover, many characteristics of speaking abilities fall into one of two categories: fluency (the capacity to continue speaking automatically) and accuracy (the accurate use of vocabularies, syntax, and pronunciations as practiced through various activities).

The factors that demonstrate the capacity to speak English are influenced by the components of speaking illustrated by (Rizqiningsih and Hadi, 2019). Purpura (2013) described grammar as a method for predicting a speaker's perfect mastery of the language. Students must use both oral and written forms of discourse to arrange accurate sentences. Also, when a person's vocabularies are adequate, he can communicate successfully both written and audibly. In addition, thorough comprehension of a language's phonology is required for totally efficient usage of a spoken language (Pennington, 2014). On the other hand, it is reasonable to conclude that a speaker who regularly mispronounces sounds creates a significant barrier to communication (Kelly, 2011).

Fluency is a main characteristic as well. It is the ability to flow through a conversation while overcoming all linguistic barriers in order to convey a message. To be fluent in the language, the speaker should talk at a reasonable speed with a small amount of delays (Lackman, 2010). Speaking comprehension, according to Dell and Gordon (2003), comprises the ability to employ linguistic knowledge in actual speech as well as the ability to accurately comprehend information.

Finally, there are some micro skills of communication mentioned by

Richards (2015) as follows:

- 1- Orally producing differences among the English phonemes and allophonic variants.
- 2- Creating English stress patterns, words in stress and unstressed positions, rhythmic structure, and intonational contours.
- 3- Using an adequate number of lexical units (words) in order to accomplish Pragmatic purposes.
- 4- Using facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meaning.

In order to assess oral performance, Luoma (2014) provided three frameworks about general purposes of testing oral performance skills as follows: Linguistically-oriented, Communication -oriented and Situation-based task. Oral tests should be linguistically oriented which means that vocabulary , grammar and pronunciation, and used Structured speaking tasks are typically, evaluate linguistic features particularly pronunciation and grammar. In addition, oral performance tests could be for the purpose of communication ; that is , the overall communication activity in the set book such as telling a narrative or expressing and defending an opinion, discussing factors that support the chosen opinion and argue against others, comparing and contrasting things through which advanced oral skills for description is needed. Also Oral test could be situation-based task design is typically used in specific-purpose testing and in vocational and professional education.

Madeson (2010) viewed that the testing of speaking is regarded as the most challenging of all language exams to prepare, administer, and score. For these reasons many educators do not even try to measure speaking skills. They simply do not know where to begin the task of evaluating

spoken language. In other words, speaking is probably the most difficult skill to test. Moreover, Thornbury (2015: 76) indicated that including speaking skills in a test is so difficult that it may complicate the testing procedure, both in terms so its practicality and the way assessment criteria can be reliably applied. Khater (1997:50) indicated that speaking is an extremely difficult skill to test. This is due to the following reasons:

- The elements of speaking are numerous and not always easy.
- The examiner of an oral production test is working under great pressure all the time making subjective judgments as quickly as possible.
- In administration, it is difficult to test large number of pupils because of the limited time available.

According to Thornbury (2015) there are many techniques that can be used to assess speaking skills. Some of them are: loud reading, role play, interviews and use of visual materials. Loud reading requires learners to read part of text or a dialogue to examiner. It is used to assess the phonological aspect of speaking. In role play, learners are supposed to use their imagination. They are given written role cards; each card has a person's role in an imaginary social interaction. Learners are asked to speak according to the role specified in their role –card. The examiner observes their response in terms of the whole simulate social context; also, learners are given a set of instruction before the test to know what they are supposed to do.

As for Interviews, they are considered the most common technique for testing the oral performance. It is characterized by involving a direct and face-to-face exchange of information. Interviews can be very easy if

there is a separate room where learners can be interviewed. Finally, when using visual materials, it is possible to test speaking using pictures, diagrams, and maps. Through a careful selection of material, the testers can have control over the use of vocabulary and the grammatical structures required.

