

The Effect of Linguistic Intelligence-Based Activities on Iraqi EFL Learners' Speaking and Reading Abilities: A Case Study of Diwanniaya¹

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ABSTRACT

According to Khaydarova Nigina & Ganiyevna Muhammed Muhsin (2019), "The English language has become an international language. Among nations, it serves as a lingua franca. It is spoken, learned, and understood even in those countries where it is not a native language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism, etc. All our software development today, the communication facilities available to us through the internet, our access to a variety of websites, are all being carried out in English" (P. 60).

"Most of the research works are conducted and compiled in English" (Ishrat Aamer Qureshi, 2017, p. 2). "Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today" (ibid).

INTRODUCTION

According to William Fernando Muñoz (2019, cited by Pavesi, Bertocchi, Hofmannová, & Kazianka,) "The process of teaching and learning a foreign language has always been complicated for students and, consequently, teachers must seek solutions to this situation, trying to design meaningful and motivating learning situations through various educational methodologies. Education is always changing teachers must be very well prepared to be competent in order to help in a positive way in this field. The actualization of knowledge, training courses is also an important aspect for people who work in educational systems, the use of new methodologies, strategies will improve learners to learn and apply in a spoken interaction through a second language(L2)" (p. 3).

According to Melissa Kelly (2019) "Linguistic intelligence, one of Howard Gardner's eight multiple intelligences, involves the ability to understand and use spoken and written language. This can include expressing yourself effectively through speech or the written word as well as showing a facility for learning foreign tongues. Writers, poets, lawyers, and speakers are among those that Gardner sees as having high linguistic intelligence" (p. 2).

"Linguistic intelligence is directly related to language abilities, including speaking and reading" (M. Ahmadian, & S. Hosseini, 2012, p. 2). "One's ability to express ideas or thoughts is also influenced by linguistic intelligence. Linguistic intelligence is the ability owned by individuals involving one's intuition towards the spoken and written language, ability to learn the language, and ability to use the language in order to achieve particular goals" (H. Gardner 1993, p. 2).

Gardner, H. pointed out (2003) "Linguistic intelligence is one element of compound intelligence. In daily activities, linguistic intelligence is one of the important intelligence. because linguistic intelligence is related to oral

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and written abilities" (p. 2). Rohman, A. (2011) states that "Linguistic intelligence is the ability of learners to use words effectively, both verbally and in written form" (p. 2). Armstrong, T. also notes (2005) "Linguistic intelligence is the ability to use words effectively" (p. 2).

According to Arni et al., (2020, p. 2) "Basically, all students from birth have all kinds of intelligence, but only one or two kinds of intelligence develop better. The development of student intelligence can be influenced by genetic and environmental factors so that each student has a different intelligence".

Cherry, Kendra (2019) states that "Individuals with developed linguistic intelligence usually enjoy writing and are expressive when they note down what's on their minds. They pay attention to detail, easily understand grammar, and have a rich vocabulary. Furthermore, they are constantly searching for knowledge and new reading materials which they thoroughly enjoy. Most individuals with a high level of linguistic intelligence enjoy word games such as Scrabble or crosswords and like playing with words and creating rhymes" (p. 3).

Cherry, Kendra adds that "They also tend to have a good memory and easily remember trivia facts and quotes. Seeing as they're always searching for new knowledge, they like to learn new languages and are quite good at it. Also, they are usually very good speakers and have the ability to explain, analyze and interpret things without difficulties" (ibid).

Greycaps (2018) mentions that "The main benefit associated with linguistic intelligence is the ability to communicate with ease. Communication is the key when it comes to connecting with other people in your surroundings" (p. 30). He also says that "Linguistic intelligence promotes language learning as a valuable tool because it helps you learn new things" (ibid). "When learning a new language, you need to learn the phonetics of the language, syntax, and semantics. Since there is always something new to learn, language learning keeps your brain busy and healthy" (ibid).

He adds that "Learning a language strengthens your communication skills which are beneficial when it comes to developing social and public speaking skills. When you read a lot you inevitably enrich your vocabulary and strengthen your ability to explain or convey messages. When it comes to reading in or learning foreign languages, they give you the ability to spot similarities and differences in word use, thus sharpening your analytical skills. These are helpful in many professions - such as law, HR, education, etc" (ibid).

