Relationship Between Iranian Intermediate EFL Learners' Interpersonal and Intrapersonal Intelligences and Their Speaking Skill

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Abstract

This study aimed to investigate the relationship between Iranian EFL learners' interpersonal and intrapersonal intelligence and their speaking ability. To achieve this aim, 30 Iranian EFL learners whose level of proficiency was intermediate participated in this study. The participants' general English knowledge was measured via Oxford Quick Placement Test (OQPT). The placement test revealed that all participants were intermediate learners and homogenous. The other instruments of the study were the Multiple Intelligences Inventory and the speaking test. After evaluating the participants' general English knowledge, the speaking test was given to them. After collecting the speaking tests' results, the questionnaire was distributed among the participants, and they were requested to answer all the items in it carefully and honestly. The Pearson correlation coefficient test was used to show the relationship between the participants' interpersonal and intrapersonal intelligence and speaking skill. The findings revealed positive and significant relationships between the participants' interpersonal and intrapersonal intelligence and their speaking. The findings of the study would be useful for teaching and learning speaking skill and researchers in the fields of TEFL and sociolinguistics.

Keywords: Multiple Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, Speaking

1. Introduction

Communication plays a fundamental role in the 21st century. Communication is a prerequisite for any business to uphold success. It's essential for learners to learn how to convey ideas efficiently among various personality types (Paneerselvam & Mohamad, 2019). Moreover, the learners are trained and evaluated through all the elements of 21st-century learning, which comprises communication, cooperation, critical thinking, and creative thinking. Consequently, this displays the significance of speaking skill in the 21st century, and it is vital to prepare the learners to be proficient speakers by improving their speaking skill.

Speaking skills is the most crucial type of the types of linguistic activity. Developing speaking skills helps create an effective connection among the individuals' society. It is an active part of their daily life and a tool for learning (Schemitt, 2010). However, becoming competent in this skill is challenging for most language learners and is more problematic for some learners than others. This problem can be related to the differences among them, especially their strengths and weaknesses in different areas of intelligence. Using alternative teaching strategies depending on brain-based instruction as well as addressing various abilities, aptitudes and intelligence may help develop speaking skills (Salem, 2013). Therefore, it is important to investigate the relationship between language learners' intelligence and their speaking skill that the researchers tried to cover this issue in this study.

Multiple Intelligence (MI) theory has provided the opportunity for researchers and instructors to become familiar with different areas of intelligence and, consequently, the differences among the students and their capabilities. Gardner, in the 1980s, introduced eight separate intelligences: verbal linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, and naturalistic (Ormrod et al., 2006; Peariso, 2008). Interpersonal intelligence is the ability to work effectively with other people and includes workplace results, self-awareness, emotional control in influencing skills, flexibility, and confidence. Furthermore, interpersonal intelligence includes specific emotions, such as empathy knowledge that includes motivations, moods, temperaments, gestures, facial expressions, and interaction with other people (Marzuki & Manaf, 2014). Interpersonal intelligence in the EFL classroom is crucial because it concentrates on language learning using collaborative activities that students do in the classroom (Preeti, 2013). Intrapersonal intelligence is access to one's feelings and the ability to discriminate among them and draw upon the knowledge of one's strengths and weaknesses, desires, and intelligence. Intrapersonal intelligence is the capacity to explore one's inner world and feelings. This type of intelligence can help a person concentrate on planning and managing their life (Bratcher, 2012).

Considering the critical role of MI in improving speaking mentioned above, however, the literature is not rich in related to investigating the effects of MI-based instruction on the improvement of speaking skill. Few published studies have focused on investigating the impact of MI-based instruction on the improvement of oral skills such as speaking skill (Atiya Ali, 2020; Kausar et al., 2020; Saibani & Simin, 2015; Salem, 2013; Terán Peralta, 2018) in comparison with other areas of language such as grammar, reading, and writing (Boudraf, 2012; Hajebi et al., 2018; Iyitoglu & Aydin, 2015; Trejo Rodríguez, 2021). Therefore, the present study was conducted to bridge this gap. Therefore, the answers to the following research questions were pursued in this study:

1) Is there a significant relationship between Iranian EFL learners' interpersonal intelligence and speaking ability?
2) Is there a significant relationship between Iranian EFL learners' intrapersonal intelligence and speaking ability?