Accordingly, it can be assumed that speaking is the most difficult skill to be assessed because it's subjected to teacher's subjectivity in assessing, its nature and teachers teach English language speaking through conventional method which increase students' fears, shyness and anxiety and decrease their motivation. Thus, the researcher is required to utilize an accurate rubric in assessing speaking skills in order to facilitate its evaluation. In addition, students need to be aware of speaking issues and how to enhance their speaking abilities. The development of oral communication abilities is crucial for the growth of literacy as well as for thinking and learning. Students learn a variety of skills through talking, including how to organize their experience and knowledge, identify and solve issues, investigate and come to understand ideas and concepts, and express and clarify their thoughts, feelings, and opinions (Henderson, 2010) and this is the core of intrapersonal intelligence meaning .

Intrapersonal intelligence is one of multiple intelligences which are eight intelligences according to Gardner: Visual-spatial, Linguistic-verbal, Logical-mathematical, Body-kinesthetic, Musical, Interpersonal, Intrapersonal and Naturalistic. Gardner (1983) stated that intrapersonal intelligence (self-smart) refers to having an understanding of one self, of knowing who she/he is, what she/he can do, what she/he want to do, which things to avoid, and which things gravitate toward. Ahmad (2019) referred to intrapersonal intelligence

as the intelligence associated with the awareness and knowledge of oneself, which involves the ability to accurately and vividly recreate a picture of themselves. It is the ability associated with self-knowledge and the ability to act adaptively based on the self- introduction.

Intrapersonal skills consist of five subcategories which constitute the inner world of emotional intelligence (Deutschendorf, 2009). They are emotional self-awareness, assertiveness, self-regard, self-actualization and independence. The first subcategory of intrapersonal intelligence is emotional self-awareness which informs individuals about their thought, emotions, and stimulations. Awareness of our emotion is necessary for individuals to change other areas of life. In line with Bar-On (2002), emotional self-awareness enables individuals to communicate and express their opinions easily through managing their own feelings.

Assertiveness is the second subcategory of intrapersonal intelligence which enables people to assert the emotions, thoughts, and beliefs (Bar-On, 1997). It allows a person to express emotions and present opinions even though his or her view may run counter to the group ideal (Deutschendorf, 2009). Assertive people should respect others' opinions, rights and limitations. They have different ideas, but they do not try to submit another person; in fact, it is a win/win position (Shimoff, 2008). As Kawamoto (2007) stated, influencing the process of communication, assertive skill is a key component for L2 learners. According to Deutschendorf (2009), the main requirement of assertiveness is the awareness of emotions and a good level of self-regard.

Self-regard is the next subcategory of intrapersonal intelligence which enables a person to consider both abilities and disabilities, to see oneself as what he or she is in the real world and to regard both positive and negative points (Bar-On, 1997). According to Deutschendorf (2009), self-regard determines the way people see themselves, their strengths, and weaknesses. Self-regard is directly

related to emotional intelligence; consequently, the higher individuals' self-regard, the higher their emotional intelligence and communicative ability (Dong et.al 2013).

The fourth subcategory of intrapersonal intelligence is self-actualization which paves the way for a person to reach to the feasible desires through activating one's potentiality (Bar-On, 1997). Self-actualization determines what one has attained during the lifetime compared with what one actually wants to achieve (Deutschendorf, 2009). To increase your self-actualization, you should think of the most important things of your life and develop your most basic goals (Carnegie, 1971). In accordance with Adesida et.al. (2011), the concept of self-actualization inclines people to communicate smoothly.

The last subcategory of intrapersonal intelligence is independence. Independent people consult other individuals, but they decide finally (Bar-On, 1997). They always try to direct their own life and destiny. They like to make new decisions and create new way of thinking. They try to consider others' views and use the information provided to them. They are not under the pressure of society; rather, they control their forces and direct them in the right way (Sternberg, 2003).

According to some researchers, e.g., Barman and Roy (2021) , intrapersonal intelligence is related to other concepts like decision – making . It is also related to independence and assertiveness . According to Deutschendorf (2009), independence completely corresponds to assertiveness because it allows the individuals to be courageous, ask for what they want, and insist on their wants. Self-management skills are completely evident in the process of independent learning (Vanijdee, 2016). As a result, independent people can manage their emotions in their interactions. Nelson and Low (2011) talked about self-esteem and stress management as important skills for intrapersonal intelligence. These skills, as Liu

(2009) described, are the ability to handle internal and external individual emotions.