According to William Fernando Muñoz (2019 cited by Ministry-of-Higher-Education-and-Scientific-Research, 2015) states that "Speaking is a productive skill that combines the use of language to communicate with others. In fact, Speaking is one of the language skills that arise from the process of interaction of individuals or some oral intervention showing that the individual has acquired skills in the development of a language" (p. 35).

He says that "In order to define speaking it is very important to take into consideration that this skill is a productive one" (p. 36). According to Anonymous (cited by William Fernando Muñoz, 2019), speaking is a skill that deserves attention in foreign language learning. It is important to have in mind that this skill is more challenging than it seems since it is more than just pronouncing words. It also involves interactive situations in which one listens and speaks having the chance to ask for clarification or repetition" (p. 36).

According to Hulya Kucukoglu (2013), "Reading is a lifelong skill to be used both at school and throughout life" (p. 709). According to Anderson, Hiebert, Scott, & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost (1985). Despite its importance, reading is one of the most challenging areas in the education system. The ever-increasing demand for high levels of literacy in our technological society makes this problem even more pressing (Snow, Burns, & Griffin, 1998).

Hulya Kucukoglu also added that "When we read something, the purpose is to try to understand what the intention is. When dealing with reading, we encounter two layers of reality: one that we can see and one that we cannot see. Therefore, the purpose of reading is to make the invisible layer, the underlying meaning, visible and clear" (p. 710). Teale asserts that "the goal of all readers should be to understand what they read" (2004, p. 92).

The Researchers like Block & Israel (2005), show "good readers are actively involved with the text, and they are aware of the processes they use to understand what they read. Teachers can help improve student comprehension through the instruction of reading strategies. Predicting, making connections, visualizing, inferring, questioning, and summarizing are strategies shown by research to improve reading comprehension" (p. 710).

Other researchers like Duke & Pearson (2005), declared that to facilitate reading, "It is important to teach the strategies by naming the strategy and how it should be used, modeling through the think-aloud process, group practice, partner practice, and independent use of the strategy" (p. 710).

According to the importance of speaking and reading skills in the education system and learners' English learning and their relation to linguistic intelligence the main aim of this research is to investigate whether Linguistic Intelligence -Based Activities have a significant effect on Iraqi EFL Learners' Speaking and reading Abilities or not. The researcher's purpose is to declare whether there is any significant relation between Linguistic Intelligence -Based Activities and Iraqi EFL Learners' Speaking and reading Abilities not.

The statement of the problem

As the name implies, linguistic intelligence is directly related to language abilities, including speaking and reading. In order to be able to communicate well, one's must comprehend the four basic skills of languages comprising listening, reading, speaking, and writing. According to Iis Kurnia Nurhayati & Siska Noviaristanti & Tonda Priyanto (2015) "One's ability to express ideas or thoughts is also influenced by linguistic intelligence. Linguistic intelligence is the ability owned by individuals involving one's intuition towards the spoken and written language, ability to learn the language, and ability to use the language in order to achieve particular goals" (p. 2).

Speaking and reading are essentially social acts, means of communication, especially when it comes to speaking and reading in a second or foreign language. Yet for English as a foreign language learner, speaking is an important skill for communication, and reading is an essential reinforcing language skill. Speaking and reading skills are prominent in life, yet many students, in Iraq do not master the skill. The problems identified among EFL learners are (1) students' lack of ability in developing speaking skills, and (2) students' lack of ability in reinforcing reading skills.

Related to the statement above, it is vitally important to develop foreign language speaking and reading abilities and their own right and to consider all the traits that affect speaking and reading empower it. In fact, speaking and reading are some of the productive skills along with writing; those are among the important skills and there are a lot of cognitive and mental factors that may affect speaking and reading ability. Furthermore, since speaking is the only verbal way to communicate between people, if people use a wrong phrase in their conversation it can be misunderstood the messages by the audience. As such, the major concern of this study is to determine the degree of correlation among the Iraqi EFL learners' speaking and reading skills performance, and linguistic intelligence based-activities. The aim is to highlight the necessity of taking individual differences into consideration in speaking and reading skills.