The current study was conducted based on the following research hypotheses:

Ho1. There is not a significant relationship between Iranian EFL learners' interpersonal intelligence and speaking ability.

Ho2. There is not a significant relationship between Iranian EFL learners' intrapersonal intelligence and speaking ability?

2. Literature Review

2.1. Theoretical Background of the Speaking Skill

Concerning speaking ability and spoken skill, numerous theories have been offered which specify the ability of learners to produce language. One of the most primary theories in this term is, as stated by Austin (1975), which adds more detail to 'speech acts' in speaking. Speech act is the purpose of the speaker and the influence on the listener that contains answering, promising, apologizing, etc.

According to Austin (1975), who presented the theory of speech act, there are three types of speech acts: (1) locutionary, (2) illocutionary, and (3) perlocutionary; each is needed to be defined (Christison, 2018). Locutionary speech act is the utterance that is on the basis of performance involving both speaker and listener; while illocutionary act, on the word of Austin, is performing by saying; as acted and performed in speaking which is opposed to locutionary act. Finally, perlocutionary act is the influence of the speaker's speech on the listener, i.e., what is affected on the audience.

Because one of the most important and difficult skills in teaching English is speaking skill; Nunan (1999) maintained that language can be orally divided into two parts of monologue and dialogue. Monologue has only one speaker while dialogue has more than one speaker. Moreover, as said by Nunan (1999), according to the theory of behaviorism and audio-lingual method, students must make a habit formation of the target language and finally they should interact and communicate with the language that they are engaged with; corresponding 'communicative language teaching'. Based on Edge in Pendidikan (2012, p.19), speaking has the following abilities: a) develop meanings logically and clearly, b) express unambiguously the function of what one says or writes, and c) use language appropriate for the people one is addressing" (Edge cited in Pendidikan, 2012, p.19).

2.2. The Concept of Multiple Intelligence Theory

Multiple Intelligence (MI) theory was originally expressed by Gardner (1983) in Frames of Mind: The Theory of Multiple Intelligence. MI theory, as it is recognized, proposes that a singular notion of intelligence does not represent the amount to precisely evaluate the strength and weaknesses of individuals. This argument provides a framework for the MI theory's two major claims. First, all people have some level of all the intelligence mentioned in the theory, and second, just as all people possess different physical characteristics, personality types, and levels of nature, people also display different profiles of MI (Gardner, 1983).

2.3. Review of the Previous Empirical Research

This part of the paper is dedicated to reviewing the previous empirical studies conducted by international and Iranian researchers.

2.4. International Studies

McMahon et al. (2004) investigated the relationship between multiple intelligences and academic achievement in reading among a sample of 288 fourth grade students. A list for multiple intelligences and achievement test were given to the participants. The results of the study revealed that there was a relationship between multiple intelligences and the level of academic achievement in reading.

Al-Balhan (2006) identified the effectiveness of the methods of multiple intelligences among middle school students in Kuwait in predicting better reading skills through academic performance. The sample of the study consisted of 210 students who had some levels reading difficulty. The results displayed that there are meaningful differences between the experimental and the control groups in support of the experimental group which was taught by multiple intelligences.

Abdulkader et al. (2009) investigated the effectiveness of multiple intelligences instructional program on improving fifth grade learning disabled students' reading comprehension in word recognition. To this end, 30 students took part in the study. Two instruments are administered word recognition test and reading comprehension test. The findings of the study revealed that the program affected the students positively in the experimental group on enhancing their reading and word recognition skills.

Haboush (2010) examined the effectiveness of instructional program-based on MIs theory on eighth graders' English reading comprehension skills. The sample consists of 65 EFL male students studying at Az-Zaitoun Preparatory 'A' Boys' School in the Gaza Strip. An achievement test and weekly quizzes are administered. The result showed that the participants in the experimental group significantly outperformed in skimming, scanning, and knowing the meaning of words within context but not for making inferences and sequencing skills.

Boudraf (2012) examines the relationship between the students' multiple intelligences and reading comprehension. The population of the study was 52 English major students at Mohamed Boudiaf in Mislia in Algeria. The instruments of the study were McKenzie survey and TOEFL reading comprehension test. The results of the study revealed that there was an important relationship between multiple intelligence profile and the reading ability. Moreover, the results indicated that naturalistic intelligences and interpersonal intelligence as the predictors of the reading ability.