In addition, Campbell and Dickinson (2017) provided the following list of characteristics that may be possessed by a person with a highly developed intrapersonal intelligence as follows:

- a. Aware of his/her range of emotions
- b. Finds approaches and outlets to express his/her feelings and thoughts
- c. Develops an accurate model of self
- d. Motivated to identify and pursue goals
- e. Communicates effectively in verbal and nonverbal ways
- f. Works independently
- g. Curious about “big question” in life: meaning, relevance and purpose

Moran (2019) concluded that intrapersonal intelligence helps students recognize their strengths and weaknesses, which is essential for setting goals. Athletes, coaches, and other professionals use intrapersonal communication to prep-up themselves before major performances. Today, intrapersonal skills are just as important as interpersonal skills. It became clear that intrapersonal intelligence is very important for man in general and especially for a student to have a better education, so it has always been a matter of investigation inside classrooms. Agnesiana (2023) identified the teacher's initiatives to foster students' interpersonal and intrapersonal intelligence during the learning process. The results of the study showed that teachers make learning plans in the form of syllabi and lesson plans, and that they use the right methods, approaches, and media when teaching to foster students' development of their interpersonal and intrapersonal intelligences. The techniques, approaches, and media employed were extremely effective and can aid in students' growth of their interpersonal and intrapersonal intelligence in learning.

In addition , Perez and Ruz (2014) indicated that intrapersonal intelligence helps individuals to make judgments and distinctions between their own thoughts, to build appropriate mental models of themselves and rely on those models when making decisions about their own lives. Facilitates access to his/her inner life, essential to know oneself, allowing self-awareness, self-understanding, self-motivation and control of behavior, emotions and own forms of expression. Although it is difficult to assess the extent to which an individual has more or less developed capacity, you can search for evidence or indication of it in the way the student uses other intelligences, e.g. in how they are able to rely on their stronger points and the degree to which they are aware of their weaknesses, and to what extent they reflect on their decisions and choices that perform. Individuals who possess this intelligence have developed a deep sense of self-confidence and independence and strong will. Following these assumptions in the classroom the students can develop a working method exploiting their strong and weak intelligences, promoting independent learning and increasing their motivation.

According to Shahmohamadi and Hasanzadeh (2011), intrapersonal intelligence has a significant role in promoting second language(L2) learners' learning process and it can be a good predictor of L2 achievement. It enables L2 learners to understand the internal features of the self. Bahgat's (2012) study aimed at determining if the interpersonal and intrapersonal intelligence are significant in language learning. Mean score comparison revealed there was a relationship between these intelligences and language learning. It was also indicated males' intrapersonal and females' interpersonal intelligences helped them outperform their peers in a language test that supported Gardner's treating of personal intelligences as independent.

According to Deutschendorf (2009), knowledge of the inner states

enables people to deal with the others and surroundings. Therefore, an awareness of the inner feelings, motivation, and views is in the heart of intrapersonal abilities (Williams and Burden, 2010). Intrapersonal intelligence leads L2 learners to learn the target language better and enables L2 teachers to improve the given teaching method (Littlemore, 2011). Intrapersonal abilities can support L2 learning by tapping into the intrapersonal talents of L2 learners. So it can be concluded that intrapersonal intelligence is very relevant to learning in general and language learning in particular.

## **Method**

### **1. Participants of the Study**

A total of 60 students :30 males and 30 females participated in the study .They were enrolled in grade 7 in the first year preparatory in the second semester of the academic year 2021\2022 at a governmental school. They were randomly selected from one of Fayoum governmental preparatory schools, namely Dar El Salam preparatory School. The participants had been learning English for a period of 6-8 years.

### **Data collection and analysis**

60 records of 60 students in the first year preparatory responding to the oral performance test and 60 sheets of intrapersonal intelligence scale of the same students were collected and analyzed for the current study. These students were asked to respond to six oral questions in the oral test and 26 statements in the intrapersonal intelligence scale .