The significance of the study

If it turns out that these linguistic intelligence based-activities have any positive relationship with EFL learners speaking and reading ability, there would be a new trend to help the EFL learners improve and develop their speaking and reading skills.

Research Questions

Major research questions

Thus, to address the targets of the current study, the following research questions will be considered.

Q 1: Do Linguistic Intelligence-Based Activities have any statistically significant effect on the Speaking Abilities of EFL Iraqi learners?

Q 2: Do Linguistic Intelligence-Based Activities have any statistically significant effect on the Reading Abilities of EFL Iraqi learners?

Q 3: Is there any relationship between EFL learners' linguistic Intelligence-Based Activities and their Speaking and Reading performance?

Research Hypotheses

H01: Linguistic Intelligence-Based Activities have a statistically significant effect on the Speaking Abilities of EFL Iraqi learners.

H02: Linguistic Intelligence-Based Activities have a statistically significant effect on the Reading Abilities of EFL Iraqi learners.

H03: There is a positive relationship between EFL learners' linguistic Intelligence-Based Activities and their Speaking and Reading performance.

(De) Limitations of the Study

In the current study, some limitations will be observed. The first limitation of this study is related to participants, the population of who the participants took part in this study were only 40 learners' English language learning who study English in public schools of Baghdad.

The second limitation of this study is related to the pandemic Coronavirus situation therefore, it is the most important factor that limited this study. This study cannot be generalized for all learners. Although the sample size will sound to be satisfactory for this study, a larger sample size would have allowed the participants' scores to be representative of the population.

The study took place at public schools in Baghdad, Iraq. Data collected from this group may not be able to be generalized to the population and therefore may not represent other areas of the country. This study is restricted by time.

Operational definition of Key terms

Linguistic Intelligence: According to McKenzie, (2005) Linguistic intelligence includes "(1) phonology, namely the ability of learners in issuing, imitating, or using the language sounds, (2) morphology, the ability of learners to acquire vocabulary, choose a vocabulary word that is appropriate, and develop it into a combination of morpheme and word, (3) syntax, the ability of learners in arranging acceptable phrases, clauses, and sentences, either a simple sentence which consists of only one subject and one predicate and also informing complex sentences with correct language structure, including the ability to arrange simple essay in discourse with elements of cohesion and coherence in constructing ideas" (p. 44).

Speaking Abilities: "Speaking is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking" (Burns & Joyce, 1997, p. 30). According to Shaimaa Abd El Fattah Torky (2006, p. 30) "Speaking is defined as people expressing themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language." She states also "In other words, people are required to show mastery of the following sub-competencies/ skills" (ibid):

Linguistic competence: "This includes the following skills:

- a). Using intelligible pronunciation.
- b). Following grammatical rules accurately.
- c). Using a relevant, adequate, and appropriate range of vocabulary" (ibid).

Discourse competence: "This includes the following skills:

- a). Structuring discourse coherently and cohesively
- b). Managing conversation and interacting effectively to keep the conversation going" (ibid).

Pragmatic competence: "This includes the following skill:

- a). Expressing a range of functions effectively and appropriately according to the context and register" (ibid, p. 31).

Fluency: "This means speaking fluently demonstrating a reasonable rate of speech" (ibid).

Reading Abilities: Reading is a perceptual and exploratory skill in which the reader receives and decrypts the text of the author's message. On the other hand, the author forces his knowledge to write a text, on the other hand, the reader tries to recreate the author's message as much as possible (Bostanfar and Hashemi, 2010). Reading is also an actionable skill because the process of producing a message is not done by the reader. In fact, reading skills require an active mental process to communicate. Certainly, the purpose of reading a text or receiving the message in it or to recreate the meaning of the author (Irwin & Baker, 1989).

LITERATURE REVIEW

Overview

This current study is based on the following definition of terms: Firstly, group teaching method, secondly, the effect of group teaching on English language learning of learners, thirdly, the effect of group teaching on learners' motivation. In The following section, the related previous studies will be explained.