Salem (2013) investigated the effects of multiple intelligences-based instruction on improving speaking skills of the pre-service teachers of English. To achieve this aim, the researcher developed a multiple-intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students. The population of the study was 60 fourth-year prospective teachers of English. Results of the study proved the effectiveness of Multiple-intelligences based Instruction on developing speaking skills of the pre-service teachers of English.

Iyitoglu and Aydin (2015) explored the integrated impact of MI and reading strategies on EFL learners' reading performance. MI profile, achievement test and observation checklist were administered in the study in which 60 high school EFL learners from one of the Anatolian high schools in Istanbul, Turkey took part in this study. The results of the study showed that females were more triumphant than the male participants in EFL reading. Additionally, the findings showed that those successful readers in EFL had a tendency to use musical and intrapersonal intelligences.

Syahri et al. (2017) investigated the evidence about intrapersonal intelligence, learning styles, and self-confidence to speaking ability. In order to conduct this study, 60 students were selected by using total sampling as the research participants. The result indicated that there was significant relationship between intrapersonal intelligence and speaking ability with the correlation coefficient (r) was .965 and this relationship was positive.

Hajebi et al. (2018) conducted a study to discover the relationship between Interpersonal Intelligence and the learners' vocabulary learning due to teaching reading activity in order to see whether this type of intelligence causes better vocabulary learning and whether there is any significant relationship between the performance of participants with interpersonal intelligence and their vocabulary learning in reading activity or not. The comparison between the students' scores indicated that there was no significant relationship between interpersonal intelligence and vocabulary learning via reading.

Terán Peralta (2018) tried to uncover how the use of interpersonal intelligence influences in the development of the speaking skill in English. To do so, 56 EFL learners and 4 EFL teachers participated in the study and the data were gathered via surveys. The results of this survey were analyzed and organized, showing that it is important to improve the educational routines in language teaching, which are categorized by the use of uninteresting activities with no the active participation of the students. The similar activities that help to increase English speaking skills and at the same time they can maintain and cooperative and fluent communication showing that through the use of group or pair activities inspiring the practice of strategies based on interpersonal intelligent that assist learners to construct and enhance the oral skills.

Himmaturrofi'ah (2019) conducted a study to investigate if there is a relationship between interpersonal intelligence and seventh grader EFL students' speaking achievement at SMPN 01 Mlarak in academic year 2018/2019 or not. The participants of the study were 32 students of seventh grade at SMPN 01 Mlarak. The data were gathered using questionnaire of interpersonal intelligence and students' English-speaking achievement from the report in the form of document. The results indicated that there was a significant relationship between students' interpersonal intelligence and their English-speaking success of seventh grade students at SMPN 01 Mlarak in academic year 2018/2019.

Atiya Ali (2020) investigated the effects of utilizing MI-based strategy to enhance EFL learners' speaking and motivation. The current study was conducted over a period of ten weeks, along ten sessions, throughout the first term of the academic year 2019-2020. The results of the study indicated that utilizing Multiple intelligences based - strategy was effective in developing the EFL speaking skills and motivation of the students.

Kausar et al. (2020) studied the effects of the employment of MI method for affecting students' speaking skill. Two groups of students participated in the study. The experimental group was taught by implementing MI method and the control group was taught by using usual technique of the teacher. The findings of the study revealed that the implementation of Multiple Intelligences method was more effective in affect students' speaking skill.

Trejo Rodríguez (2021) investigated the effects of the application of MI method in English classrooms on the improvement of the students' writing skill. To this end, the researcher conducted a quasi-experimental one with a pre-test and post-test design. To this end, participants were assigned to the experimental and control groups randomly. The results showed that the use of MI improves writing skills.

2.5. Iranian Studies

Sadri (2007) studied the relationship between MI and vocabulary learning knowledge and vocabulary learning strategies among Iranian EFL learners. The findings revealed that there was a positive relationship between MI and vocabulary knowledge. Furthermore, the analysis of the results showed that linguistic verbal intelligence is the best interpreter of vocabulary knowledge. Relating to the relationship between MI and vocabulary strategies, the results indicated that among five categories of strategies, determination, social, and memory strategies had significant relationship with bodily, natural, and interpersonal intelligences correspondingly.

Hashemi (2007) investigated the relationship between reading ability and undergraduate English major students' multiple intelligences profiles in Islamic Azad University. The participants of the study were 122 senior students from the English department. IELTS test and McKenzie's questionnaire were used to identify the students' intelligences profile. The result indicated that the verbal linguistic intelligence is an important predicator of reading ability and there is a high relationship with between reading ability and existential intelligence.

