

PHU YEN UNIVERSITY

Research title

Integrating Multiple Intelligences Classroom Activities in Developing English Speaking Skills for Major Students at Phu Yen University, Vietnam

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Introduction

- ❑ Importance of these speaking skills for the first year English major students.
- ❑ Students' communicative skills, particularly speaking skills, will be of priorities to be developed according to the 2020 Project implemented by Vietnam MOET.
- ❑ Aim of research: to promote students' English speaking skills by integrating Multiple Intelligences classroom activities in English speaking training program.
- ❑ Hypothesis: There are statistically significant differences between the mean scores of the experimental group in students' performance in their English speaking skills and sub-skills.

The English speaking sub-skills mentioned in this research

1. Asking and answering personal interview questions.
2. Making a conversation based on a ready-given situation.
3. Oral presentation skills.
4. Describing pictures.
5. Making questions and answers about a given topic.

Review of literature: Importance of speaking skills in language learning and how to develop them

- ❑ **Fiona Lawtie** (2004): Speaking is fundamental to human communication. In our daily lives most of us speak more than we write. However, many English teachers still spend too much of class time on reading and writing practice almost ignoring speaking and listening skills.
- ❑ **Sayed** (2005 and 2008): Speaking skill is a complicated skill as it involves many processes or operations working together. Speaking involve the linguistic, social, psychological, cultural components.

Review of literature (Cont)

- ❑ **Christison, M.A.** (1996): In language classrooms, students' intelligences profiles are also in diversity. The success in helping language learners develop their intelligences is a combination of the right environmental influences and quality instruction.
- ❑ **Madhumati R. Patil** (2007): A more proactive and accessible style of communication can be more engaging for the people.
- ❑ **Salem**, (2013): Using alternative teaching strategies depending on brain-based instruction as well as addressing various abilities, aptitudes and intelligences may help develop speaking skills

Some other studies exploring the effectiveness of using MI activities in developing speaking skills

Sayed (2005): Investigated the effect of using a multiple intelligences-based training program on developing first-year English major's oral communication skills.

- ❑ Sample: 30 first year English majors.
- ❑ Tools: A training program based on MI Theory to develop the students' oral communication skills, and an oral communication pre-posttest administered to the group of the study before and after their training.
- ❑ Results: The program had a great effect on students' oral communication skills as there are statistically significant differences between the pre and post administration of the test.

Some other studies exploring the effectiveness of using MI activities in developing speaking skills

Ibrahim (2007) explored the impacts of using a proposed strategy based on MIT in assessing and developing oral skills.

Sample: Third year primary school Arabic native speakers' students.

Instruments: The training program (student's book and a teacher's guide), multiple intelligences scale and a checklist of the study showed the usefulness of the training program based on MIT.

Other studies exploring the effectiveness of using MI activities in developing English speaking skills

- **Dorgham (2011)** investigated the effectiveness of using multiple intelligences based instruction in developing speaking skills of the preparatory schools first graders.

The implementation of a program based on MI proved the usefulness of multiple intelligences based instruction on developing first year preparatory stage graders.

The current study has different samples but similar general aims.

Other studies exploring the effectiveness of using MI activities in developing English speaking skills

- ❑ In 2013, Salem applied MIT in investigating the impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English.
- ❑ He developed a multiple-intelligences based program to enhance the speaking skills paying a due attention to the individual differences among students.
- ❑ Sample: 60 fourth-year prospective teachers of English. The Quasi-experimental research design was used in the study as the researcher used the one group pre-posttest to assess the usefulness of using this approach.
- ❑ Results of the study proved the effectiveness of Multiple-intelligences based Instruction on developing speaking skills of the pre-service teachers of English.