### **Instruments for data collection:**

- A scale to measure learners' intra- personal intelligence
- A test to measure learner's EFL oral performance.
- An EFL oral performance scoring rubric to assess the test answers.

### **Construction of the oral performance test**

The oral performance test aimed at assessing students' oral performance .For constructing the test, the researcher:

- Reviewed previous literature related to testing oral performance of EFL students, for example, Thornbury (2015) , Luoma (2014) and Madson (2010).
- Reviewed some international tests designed to test the oral performance of EFL students. These tests are like the ILETS and TOEFL tests.

### **Objectives of the oral performance test**

This test was used to assess students' oral performance.

### **Instructions of the test**

Test instructions were clear and simple so that students can understand them easily. The instructions asked students to listen to each question carefully before starting to answer. The time assigned for the test is (10) minutes. The total mark assigned for the test is (160) marks.

### **Content of the Test**

The test consisted of six questions to assess learners' EFL oral performance skills. Each question required learners to look at pictures and listen carefully to the examiner. The first question was "interviewing the students", learners were asked to answer some questions about their own life. The second question was "description". Students were asked to describe their fathers' physical features, their personalities and the place where they live. The third question was "Shopping", learners were asked to respond to some situations in a clothes shop, a shoe shop, in a supermarket or in a restaurant. The fourth question was "debating", learners were asked to express their opinions, defend them against opposite ones. The fifth question was about "comparing". Learners were asked to compare their school with a school in a picture. The last question was about "comparing", learners were asked to describe their daily routine and compare it with their teacher.

### **Validity of the Test**

To measure the test validity, it was submitted to TEFL professors, assistant professors, lecturers and EFL testing specialists to evaluate

its tasks in terms of content appropriateness and skills measured. Moreover, the jury members were asked to evaluate the test as a whole in terms of: (a) number of tasks and appropriateness to the functions measured, (b) suitability of the tasks to first year preparatory learners' linguistic level and (c) suitability of the test to measure the intended skills. The test proved to be mostly a valid one, as it measured what it was intended to measure in most cases. However, one of the jury members recommended, reducing the number of questions. Another one recommended applying the test through an audio device where the students listen to the question then they answer .A third one recommended reordering some questions, for example, he recommended putting the questions asking about the students' personal information at the beginning of the test.

#### **Internal consistency of the test**

The internal consistency of the test was measured by calculating the correlation between the marks of the speaking skills and the total mark obtained from the pilot test. The researcher used SPSS analysis, version (21), and the correlations were as the following:

Sig level	Correlation with total	Oral performance skills	م
0.01	0.96**	(initiation in the discourse)	1
0.01	0.90**	(generating ideas)	2
0.01	0.97**	(vocabulary)	3
0.01	0.95**	(structure)	4
0.01	0.87**	(pronunciation)	5
0.01	0.79**	(maintaining social functions)	6
0.01	0.88**	(Fluency)	7

The sign (\*\*) means that the skill is significant at (0.01) It was clear from the above table that the correlation between oral performance skills and the total mark of the oral performance test ranged from ( 0.96: 0.88) and all these correlations are statistically significant at (0.01). This shows the internal reliability of the oral performance test.

### **Timing of the Test**

After piloting the test, the researcher specified the time needed for answering the test by adding the time taken by the first student finishing the test to the time taken by the last one, and dividing the whole time by two. The average time needed for answering the test was 20 minutes.

### **Intrapersonal intelligence scale**

#### **Aim of the intrapersonal intelligence Scale:**

The intrapersonal intelligence scale was designed by the researcher with the aim of measuring the intrapersonal intelligence of the first year preparatory learners.

#### **Design of the intrapersonal intelligence test**

Having reviewed a number of studies on intrapersonal intelligence, for example, Gardener (1983) , Ahmed (2019), Campbell and Dickinson (2017) and Deutschendorf (2009). Then he designed an intrapersonal intelligence scale, taking into account the following points:

- Utilizing clear items.
- Utilizing simple and direct items.
- Addressing all skills of intrapersonal intelligence.
- Utilizing items that are positively and negatively worded.