Linguistic intelligence

The definition of language according to van der Putten (2010) is "a communication tool that consists of words and is governed by a device and the convention, as well as identified by a group of users in a given geographic area referring to the users themselves. Thus, basically, language or linguistics (linguistic) cultures have social entities" (p. 43).

According to Van. Der. Putten (2010), in one of his research on language dialect of the archipelago, noted "I believe that almost the entire region in the archipelago has a language dialect and the intonation variety: ranging from traditional-sounding up and down sound, until the pitch which sounds like angry or barely inaudible because of the subtlety of the intonation. Mbok-mbok (an elder female) in Beringharjo market who is speaking with a Mekongganese (native peoples who inhabited the area of Mowewe, Watupute, Southeast Sulawesi) will be startled because the language intonation was rough and also the dialect was unknown by the elder. This situation is often described by a friend who came from Java. He said that we spoke with just two people, but it sounded like talking to five people. This condition may be influenced by the environment (the mountain and the sea) as well as the culture of the ancestors of the inhabitants which has happened since the nomadic period (not settled)" (p. 43).

Nur Ihsan Hali (2017) in her study states that Van. Der. Putten (2010) says " Every culture offers a taste of variety against the ability to use language such as Indonesia vernacular languages, Arabic, Chinese, French, Japan, English, and also language for sciences which require special ability to use it properly and correctly. In fact, not everyone is able to use it properly in conveying the ideas logically and also well structured, moreover in public. Those who have word power, the ability to arrange words, the ability to deliver a speech in public, and the ability to write are considered to have the potential of linguistic intelligence" (pp. 43-44).

"In children's lives, the role of language is very crucial in the effort to educate children's lives" (ibid). "Even language is seen as a social activity; children use language skills to build friendships, compromise, negotiate, and solve problems encountered among them" (ibid). "Language also plays an important role because it is always associated with various aspects of child development and emotional development for most novice children" (p. 44).

Gardner (1999, p. 43) says that "language is a special early example of human intelligence". "It includes language intelligence process quality left brain and right brain, both in language within the meaning of linear and in a holistic sense. Language intelligence then appears to be a combination of various different systems such as expression of gestures, intonation, and cognitive ability to name and classify the sentence description" (ibid).

Lane (2009) points out in his article "Thus, a child who has high language intelligence will be able to talk well, to make a funny joke, to write better than other average children who are the same age as him, to have a good memory of remembering names, places, dates, and other information than children in general, to like word games, to like reading a book, to appreciate poetry and word games, like to hear the story without looking at books, to communicate thoughts, feelings, and good ideas, to listen and respond to sounds, rhythms, color, variety of spoken words" (p. 3).

Kwok-Cheung, (2009, p. 10) views that "a child who possesses a language more than other kids likes to imitate the sounds of the language, read and write, learn to listen, read, write and discuss, listen effectively, understand, summarize, interpret, explain new work by writing or oral penchant communication. They also often ask many questions, are happy to talk, have a lot of vocabulary, love to read and write, understand the function of language, and be able to speak about language skills. To add, this intelligence is considered very valuably in the learning process because it matches the traditional ways of teaching in the classroom."

Speaking Abilities:

Shaimaa Abd El Fattah Torky (2006) noted in his research “There are two main approaches to define speaking, the bottom-up and the top-down approach” (p. 33). Explaining the bottom-up view, Bygate (1987, pp. 5-6) points out that “traditionally the focus in speaking was on motor perceptive skills. Within this context, speaking is defined as the production of auditory signals designed to produce differential verbal responses in a listener. It is considered as combining sounds in a systematic way, according to language-specific principles to form meaningful utterances.”

“In terms of teaching speaking, we should start with teaching the smallest units- sounds and move through mastery of words and sentences to discourse” (Cornbleet & Carter, 2001, p. 18). “The problem of bottom-up and the top-down approach is that it overlooks the interactive and social aspects of speaking, restricting it only to its psychomotor sense. Moreover, it is hard to ensure a satisfactory transition from supposed learning in the classroom to real-life use of the skill” (Shaimaa Abd El Fattah Torky, 2006, p. 33).