Amiriani (2010) studied the relationship between foreign language classroom anxiety and MI. She found that there exists a significant negative relationship between anxiety and five intelligence types, namely logical-mathematical, visual-spatial, naturalistic, interpersonal, and intrapersonal intelligences while the results of the regression analysis showed that none of the five intelligences or their combinations had the power to predict the variance in anxiety.

Hajhashemi et al. (2012) investigated the relationship between multiple intelligence and reading proficiency of Iranian EFL pre-university students. The sample of the study consisted of 128 pre university students. The instruments of the study were a) a demographic questionnaire; b) the Persian version of Mckenzie's multiple intelligences Inventory; and c) a standardized reading proficiency test retrieved from paper-based TOEFL® tests. The findings of the study indicated that there was a statistically significant difference in the mean of musical-rhythmic intelligence scores of the low achievers and the high achievers, which is positive and stronger among the low achievers. But no significant difference was found between the male and female students in their reading proficiency scores.

Behjat (2012) investigated the effects of interpersonal Intelligence and interpersonal intelligence on foreign language learning. To this end, a group of Iranian EFL university students participated in the study. By means of an interview, the participants were divided into groups regarding interpersonal Intelligence and intrapersonal intelligence. They sat for the reading and grammar sections of TOEFL test for their language knowledge. The analysis of the mean score comparison revealed there was a relationship between these types of intelligence and language learning. It was also revealed that males' intrapersonal Intelligence and females' interpersonal intelligence helped them perform better than their peers in a language test.

Saibani and Simin (2015) identified the relationship between multiple intelligences (MI) and speaking ability among Iranian EFL learners as well as the effect of gender on the relationship. The participants in this study were EFL sophomores majoring in translation at Bandar Abbas Islamic Azad University in Iran. The findings of the study revealed that there was a significant relationship between MI and speaking ability. Moreover, based on the analyses of the findings the researchers found that linguistic-verbal (both in males and females), interpersonal (in females), and intrapersonal (in males) intelligences were the foremost predictors of speaking ability in this study.

Nemat Tabrizi (2016) studied the relationship between multiple intelligence and reading comprehension abilities of Iranian EFL learners. For the purpose of this study, 117 senior English students were randomly selected. After administering two types of instruments including MIDAS Adults and Reading Comprehension Section of TOEFL, the data were collected and analyzed. The results showed that all types of the learners' MI profile have an important relationship with the reading comprehension scores and that the verbal-linguistic intelligence is the most significant predictor of the learners' reading comprehension abilities, while visual-spatial and interpersonal intelligences are the second and third predictors of the learners' reading

comprehension respectively. Moreover, intrapersonal, and kinesthetic intelligences could not predict the reading comprehension of the learners.

Mobashshernia and Mashadi Aghazadeh (2018) investigated the relationship between interpersonal intelligence of Iranian bilingual and multilingual EFL learners and their reading comprehension achievement. To this end, 60 intermediate EFL students were selected from a group of 80 based on their Oxford Placement Test (OPT) scores. As soon as the interpersonal intelligence questionnaire and the reading comprehension test scores had successfully been collected, the results of the statistical analyses showed that there was a significant relationship between Iranian bilingual and multilingual EFL learners' interpersonal intelligence and their reading comprehension achievement. Therefore, it was revealed that higher interpersonal intelligence was related to higher levels of reading comprehension achievement and higher statistical significance among bilingual learners. Considering all of this evidence, it seems that utilizing multiple intelligences based- strategy was effective in developing the EFL language skills. However, the literature is not rich related to investigating the effects of MI-based instruction on the improvement of speaking skill in comparison with other areas of language such as grammar, reading, and writing. Therefore, the present study was conducted to bridge this gap.

3. Methodology

3.1. Design of the Study

The current study was a quasi-experimental questionnaire-based one. The method of selecting the participants was non-random sampling because the participants were selected only from intermediate learners. The present study had two independent variables and one dependent variable. The independent variables were the participants' interpersonal intelligence and intrapersonal intelligence while the dependent variable was their speaking skill.