Scope of the Study

- 1.** 68 first-year English major students at the Foreign Languages Department, Phu Yen University.
- 2.** Some English speaking skills that should be developed within the English speaking training program are:
 - Asking and answering personal interview questions;
 - Making a conversation based on a ready-given situation;
 - Describing pictures;
 - Making questions and answers about a given topic;
 - Oral presentation skills.
- 3.** The content of the English speaking training programme that deals with a combination of at least 05 types of intelligences: verbal/linguistics, logical/mathematical, bodily/kinesthetic, interpersonal, intrapersonal.

Definition of Terms

1. *Multiple intelligences classroom activities*

Gardner (1983): MI classroom activities as a tool through which any content area can be conveyed to students by utilizing their different inner capacities, abilities or intelligences.

Using MI instruction addresses many of the students' intelligences as students are involved in various activities based on different types of intelligences.

2. Speaking Skills

- ❑ Fakhar Naveed (2015): Speaking skills as an interactive process of constructing meaning that involves producing and receiving and processing information.
- ❑ Oxford Pocket Dictionary of Current English (2015): Speaking is defined as the action of conveying information or expressing one's thoughts and feelings in spoken language.
- ❑ *In this research, speaking is described as “an interactive process that includes certain skills such as asking and answering personal interview questions, making a conversation based on a ready-given situation, describing pictures, making questions-answers about a given topic, oral presentation skills.*

Hypotheses of the Study

- ❑ Quasi-experimental Design is used to test the hypotheses of the study, in which the researcher has assigned the experimental group which is pre-tested and post-tested using an English speaking test of English majors. The hypothesis to be tested:
- ❑ There are statistically significant differences between the mean scores of the experimental group in Students' Performance in English speaking skills and sub-skills.
- ❑ MIT intervention in this research involves a combination of MI activities, MI materials and MI assessment.

Questions of the Study

- *Main question*: What is the effectiveness of integrating MI classroom activities in developing EFL students' English speaking skills?

Questions of the Study

□ *Sub-questions:*

1. What are the English speaking skills required for the first-year English major students?
2. What is the actual performance of first-year English major students in speaking skills?
3. What is the MI profile of the first-year English major students?
4. What are the principles of integrating MI classroom activities in developing first-year English major students' English speaking skills?
5. What is the effect of integrating MI classroom activities in developing the speaking skills of the first-year English major students?

Method of study

The Experimental Design

- ❑ This research follows the procedures of a study conducted by Salem, A. M. S (2013), with the one-pre-post experimental design in which only the experimental group was used in the implementation process.
- ❑ This design was chosen because the study aims at developing speaking skills of a group of students.
- ❑ 03 English speaking pre-posttest and an English speaking training program integrated with MI classroom activities to develop students' English speaking skills.

Method of study

Participants:

- ❑ 68 first year English major students at the Department of Foreign Languages, Phu Yen University, Vietnam.

Sampling Procedures

- ❑ 34 students in one experimental group who were trained to develop their speaking skills through an MI based instruction training program.

Sample Size, Power, and Precision

- ❑ Participants were homogenous in terms of their academic level in English, and speaking skills. This was reflected from their scores in the pre-test (English Speaking Test 1, conducted at the beginning of the speaking training program.

Experimental Manipulations and Intervention

A Checklist of Students' Speaking Skills

- ❑ After reviewing the English speaking courses at the Department of Foreign Languages, Phu Yen University and going through literature on the speaking skills, a checklist for the TEFL lecturers of the most important English speaking skills for first-year students was proposed.
- ❑ This checklist was submitted to the Group of Speaking Specialists, belonging to the English Major Division in the Foreign Languages Department, to:
 - 1.** Determine the most important English speaking skills that first-year English major students need to develop.
 - 2.** Modify the linguistic statement of any skill when necessary.
 - 3.** Add any other necessary skills students would need to develop.