Alternatively, Bygate (1998, p. 23) advocates adopting “a definition of speaking based on interactional skills which involve making a decision about communication. This is considered a top-down view of speaking.” Adopting this view, Eckard & Kearny (1981), Florez (1999), and Howarth (2001) define speaking as “a two-way process involving a true communication of ideas, information, or feelings. This top-down view considers the spoken texts the product of cooperation between two or more interactions in shared time, and a shared physical context.”

“Thus, proponents of this view suggest that rather than teaching learners to make well-formed sentences and then -putting these to use in discourse we should encourage learners to take part in spoken discourse from the beginning, and then they will acquire the smaller units” (Nunan, 1989, 32).

Burns & Joyce (1997) and Luoma (2004, p. 2) define speaking as “an interactive process of constructing meaning that involves producing, receiving, and processing information.” They also added that “Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations can be identified” (ibid, p. 34).

According to Shaimaa Abd El Fattah Torky (2006, p. 34) “speaking is defined as the learner's ability to express himself/herself orally, coherently, fluently, and appropriately in a given meaningful context.”

Types of speaking

According to Shaimaa Abd El Fattah Torky (2006, p. 34), there are three kinds of speaking as follows.

a. Speaking is face to face:

“Most conversations take place face to face which allows speakers to get immediate feedback, i.e. Do listeners understand? Are they in agreement? Do they sympathize” (Cornbleet & Carter, 2001, p. 16)? “Thus communication through speaking has many assets, such as facial expressions, gestures, and even body movements. Speaking also occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication” (El Menoufy, 1997, p. 10, Widdowson, 1998 & Burns, 1998).

b. Speaking is interactive:

“Whether we are speaking face-to-face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments, with no undue gaps or everyone talking over each other” (Bygate, 1998, p. 30 and Cornbleet & Carter, 2001, p. 27). “Turn-taking, the main feature in interaction, is an unconscious part of normal conversation. Turn-takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in a conversation between people of different cultures and languages” (Mc Donough & Mackey, 2000, p. 84).

c. Speaking happens in real-time:

“During conversations, responses are unplanned and spontaneous and the speakers think on their feet, producing language which reflects this” (Foster et al., 2000, p. 368). “These time constraints affect the speaker's ability to plan, organize the message, and control the language being used. Speakers often start to say something and change their mind midway; which is termed a false start. The speaker's sentences also cannot be as long or as complex as in writing. Similarly, speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves” (Miller, 2001, p. 27). “This implies that the production of speech in real-time imposes pressures, but also allows freedoms in terms of compensating for these difficulties. The use of formulaic

expressions, hesitation devices, self-correction rephrasing, and repetition can help speakers become more fluent and cope with real-time demands” (Bygate, 1987, p. 21; Foster et al., 2000 and Hughes, 2002, p. 76). Actually, exposing students to these spoken discourse features facilitates their oral production and helps them compensate for the problems they encounter. It also helps them sound normal in their use of the foreign language.

2.3 Reading Abilities:

Reading is one of four skills in English learning such as listening, speaking, writing. Reading can be considered as a way that when readers read a book, newspaper, or text they can find a new window to this world.

Reading should be used not only as a source of information but also as a tool for the development of language knowledge (Jung, 1993). Behind reading, there are different purposes that a reader can have.

As Jung mentioned (1993) when the purpose of reading by the readers change, so will the way they read. For example, the method of reading a poem is different from the method of reading the words of the charter. People study the instructions for using a kitchen appliance more carefully than a famous novel.

Therefore, reading a text is not just to improve the pronunciation of words, grammar tips, or vocabulary but also reading skills it is equal to the definition, reading the text along with comprehension. In fact, a text is read to understand the message, not to expand the reader's vocabulary (Fatemeh Hemmati, Ali Asghar Ahmadi Shokooh, Ruhollah Turki, 2012).