#### **Content of the intrapersonal intelligence Scale**

The scale consisted of 26 items that belong to four main dimensions. These dimensions are: self- knowledge, self –control, adaptability and self- motivation. The researcher defined these dimensions as follows:

##### **Self –Knowledge:**

The ability to be aware of your emotions, your behaviors, your guiding principles, your strengths and your weaknesses

##### **Self-control:**

The ability to control your bad feelings such as your frustrations and to control your temper in order to be socially accepted by people.

##### **Adaptability:**

Building good social and occupational relationships and fitting in an environment through adapting with the changes or the challenges that one may face

### **Self-Motivation**

The ability to find the resources within oneself in order to become and remain motivated.

### **Validity of the intrapersonal intelligence Scale**

After reviewing the related literature; Deutschendorf (2009) , Barman and Roy (2021) , Nelson and Low (2011) , Vanijdee (2003), Epstein ( 2015), Sadiku et.al (2021) , Campbell (2017) , Mowat (2018) and Moran(2019) , the researcher built the scale. It consisted of four dimensions: self- knowledge, self –control, adaptability and self- motivation which were defined operationally. Then, the researcher formulated some statements for every dimension based on their operational definitions.

### **Content Validity**

To ensure the validity of the scale, it was submitted to specialized jury members in the field of curriculum and instruction (TEFL). The jury

members were asked to judge it regarding the following:

1. Relatedness of the dimensions to the general term (intra-personal intelligence)
2. Relatedness of sub-items to each general dimension.
3. Clarity and wording of the statements.
4. The suitability of the scale as a whole for assessing intrapersonal intelligence

The scale was modified according to the jury members' comments and suggestions. Most suggestions were to reduce the number of the statements introduced in each dimension and to introduce them in a more simple language to fit the language level of the participants. Also, they recommended that the researcher should translate the scale for the students into Arabic.

### **Reliability of the intrapersonal intelligence Scale**

For maintaining the reliability of the scale, it was piloted on a group of first year prep students. The current study made use of Cronbach Alpha method to establish the reliability of the scale. The reliability level of the scale as a whole was 83 which is an acceptable level of reliability. The Table below shows the reliability values of the four dimensions of the scale and of the scale as a whole.

dimensions	Correlation coefficient	significance level
Self- knowledge	.089**	0,01
Self -control	.081**	0,01
adaptability	.090**	0,01
Self- motivation	.078**	0,01

### **Administration of the intrapersonal intelligence Scale**

After establishing the validity and reliability of the scale, it was administered to the group on 20<sup>th</sup>, April, 2022. The purpose of this administration was to identify their intrapersonal intelligence level. So, the learners' answers were collected and statistically analyzed.

### **Findings and Discussion**

#### **Statistical analysis**

In this section, the researcher presented the results of the study. The results were displayed in a way that provides answers for the study question; namely:

- Is there a statistically significance relationship between the oral performance and intrapersonal intelligence?

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

Results of the first hypothesis stated that:

“There is a statistically significant relationship between oral performance and intrapersonal intelligence.” For testing the first hypothesis, the researcher calculated (t) value to find out the relationship between oral performance skills and intrapersonal intelligence dimensions.

### **The relationship between oral performance skills and the**

## dimensions of intrapersonal intelligence.

Dim Skills	Self- knowled ge	Self - contr ol	adaptabili ty	Self - motivati on	Intra- personal intelligen ce as a whole
<b>Initiating in the discourse</b>	0.38**	0.78**	0.68**	0.54**	0.48**
<b>Generating ideas</b>	0.36*	0.73**	0.64**	0.535**	0.46**
<b>Vocabulary</b>	0.40*	0.81**	0.70**	0.54**	0.53**
<b>Structure</b>	0.36*	0.82**	0.69**	0.533**	0.58**
<b>Pronunciati on</b>	0.27	0.67**	0.56**	0.38**	0.39**
<b>Maintainin g social functions</b>	0.26	0.60**	0.54**	0.34	0.65**
<b>Fluency</b>	0.45*	0.68**	0.65**	0.57**	0.46**
<b>Oral performan ce skills as a whole</b>	0.39*	0.80**	0.71**	0.55**	0.54**