Table 1. Results of the speaking skills checklist

Speaking Skills	Agreement	Percentage
1. Asking and answering personal interview questions	10	100%
2. Making a conversation based on a ready-given situation	8	80%
3. Describing pictures	10	100%
4. Oral presentation skills	9	90%
5. Making questions and answers about a given topic	8	80%

Multiple Intelligences Inventory for EFL Young Adults

- ❑ An MI Inventory for EFL Young Adults developed by Laura Candler (2011) was administered to the experimental group of first year English major students.
- ❑ Through this inventory, the students gained some initial concepts on their preferred intelligences and learning styles. Simultaneously, the researcher could establish an intelligences profile of students.
- ❑ From this, the researcher designs the activities and tasks catering for the students' preferred intelligences.

Table 2. Profile of the most dominant intelligences of the participants

	Types of Intelligences	Percentage	Mean	Standard Deviation
1	Verbal-Linguistic Intelligences	82.35%	2.47	0.38
2	Logical-Mathematical Intelligence	35.29%	1.05	1.37
3	Interpersonal Intelligence	70.59%	2.12	0.62
4	Intrapersonal Intelligence	70.59%	2.12	0.62
5	Bodily/kinesthetic Intelligence	44.12%	1.32	1.19
6	Visual/Spatial Intelligence	94.12%	2.82	0.13
7	Musical/Rhythmic Intelligences	23.53%	0.70	1.62
8	Naturalistic Intelligences	20.59%	0.67	1.68

The Speaking Pre-Posttests

a. Aim of the tests

- ❑ 03 English speaking tests were used to develop the 05 English speaking skills of the students as mentioned before.
- ❑ These parts represented the core of speaking development program for the first year students at Phu Yen University (Based on the Common European Framework of References for Language, Level B1, CEFR).
- ❑ Designing the tests was based on reviewing appropriate viewpoints of EFL specialists as well as on related literature.

The Speaking Pre-Posttests

b. Description of the tests

Each test was divided into five parts as follows:

Part (1) asking and answering personal interview questions.

Part (2) making a conversation based on a ready-given situation.

Part (3) describing pictures.

Part (4) giving oral presentations

Part (5) making questions and answers about a given topic.

The total score of each test was 10 points.

Table 3. Table of specifications of the speaking pre-posttest

Speaking Skills	Number of Items	Total marks
1. Asking and answering personal interview questions	1	2
2. Making a conversation based on a ready-given situation	1	2
3. Describing pictures	1	2
4. Giving oral presentations	1	2
5. Making questions and answers about a given topic	1	1

Results

Results of implementing the program were tallied and tabulated to decide on the effect of integrating MI classroom activities in developing speaking skills for the students regarding their performance in speaking skills test.

Statistical Procedures:

- Statistical Package for Social Sciences (SPSS, version 22.0) was used in the treatment of the results of the study.
- *T-test* formula was employed in analyzing students' scores on the speaking skills test.

Results

A comparison between the test results of the English Speaking Tests of the students in the 2 groups

Comparison of the Test Scores of the English Speaking Test 1, 2 & 3 between the Experimental Group and the Controlled Group