According to Fatemeh Hemmati et al., (2012), there are four types of reading, such as Superficial reading, Overview, Intensive reading, Extensive reading,

Superficial reading

Superficial reading occurs when readers read a text in order to identify the main ideas of the text. (Blanton & Wood, 1984)

Overview

The overview is also used to find specific information in the text. (Blanton & Wood, 1984)

Intensive reading

Intensive reading also occurs when finding the details and fully understanding the text is one of the main goals of reading. (Blanton & Wood, 1984)

Extensive reading

Extracting the general meaning of the text is also one of the purposes of Extensive reading. (Blanton & Wood, 1984)

Empirical studies on the Linguistic Intelligence-Based Activities

Charles Spearman, a British educational psychologist, who was influenced by Thorndike's view of intelligence and inspired by the IQ test designed by Binet and Simon in 1923, formed a new idea known as the general factor, or "g" factor. Then, he designed some tests for measuring intelligence in a more scientific way (Gardner, 1983). Later on, Jean Piaget (1952) with his cognitive model of stages, divided human intelligence into two parts: “operative intelligence which explains how the world is understood, and figurative intelligence which is responsible for the representation of reality” (Piaget & Inhelder, 1973, p. 3). In 1983, Gardner criticized the traditional IQ tests as being inadequate to account for all aspects of human intelligence. Instead, he proposed several bits of intelligence to be at work simultaneously, and thus changed the perception that intelligence is a single construct to what he called Multiple Intelligences (MI) theory. Gardner (1983, 1985) also proposed that all intelligence could be enhanced through training and practice. Based on Gardner’s (1983, p. 12) MI theory, “each intelligence has to satisfy a range of criteria in order to be accepted as an independent intelligence.” The criteria are as follows:

- The potential for isolated breakdown of the skill through brain damage;
- The existence of savants, prodigies, and other exceptional individuals with this ability;
- Supports from psychological training studies and from psychometric studies, including correlations across tests;
- Evolutionary history and evolutionary plausibility;

- A distinct developmental history culminating in a definable set of end-state performances;
- Having an identifiable core operation or set of operations;
- Ability to encode in a symbol system (e.g., language, mathematics, picturing, or musical notes);
- Being autonomous and independent. That is, the scores gained from a psychometric test in a single intelligence do not closely correlate with scores obtained from other intelligence. This indicates that intelligence is independent (Gardner, 1985).
 - The existence of roles that foreground intelligence in different cultures (Gardner, 1983). Gardner admitted that the criteria are somewhat flexible. Some intelligence "might have met all criteria, but were discarded because they were not highly valued within cultures" (cited in Visser et al. 2006, p. 488). Regarding these criteria, Gardner suggested and identifies eight bits of intelligence in his MI theory; they are as follows:
 - Linguistic/Verbal Intelligence: Gardner (1995) refers to this ability as the intelligence of words since it is mainly concerned with written and spoken forms of language and language use.
 - Logical/Mathematical Intelligence: This intelligence is mainly concerned with numbers and science, and shapes a main part of the IQ test content. It involves skills in calculations, logical reasoning, and problem-solving.
 - Musical/ Rhythmic Intelligence: This includes sensitivity to pitch, rhythm, and the emotional aspects of sound as related to the functional areas of musical appreciation, singing, and playing a musical instrument.
 - Kinesthetic/ Bodily Intelligence: This intelligence highlights the ability to use one's body in different ways for both expressive activities (e.g. dance, acting) and goal-directed activities (e.g. athletics, working with one's hands).
 - Spatial/ Visual Intelligence: It consists of the ability to perceive the visual world accurately and to perform transformations and modifications upon one's own initial perceptions through mental imagery.
 - Naturalistic intelligence: This intelligence enables the individual to identify the natural phenomena, categorize them, and satisfy his/her curiosity about them through observations and understanding the relationships between natural phenomena.
 - Interpersonal and Intrapersonal Intelligence: These are presented as separate but related functions of the human brain. They are described as two sides of the same coin, whereas intrapersonal intelligence gives emphasis to self-knowledge, interpersonal intelligence involves understanding other people. In fact, these two bits of intelligence do not easily give themselves to objective observations. Gardner (1999) equals emotional intelligence with a combination of these two.