3.2. Participants

The participants of the study were 30 Iranian EFL learners whose level of proficiency was intermediate. They all were teenager and young language learners and they were selected by administering the placement test to English students of a language institute in Isfahan. The participants were selected from male EFL learners who were recognized as intermediate learners. The placement test was administered to 100 students in the institute and the ones who were intermediate students based on the criteria of the placement test were selected as the participants of the study.

3.3. Instruments

The instruments of the study were Oxford Quick Placement Test (OQPT), the Multiple Intelligences Inventory, and the speaking test.

3.4. Oxford Quick Placement Test (OQPT)

In order to have real-intermediate level students and to make sure there were not significant differences among the participants related to their general English knowledge, this placement test was given to the participants. The OQPT consists 60 multiple-choice questions and each test taker whose score is between 30 and 39 is identified as an intermediate English learner (Allan, 2004). The test helped the researcher to make sure if all of the participants were at the intermediate level of proficiency. After giving the test to the participants and making sure about their level of proficiency and homogeneity, they were randomly divided in equal groups of control and experimental.

3.5. Multiple Intelligences Inventory

The Multiple Intelligences Inventory extracted from MI Inventory and validated and modified for the Iranian respondents by Hajhashemi and Wong (2010) was used by the researcher in this study. This inventory is the Persian version of McKenzie's (1999) MI inventory which is suitable for Iranian EFL learners. Some researchers have claimed the overall internal consistency in the range of 0.85 and 0.90 for the questionnaire (Al-Balhan, 2006; Razmjoo, 2008; Razmjoo et al., 2009). The original form of this inventory consists of nine parts and each part has 10 items designed to assess the interpersonal intelligence of students. Each part represents one type of intelligence proposed by Gardner (1999). For each item, the participants were supposed to respond by selecting yes or no alternatives. If the statement accurately described them, they would then mark the yes option. However, if the statement did not describe them, their answer should be no. Each yes answer was scored 1 and each no answer was scored 0. In this study, only the eighth section of the inventory which is related to intrapersonal intelligence and the fifth section of the inventory which is related to interpersonal intelligence were employed by the researcher.

3.6. Speaking Test

The speaking test was used to assess the participants' speaking skill. The test consisted of three parts which were questions and answers, talking about a topic, and describing a picture. In order to avoid subjectivity, each test taker was evaluated by two examiners and interrater reliability was computed by means of Kappa test (r = .78). In order to score the participants' speaking performances, the accuracy of the sentences they utter based on grammar, correct usage of vocabulary, and the correctness of their pronunciation were considered. Each test taker was scored out of 20.

3.7. Procedure

As the first step, the placement test was given to the participants to evaluate their level of proficiency and homogeneity. After evaluating the participants' general English knowledge and making sure they are intermediate learners, the speaking test was given to them. The participants' speaking tests were scored by the researcher and the supervisor of the study. After collecting the speaking tests' results, the questionnaire was distributed among the participants and they were requested to answer

all the items in it carefully and honestly. The participants became assured that the results of the questionnaire would be remained confidential. Finally, the obtained results of the test and the questionnaire were gathered for statistical analysis.

3.8. Data Analysis

The Statistical Package for Social Sciences (SPSS) software version 26 was used by the researcher for analyzing the data. For this purpose, both descriptive and inferential statistics were employed. The statistical test which was run to measure the relationship between the participants' interpersonal and intrapersonal intelligences and speaking skill was Pearson correlation coefficient test.

4. Results

4.1. Results of the Placement Test

The placement test was given to the participants to make sure they all were intermediate learners and there were not students of other levels of proficiency among the participants.

Table 1. *Descriptive Statistics of OPT*

N	Mean	*Std*. Deviation	Minimum	Maximum
30	34.66	1.715	32	38

Table 1 shows the mean score ($M = 34.66$) and standard deviation ($SD = 1.72$) of OPT. Based on the criteria of the placement test, each test taker whose score falls between 31 and 39 is considered an intermediate language learner. It can be seen in the table that minimum score was 32 and the maximum score was 38. Therefore, all participants were intermediate learners.

4.2. Results of the Normality Tests

The tests of normality were run to make sure about the normality of distribution of scores on tests. The results are shown in the following table.