To validate the hypothesis, the researcher calculated the correlation coefficient between the scores of the participants in the oral performance skills test and their scores in the intrapersonal intelligence scale. The researcher also calculated the Pearson correlation coefficient, where the value of the correlation coefficient between them was (0.54\*\*), which is a significant one at the level of (0.01). This indicates that the relationship between oral performance

skills and intrapersonal intelligence is a positive correlation at (0.01) level. In addition, the table shows that the strongest relationship between the oral performance skills as a whole and the individual dimensions of intrapersonal intelligence is with self –control (0.80\*\*). This means that when EFL learners' self-control increases, their oral performance is increased as well. and the weakest relationship is with self –knowledge (0.39\*). The table also shows that the strongest relationship is between structure skill and self -control ( 0.82\*\*) while the weakest relationship is between maintaining social functions skill and self-knowledge (0.26)

In Addition, the table shows that the strongest relationship between initiation in the discourse skill and the dimensions of intrapersonal intelligence is with self –control (0.78\*\*) while the weakest relationship is with self- knowledge (0.38\*\*). As for the relationship between generating ideas and dimensions of intrapersonal intelligence, the table shows that the strongest relationship is with self – control (0.73\*\*) and the weakest one is with self- knowledge (0.36\*). As for the vocabulary skill, the strongest relationship is with self - control (0.81\*\*) while the weakest one is with self – knowledge (0.40\*) For the structure skill, the strongest relationship is with self – control (0.82\*\*) while the weakest one is with self-knowledge (0.36\*) . For the pronunciation skill, the strongest relationship is with self-control (0.67\*\*) and the weakest one is with self –knowledge (0.27). For the maintaining social function skill, the strongest relationship is with self -control (0.60\*\*) while the weakest one is with self-knowledge (0.26). For the fluency skill, the strongest relationship is with self - control (0.68\*\*) while the weakest one is with self-knowledge (0.45\*)

On the other hand, the table shows that the strongest relationship between the intrapersonal intelligence as a whole and the individual skills of oral performance is with maintaining social functions (0.65\*\*). The weakest relationship is with pronunciation (0.39\*\*)

**Discussion:**

The present study aimed at investigating the relationship between oral performance and intrapersonal intelligence of EFL First year preparatory students. The results of the study revealed that there is a positive relationship between oral performance and intrapersonal intelligence.

These results are in accordance with Rizqiningsih and Hadi's (2019) study , which asserted that multiple intelligences-based Instructions have affected speaking skills EFL students .They developed a multiple intelligences-based program to enhance the speaking skills paying due attention to the individual differences among students. The sample of the study consisted of sixty fourth-year perspective students of English. The Quasi- experimental research design was used in the study as the researcher used the one group post-test to assess the usefulness of using this approach. Results of the study proved the effectiveness of Multiple Intelligences-(MI) On Developing Speaking Skills of the 9 th Grade Students' of MTs Al-Ihsan Jakarta Barat.

The results also come in line with the study of Afshar and Rahimi (2016) which tried to investigate the relationship among reflective thinking, emotional intelligence which is similar in its core to intrapersonal intelligence ( Goleman (1995), defined emotional intelligence as “abilities such as being able to motivate oneself and persist in the face of frustration, to control impulses and delay gratification; to regulate one’s moods and keep distress from swapping the ability to think; to emphasize and to hope”, ) and speaking ability of English as a Foreign Language. 150 Iranian EFL university students majoring in English language were randomly selected as the participants of the study who completed the Reflective Thinking Questionnaire (RTQ) developed by Kember et al., (2000), filled out the Bar-On (1997) emotional intelligence questionnaire and sat an interview, the results of which were checked against IELTS

Speaking Skill Test descriptor. The results of multiple correlation analyses indicated that there was a significant positive association among: a) reflective thinking, emotional intelligence, and speaking ability, b) all fifteen components of emotional intelligence and speaking ability, c) all fifteen components of emotional intelligence and reflective thinking of participants. Furthermore, the results of multiple regression analyses indicated that both reflective thinking and emotional intelligence significantly predicted speaking ability with the latter being a stronger predictor.