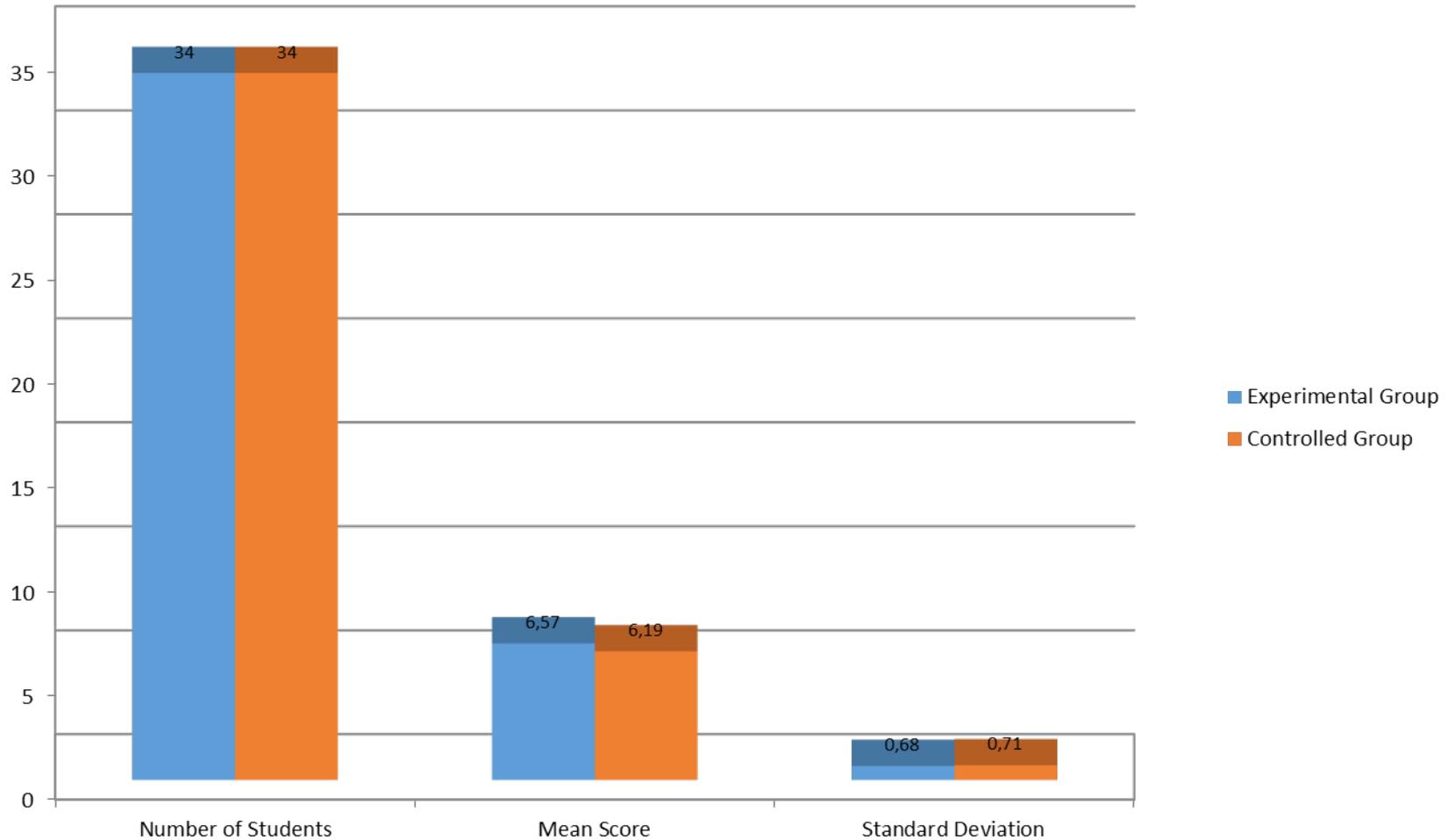
	Number of students in experimental group (N = 34)		Number of students in control group (N = 34)		P value of t-test	The Effect Size
	Mean score	Standard deviation	Mean score	Standard deviation		
English Speaking Test 3	7.44	0.80	5.65	0.88	0.079e-9	0.73
English Speaking Test 2	6.96	0.51	6.12	0.60	0.000003	0.60
English Speaking Test 1	6.57	0.68	6.19	0.71	0.032	0.26

Results

- ❑ It is clear from the data that there is a statistically significant difference between mean scores of the subjects' pre-posttest scores on their performances in the English speaking tests.
- ❑ This difference is in favor of the post testing → English speaking training program in which MI classroom activities are integrated was beneficial to the study subjects.
- ❑ Therefore, the hypothesis is accepted, i.e. there is a statistically significant difference between mean scores of the subjects of the study in the pretest and posttest on the speaking skills test in favor of the posttest.
- ❑ This result coincides with the study conducted by Dorgham (2011), Sayed (2005) and Ghazala (2005). All of these studies reveal that integrating MI classroom activities is effective in developing English speaking skills.