Table 2. *Results of the Tests of Normality*

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	*df*	*Sig.*	Statistic	*df*	*Sig.*
Speaking Test	.088	30	.200	.988	30	.973
Interpersonal Intelligence	.125	30	.200	.960	30	.305
Intrapersonal Intelligence	.100	30	.200	.961	30	.323

Results of the both normality tests (Kolmogorov-Smirnov and Shapiro-Wilk) clearly show that the distribution of scores for speaking, interpersonal, and intrapersonal tests were normal because all *sig.* values were greater than .05. Therefore, the Pearson correlation coefficient was the suitable test to measure the relationship between the participants' speaking test scores and their interpersonal and intrapersonal intelligence test scores.

4.3. Addressing Research Question One

The first research question was asked to figure out if there is a significant relationship between Iranian EFL learners' interpersonal intelligence and speaking ability. To answer this research question, the relationship between these two factors was measured via the Pearson correlation coefficient test.

Table 3. *Inferential Results of the Relation Between Speaking and Interpersonal Intelligence*

		Speaking Test	Interpersonal Intelligence
	Pearson Correlation	1	.522
Speaking Test	*Sig.* (2-tailed)		.003
	N	30	30
	Pearson Correlation	.522	1
Interpersonal Intelligence	*Sig.* (2-tailed)	.003	
	N	30	30

Results of the Pearson correlation coefficient test shown in Table 3 reveal that there was a positive and significant relationship between the participants' interpersonal intelligence and their speaking ($r = .52$, $p = .003$). The results are also illustrated in the figure below.
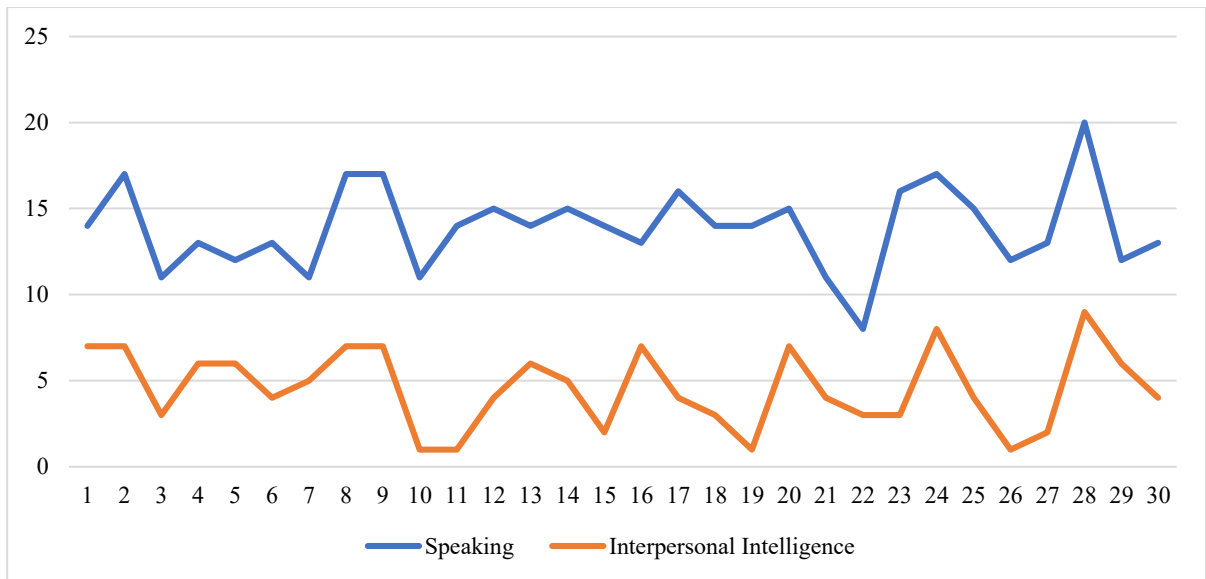
Figure 1. Relationship Between the Participants' Interpersonal Intelligence and Speaking

Figure 1 shows that for most participants by increasing the score of their interpersonal intelligence the score of their speaking increased.

4.4. Addressing Research Question Two

The second research question was asked to figure out if there is a significant relationship between Iranian EFL learners' intrapersonal intelligence and speaking ability. To answer this research question, the relationship between these two factors was measured via the Pearson correlation coefficient test.