Gardner (1983) proposes LI as the intelligence of using words appropriately to make meaningful written and spoken forms of language. To him, LI is "the capacity to follow rules of grammar, and, on carefully selected occasion, to violate them" (p. 77). This intelligence emerges early in life and involves a number of inseparable elements including the ability for doing syntactic analyses, gaining literacy, and language learning (Gardner. 1993). Linguistic and logical-mathematical intelligence is most often associated with academic accomplishment. The former is also important for providing explanations and descriptions. Gardner (1999) describes a poet as "a person who is endowed with a high level of linguistic ability. Convergent aspects of LI assessed by standard intelligence tests include vocabulary and reading comprehension" (p. 5). Activities that require both LI and logical intelligence and different thinking styles include storytelling, persuasive speech, and creative writing. Since LI is one of the two parameters of IQ tests, it has been extensively the subject of assessment. Brauldi (1996) argues that "this kind of intelligence cannot be of much use if it is not combined with other intelligence" (p. 5). In addition, because of this, LI instruction alone would be insufficient, since the words are in need of being connected with concepts and ideas. Thus, according to Brauldi, teaching LI should be combined with teaching other intelligence at the same time. Armstrong (2002, 2003) recommends several activities, in classrooms, such as brainstorming on topic, tape-recording, journal writing, diary writing, and storytelling that are likely to aid learners to improve, enhance, and reinforce this intelligence. Laughlin (1999) mentions the characteristics of a person with well-developed LI as:

- "Listening and reacting to the sound, rhythm, and variety of the spoken words;
- Learning through listening, reading, writing, and discussion;
- Listening effectively, understanding, paraphrasing, interpreting, and remembering what has been said;

- Reading and speaking effectively, understanding, summarizing, interpreting or explaining, and remembering what has been read;
- Having the ability to learn other languages and use language skills like listening, speaking, writing, and reading to communicate and persuade others” (p. 2).

METHODOLOGY

Overview

The present chapter is going to provide a detailed description of the steps taken for conducting the study. In this section participants and setting, instrumentation, procedure, planned data analyses, and study design are discussed.

Study design

This study is a quasi-experimental research design. To analyze the data, the first normality of data will be checked. To summarize and explain the sample data, descriptive statistics will be applied. They show the number of participants involved in the analysis, the minimum and maximum ranking, the mean difference for each variable's presented portions, and the standard deviation for each variable. Several statistics will be chosen to answer the research questions.

There are three variables in this study. linguistic intelligence based-activities is the first variable, learners' speaking ability is the second variable, and the third variable is learners' reading ability.

Participants and setting

The population selected for this experimental study will be students of high school in Baghdad. This school is a state sample school. The students in this state school are selected among sixty students taking an entrance exam. The students are all female. 40 students will participate.

Two groups of 20 students each will be selected. One group will be assigned as experimental and one as a control group. The teacher-made test to measure learners' language skills will be prepared for use in this study as a pretest and posttest. Then the validity and reliability will be calculated. This study is going to run in 2022.

Instruments

The following instruments are employed by the researcher to gather the necessary data:

Experimental group: linguistic intelligence based-activities

Students are divided into two experimental and control groups. In the experimental group, linguistic intelligence based-activities are implemented and in the control group, the non-linguistic intelligence activities are implemented in the classroom and students are familiar with it.

Pre-test of English and post-test English

In this study, first, a pre-test exam is taken from both experimental and control groups to measure learners' speaking and reading abilities.

Procedure

The participants are acquainted with the purpose of the study from the beginning.

A total of 40 female Iraqi EFL learners studying at a public school in Baghdad, aged 15-18, were selected from a pool of 60 ones and asked to participate in the study. They were homogeneous in their language proficiency level.

A pretest, the Path exams assess the ability to receive information (reading skill) and provide information (speaking skill), will be carried out for both groups. The participants will be assigned as control and experimental groups randomly. Then Linguistic Intelligence-Based Activities will be applied to the experimental group.

In the control group, the students will have non-linguistic intelligence Activities that they experience before. After eight weeks of the experiment, a post-test will be carried out to see whether Linguistic Intelligence-Based Activities have more effect on speaking and reading abilities for Iraqi learners or not.

Data Analysis

The data will be obtained from the experimental Linguistic Intelligence-Based Activities group, and the participants' performances on the tests (pre-test and post-test) will be scored in order to test the research hypotheses. Different statistical analyses will be applied for comparing the results of the two groups to see if there are any significant relationships between the variables. The tests of learning language learners are quantitative data. Qualitative data are obtained from the semi-structured interview.

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