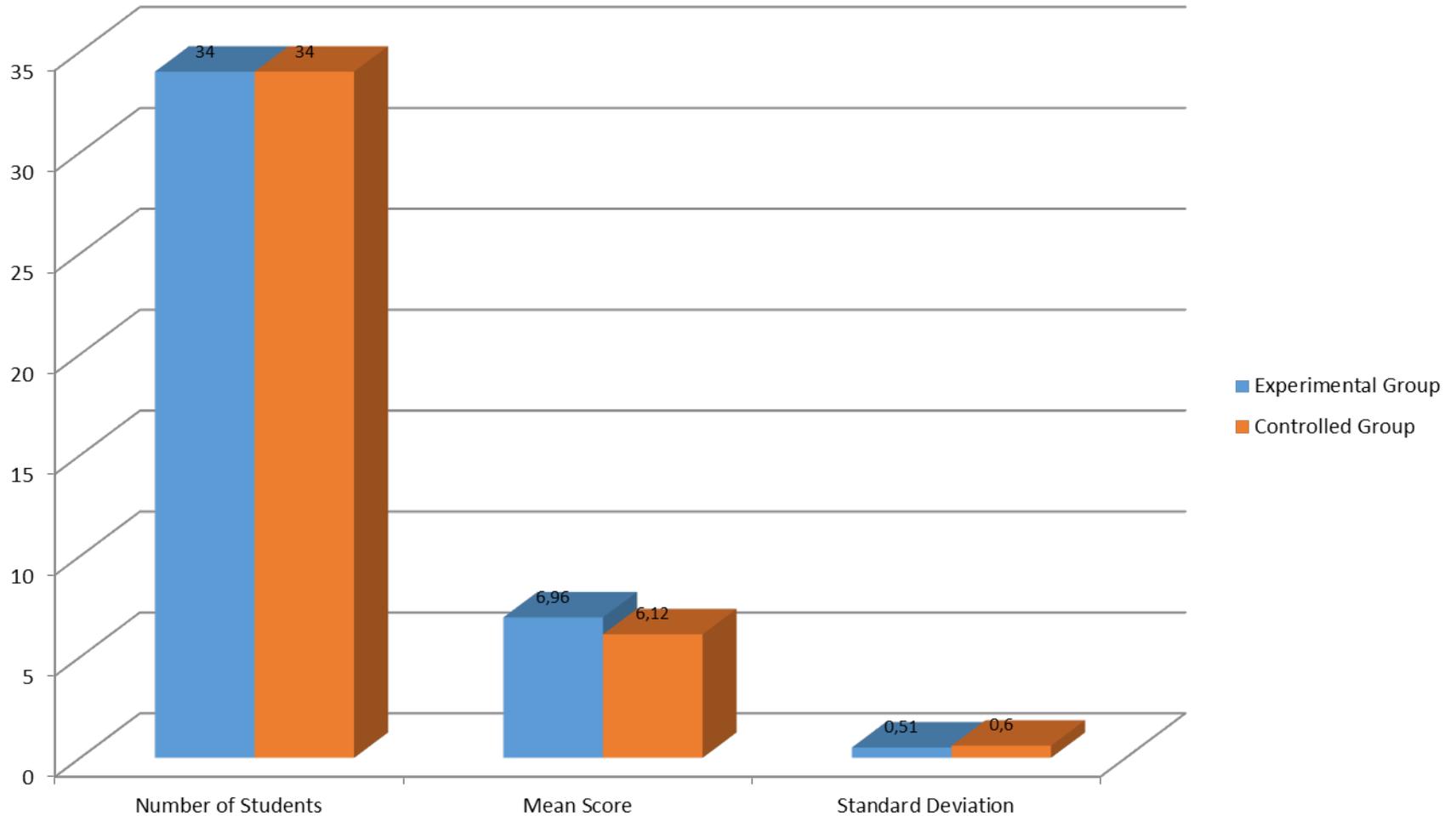
RESULTS OF PRE-TEST

ENGLISH SPEAKING TEST 1



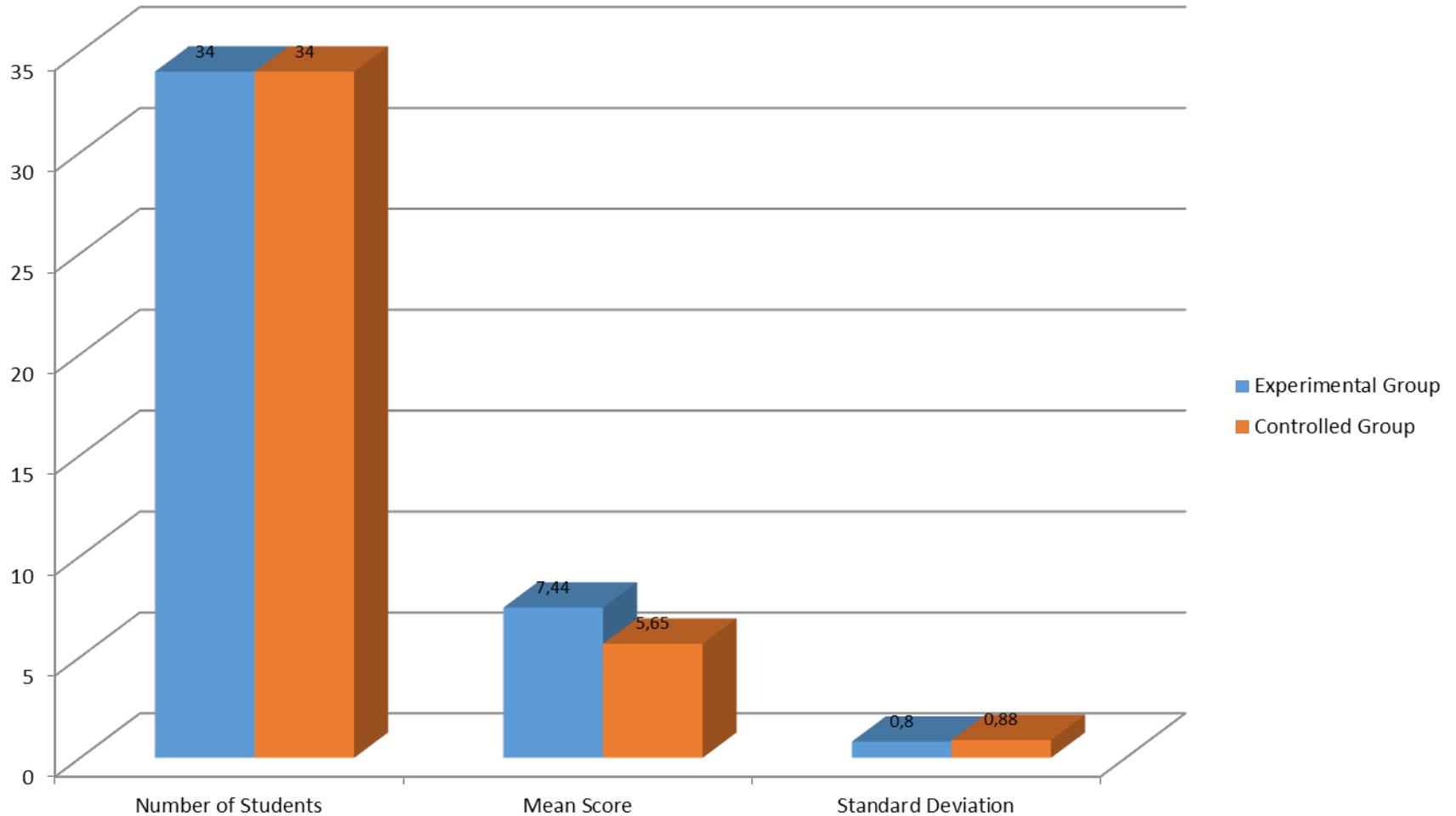
RESULTS OF POST TEST 1

ENGLISH SPEAKING TEST 2



RESULTS OF POST TEST 2

ENGLISH SPEAKING TEST 3



Discussion

- ❑ The main purpose of this study was to investigate the effectiveness of using a program that integrates MI classroom activities in developing the English speaking skills for the first year English major students at Phu Yen University.
- ❑ The results of the study showed that there is at least a statistically significant difference at the significance level (>0.01) between the mean scores of the participants on the speaking pre-posttest in favor of the posttest.
- ❑ This might be attributed to the MI classroom activities integrated in the program that brought about improvement in the students' performance of the English speaking skills (namely, asking and answering personal interview questions, making a conversation based on a ready-given situation, describing pictures, making questions and answers about a given topic, oral presentation skills).

Discussion

- ❑ The results of this research also match with some other studies which used MIT in developing and improving many academic skills in the field of foreign language teaching in general (Xie, J.C. et al., 2009) and (Bas, G. 2010), and in the field of English Language Teaching, particularly in developing English speaking skills (Sayed, 2005; Dorgham, 2011 & Salem, 2013).
- ❑ This result suits with Salem's study (2013) which investigated the effect of using a multiple intelligences-based training program on developing the pre-service English teachers' oral communication skills.