Table 4. *Inferential Results of the Relation Between Speaking and Intrapersonal Intelligence*

		Speaking Test	Intrapersonal Intelligence
Speaking Test	Pearson Correlation	1	.467
	Sig. (2-tailed)		.009
	N	30	30
Intrapersonal Intelligence	Pearson Correlation	.467	1
	Sig. (2-tailed)	.009	
	N	30	30

Results of the Pearson correlation coefficient test shown in Table 4 reveal that there was a positive and significant relationship between the participants' intrapersonal intelligence and their speaking (*r* = .47, *p* = .009). The results are also illustrated in the figure below.
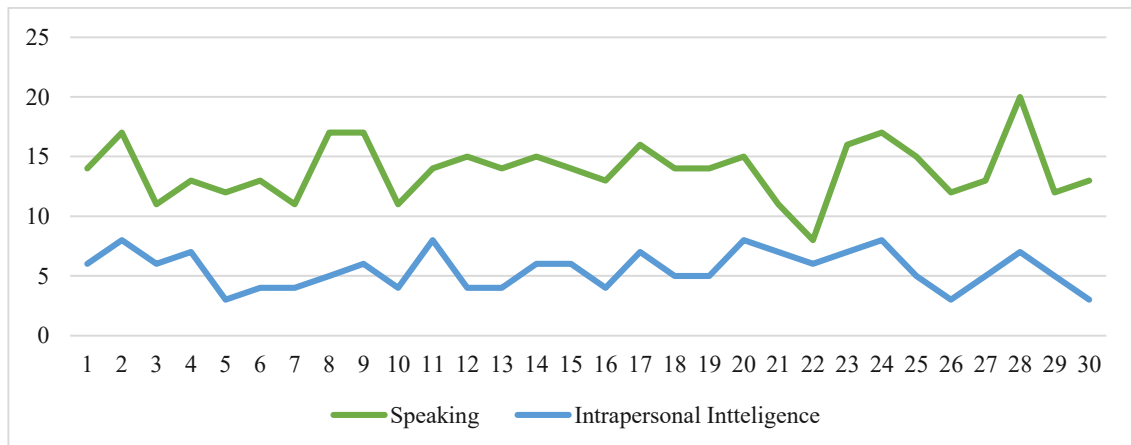

Figure 2. Relationship Between the Participants' Intrapersonal Intelligence and Speaking

Figure 2 shows that for most participants by increasing the score of their intrapersonal intelligence the score of their speaking increased.

5. Discussion of the Findings

The current study had two research questions and two research hypotheses were formulated based on the questions.

5.1. Addressing the First Research Question

The first research hypothesis states that there is not a significant relationship between Iranian EFL learners' interpersonal intelligence and speaking ability. The findings of the study revealed that there was a positive and significant relationship between the participants' interpersonal intelligence and their speaking; therefore, the first research hypothesis was rejected.

The findings of the study indicated that interpersonal intelligence was effective in developing EFL learners' speaking skill. This intelligence is the ability to comprehend and distinguish the feelings and intentions of others. This can consist of sensitivity to facial expressions, voice, and gestures, the capacity for discriminating among many different kinds of interpersonal cues, and the ability to respond effectively to those cues in some practical ways (Ibnian & Hadban, 2013). Moreover, individuals with high interpersonal intelligence communicate effectively and sympathize effortlessly with others, and may be either leaders or followers. They usually like discussions and debates. It is noticeable that these features can be closely related to learning and performing the speaking skill. This finding supports Richards and Rodgers's (2014) arguments that "language learning and use are obviously closely linked with what MI theorists label Linguistic Intelligence" (p. 117).

The findings of this study are in line with Salem's (2013) point of view that interpersonal intelligence is an important predictor of language learners' speaking skill. In both of these studies the individuals with higher levels of interpersonal intelligence are better in speaking skill. The findings of the present study are also consistent with Hajebi et al. (2018) who stated that there is a strong and positive relationship between language learners' speaking skill and their multiple intelligence. They also maintained that the learners who are more successful in speaking have a stronger tendency to employ the interpersonal intelligence.

In general, most researchers who had conducted research on this issue maintained that there is close relationship between interpersonal intelligence and English learners' speaking skill. This point of view is also supported with the results of the current study. Therefore, it can be noticed that it is necessary to pay attention to EFL learners' interpersonal intelligence when the purpose is to improve their speaking ability.

5.2. Addressing the Second Research Question

The first research hypothesis states that there is not a significant relationship between Iranian EFL learners' intrapersonal intelligence and speaking ability. The findings of the study revealed that there was a positive and significant relationship between the participants' intrapersonal intelligence and their speaking; therefore, the second research hypothesis was rejected.