In addition , Genç, et.al.'s, (2016) examined the role of emotional intelligence in second language learning and its effect on productive language skills: speaking and writing. At the end of the academic year, 150 students from different disciplines of the university and studying English as a foreign language in the School of Foreign Languages were asked to complete the Emotional Intelligence Inventory (EQ-i). Collected data were matched with the students' academic scores in speaking and writing. Predicting foreign language learning success from emotional intelligence variables produced divergent results. When EQ-i variables were compared in groups (successful vs. unsuccessful) who had achieved very different levels of academic success and scores in different skills, foreign language learning was strongly associated with several dimensions of emotional intelligence. After calculating each participant's emotional intelligence scores and their success in speaking and writing skills, their scores were compared to the variables selected for the study and each other. A positive and close relation between EQ and foreign language proficiency could be drawn out according to the results.

Also the results are in accordance with the study of Syahri, et.al., (2017). This study was aimed to investigate the evidence about intrapersonal intelligence, learning styles, and self-confidence to speaking ability. The population of this study was all the second semester students of English Education Study Program of PGRI University of Palembang

with the total of 60 students. To collect the data, there were two kinds of instrument used. The first instrument was questionnaire used to collect the data of students' intrapersonal intelligence, learning styles, and self-confidence. The second instrument was a speaking test to collect the data of students' speaking ability. And the result indicated, there was significant correlation between intrapersonal intelligence and speaking ability with the correlation coefficient (r) was .965, between self-confidence and speaking ability it was also shown that the level of correlation was high category (r) .989, but there was not any significant correlation between learning styles and speaking ability with the correlation coefficient (r) was -.112. There were significant correlation among intrapersonal intelligence, learning styles, and self-confidence on speaking ability with the level of correlation analysis was in positive category (r) .991. The result suggested that intrapersonal intelligence, learning styles, and self-confidence significantly correlate with speaking ability. Similarly , Adityas (2016) assured that language competence can be achieved by developing students' intelligences .

### **Conclusion and implications for practice**

It was argued in this study that English language teachers should utilize better approaches, activities and methods during teaching speaking in order to improve students' oral performance skills and their intrapersonal intelligence. They should provide students with several useful speaking activities and techniques that would assist in promoting their English speaking sub-skills and their intrapersonal intelligence. Additionally, they should select the most enjoyable and attractive ways for teaching to create stress-free learning contexts for students to participate in the class activities. In order to achieve this, teachers must be well-trained in identifying students' oral performance skills and they must have the ability to use effective teaching strategies and activities that best treat these linguistic deficiencies. Also, they must focus on the techniques that highly

concentrate on the speaking and students- centered-approach .Furthermore, teachers should expose their students to authentic speaking tasks that will help them expand their vocabulary and speak well.

### **Suggested topics for further research:**

- Investigating the relationship between writing skill and intrapersonal intelligence.
- Investigating the relationship between oral performance and other intelligences like interpersonal intelligence or other types of intelligence.
- Investigating the relationship between oral performance and intrapersonal on EFL students of the other stages: primary or secondary stages.

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### مستخلص الدراسة :

هدفت الدراسة الحالية إلي تقصي العلاقة بين الذكاء الضمن شخصي لدي المتعلمين الصغار الدارسين للغة الانجليزية كلغة أجنبية وأدائهم الشفهي وقد تضمنت عينة الدراسة (60) طالبا وطالبة في الصف الاول الاعدادي في الفصل الدراسي الثاني للعام الدراسي 2022\2023 في مدرسة حكومية في محافظة الفيوم وقد إستجاب طلاب العينة إلي اختبار شفهي ومقياس للذكاء الضمن شخصي تم تصميمهما عن طريق الباحث وأشارت نتائج الدراسة إلي أن هناك علاقة إيجابية بين الذكاء الضمن شخصي والأداء الشفهي وطبقا لتلك النتائج فقد اقترحت الدراسة بعض التوصيات والتطبيقات التربوية التي ربما تساعد معلمي اللغة الانجليزية كلغة اجنبية أثناء تدريسهم للأداء الشفهي لطلاب المدارس الاعدادية.

**الكلمات المفتاحية:** الأداء الشفهي , الذكاء الضمن شخصي