Discussion

- ❑ The students demonstrated significant improvement in their English presentation skills. This improvement can be attributed to the experimental program as well.
- ❑ The participants were given information about the different techniques that a good presenter uses. Effective use of visuals and commenting on these visuals as well as combining information technology (IT) skills to support presentation skills.
- ❑ These techniques helped students become effective presenters, not only in the classroom but also in their self-study activities at home. Also, they helped them in other speaking skills such as making personal interview questions, describing pictures, and the like.

Discussion

- ❑ Students' English speaking skills in terms of making a conversation based on a ready-given situation can also be promoted remarkable in the way of combining a variety of MI tools such as interpersonal, visual, linguistic, logical and musical intelligences.
- ❑ Based on such a combination of students' preferred multiple intelligences, their work of role playing and making conversations has brought about better English speaking products.
- ❑ In general, the results of the English speaking pre-posttests have shown that the first year major students' English speaking skills can be said to be promoted as the expectation set out at the beginning of the research.
- ❑ The participants manifested significant achievement in speaking skills. These achievements can be attributed to the MI classroom activities integrated in the new speaking training program.

Conclusion

- ❑ It can be concluded that integrating MI classroom activities is an effective way to develop students' English speaking skills.
- ❑ It can be also said that the application of MIT into EFL classroom contexts has provided many opportunities for both language teachers and students in terms of transitioning from the traditional methods of teaching, learning and assessing towards a more humanitarian way of all-round training and evaluating students' learning abilities and outcomes according to their preferential learning styles and intelligences.

Implications

- MIT has undoubtedly enabled EFL teacher to promote their students' English speaking skills
- Through MI classroom activities, students will be able to demonstrate and share their strengths.
- Building strengths gives a student the motivation to be a "specialist." This can in turn lead to increased self-esteem. (Chapman, C & Freeman, L - 1998)
- The application of MI classroom activities and assessment in promoting EFL major students' linguistic competence is of great necessity in terms of creating fundamental and comprehensive renovation of education and training
- In the light of MIT, EFL teachers can help their students solve many problems in their learning activities and create relevant language products which are designed and presented through students' diversity of intelligences and learning preferences.

REFERENCES

1. Gardner, H (1983), *Frames of Mind: The Theory of Multiple Intelligences*, Basic Books, A Member of the Perseus Books Group, USA.
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3. Sayed, M. M. (2008). *Multiple Ways to be Smart: Gardner's Theory of Multiple Intelligences and its Educational English Teaching and Oral Communication*. Website: <http://eric.ed.gov/?id=ED502634>.

(And 13 other references)

THANK YOU