The findings of the study indicated that intrapersonal intelligence was effective in developing EFL learners' speaking skill. Intrapersonal is the ability to understand one's own feelings and motivations. It includes having an accurate picture of oneself (one's strengths and limitations); awareness of inner moods, intentions, motivations, temperaments, and desires; and the capacity for self-discipline, self-understanding, and self-esteem (Ibnian & Hadban, 2013). People who are strong in intrapersonal intelligence are competent at being sensitive to their own emotional states, feelings, and incentives. They are liable to enjoy self-reflection and analysis, including fantasizing, investigating relationships with other people, and evaluating their personal strengths (Sternberg, 2012).

It is clear that learners who have high levels of intrapersonal intelligence, who are interested in investigating relationships with other people, and evaluating their personal strengths, can be more successful in improving their speaking ability. Accordingly, if English learners' intrapersonal intelligence is high, so speaking ability becomes higher. This point of view is supported by Syahri et al.'s (2017) arguments who stated that there is a strong relationship between language learners' intrapersonal intelligence and their speaking skill and this relationship is positive.

The findings of the present study are consistent with Saibani and Simin's (2015) viewpoint who stated that interpersonal intelligence is a strong predictor of Iranian EFL learners' speaking skill. The similar results were also obtained in this study because it was revealed that there was a positive relationship between the participants' intrapersonal intelligence and their speaking test. This study is also in line with Behjat's (2012) study who argued that both interpersonal and intrapersonal intelligence were strong predictors of English learners' speaking ability and learners who have higher level of these types of intelligence are more successful in improving this skill.

6. Conclusion

The present study indicated that there is a strong and positive relationship between language learners' interpersonal and intrapersonal intelligences and their speaking ability. Therefore, these two types of intelligence are great predictors of speaking skill. Therefore, MIs in general and interpersonal and intrapersonal intelligences in particular should be considered significant in educational settings because MI theory provides different trails to draw out the diverse students' learning preferences. Different intelligence types are regarded as learning tools and have an influence on the learners' success and development. As a result, within an MI structure, language teachers are intensely suggested to represent all types of intelligence, "while not losing sight that their purpose is to teach language" (Fahim et al., 2010, p. 5).

Language learners are more successful if they are able to understand the type of intelligence that is prevailing in them. Even though one type of intelligence can be dominant in one person, it does not mean that they lack other types of intelligence. Human beings are born with a determined set of genetically predisposed intelligences, which could be developed later in life, conditional on familial, social, cultural, and educational practices and experiences (Stanciu et al., 2011). Consequently, the teaching-learning process plays an important role in forming, enriching, and improving EFL learners' MI profiles. Every single learner is able to display all types of intelligence with different levels, and "the challenge in education is for teachers to create learning environments that foster the development of all the intelligences" (Haley, 2004, p. 163).

Therefore, it is recommended that English teachers improve their knowledge of MI and use interpersonal and intrapersonal intelligence to help their language learners improve their speaking ability. Teachers should shift their teaching methods from teacher-centered to learner-centered in which learners become more involved in and responsible for their learning and become self-autonomous. They need to employ more pair or group work activities in classes to more activate learners' MIs and consequently augment their speaking ability.

6.1. Limitations of the Study

It is impossible to conduct an academic study without facing some limitations in the process of performing it. The researcher faced the following limitations for conducting this study. i) The sample size of the study was small because only 30 English learners participated in it. ii) The participants were selected only from intermediate EFL students. iii) Only male English students participated in the study and there were not any female learners among the participants. Because of these limitations, the sample of the study cannot be a precise representation of EFL learners in Iran. iv) The literature was not rich related to the relationship between these two types of intelligence and speaking skill especially related to intrapersonal intelligence.

6.2. Implications of the Study

Proponents of MI-based education identify classroom as more than a place that students simply learn facts, but instead where students learn how to learn and think critically about their learning. Teachers usually see the students who come to the classroom with different sets of developed intelligences. They need to recognize and cultivate all the diverse forms of human intelligence, and all the combinations of intelligence. Therefore, teachers should recognize different intelligences of the students and prepare learner-centered activities that accommodate to all types of learners' intelligence. The findings of the present study help language teachers become more familiar with these issues to achieve these aims more effectively. Consequently, language learners can also become benefited from the findings of this study. Moreover, this study will pave the way for the researchers in the fields of TEFL and psycholinguistics who are interested in conducting research on the effects of different types of intelligence developing and improving various skills of language.

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