

Research

IMPROVING ENGLISH SPEAKING SKILLS B2 (CEFR) FOR EFL STUDENTS BY USING MULTIPLE INTELLIGENCES ACTIVITIES

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MULTIPLE INTELLIGENCES



Interpersonal intelligence



Intrapersonal intelligence



Natural intelligence



Musical/
Rhythmic
intelligence



Logical-mathematical
intelligence



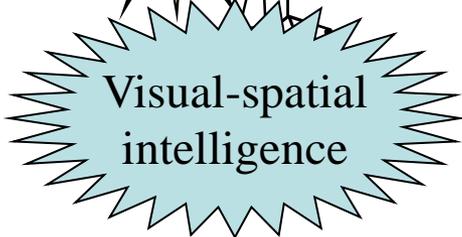
Verbal/
lingual
intelligence



Bodily/
Kinesthetic
intelligence



Visual-spatial
intelligence



Questions of the Study

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

Sub-questions:

1. What are the English speaking skills required for the 2nd year English major students?
2. What is the actual performance of 2nd year English major Ss in speaking skills?
3. What is the MI profile of the 2nd year English major Ss?
4. Are Ss motivated when MI activities are integrated in the speaking training program?
5. What is the effect of integrating MI activities in developing speaking skills of the 2nd year English major Ss?

Method of study

The Experimental Design

- ❑ 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.

Scope of study

Participants:

- ❑ 60 second year students at Phu Yen University

Sampling Procedures

- ❑ 30 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.

Table 1. Results of the speaking skills checklist

Speaking Skills	Agreement	Percentage
1. Talking about general topics	10	100%
2. Comparing pairs of pictures	8	80%
3. Expressing personal feelings about the contents of a picture	10	100%
4. Making quick decisions on how to choose something	9	90%
5. Persuading other people to agree with your decision	8	80%

Multiple Intelligences Inventory for EFL Young Adults

- ❑ An MI Inventory for Adults developed by Thomas Armstrong (2012) was administered to the experimental group of 2nd 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 B2, CEFR).
- ❑ Designing the tests was based on reviewing appropriate viewpoints of EFL specialists as well as on related literature.

Results

Statistical Procedures:

- Statistical Package for Social Sciences (SPSS, version 23.0) 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

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= 30)		Number of students in controlled group (N=30)		P value of t-test	The Effect Size
	Mean score	Standard deviation	Mean score	Standard deviation		
English Speaking Test 1	6.1000	0.80301	6.0667	0.90719	0.86909 9	0.01943 1
English Speaking Test 2	7.1000	0.75886	6.7000	0.79438	0.043397	0.249328
English Speaking Test 3	7.4000	0.71197	6.7833	0.72734	0.00093 0	0.39382 0

Conclusion

- ❑ Integrating MI classroom activities is an effective way to develop students' English speaking skills.
- ❑ Application of MIT into EFL classroom contexts has provided many opportunities for both language teachers and students in:
 - Transitioning from the traditional methods of teaching, learning and assessing towards a more humanitarian way of all-round training;
 - Evaluating students' learning abilities and outcomes according to their preferential learning styles and intelligences.

Implications

- MIT enables EFL teacher to promote their students' English speaking skills;
- Through MI classroom activities, students will be able to demonstrate and share their strengths;
- The application of MI classroom activities and assessment creates 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.
2. Salem, A. M. S (2013). *The Impact of Multiple Intelligences-Based Instruction on Developing Speaking Skills of the Pre-Service Teachers of English*. ISSN 1916-4742 (Print) ISSN 1916-4750 (Online). Canadian Center of Science and Education.
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 15 other references)

**“It’s not how smart you are that matters,
What really counts is how you are smart.”**

Howard Gardner

THANK YOU