ABSTRACT

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Key Words: CHINESE UNIVERSITY MINORITY EFL LEARNERS; SPEAKING FLUENCY; TASK REPETITION (TR) WITH DICTATION INTERVENTION; LEARNING STRATEGIES (LS)

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Thesis Title: THE EFFECTS OF TASK REPETITION WITH DICTATION INTERVENTION ON THE DEVELOPMENT OF CHINESE UNIVERSITY MINORITY EFL STUDENTS’ SPOKEN ENGLISH FLUENCY AT HONGHE UNIVERSITY

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Speaking fluency refers to the ability to produce the spoken language “without undue pausing or hesitation” (Skehan, 1996, p. 22). Too many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker. As an essential tool for language teaching and learning, speaking can “facilitate language acquisition and development” (Goh, 2007, p. 1), and it can be beneficial to learners’ academic achievement as well as professional success (Saunders & O’Brien, 2006). Most of Chinese university minority EFL learners, especially in the ethnic minority regions, may have difficulty in English speaking fluency and accuracy, for their speaking competence is influenced by cognitive, linguistic (multilingual language learning experiences) and affective factors.

With the aim to enhance those learners’ oral proficiency, a quasi-experimental study with an experimental group (Group A, N=12) and a control group (Group B, N=12) first-year students at Honghe University were conducted in this study to investigate application of task
repetition (TR) with dictation intervention on minority university students' speaking fluency, and learners’ use of learning strategies (LSs) is explored.

The results reveal that university minority EFL learners’ speaking fluency is developed with TR (4/3/2 technique) with dictation intervention; and the combination of LSs enhances the students’ spoken English fluency. Accordingly, some recommendations for future study are mentioned in this study, in terms of the use of ‘scaffolding’ in language teaching, the cultivation LSs use of the minority students and English as a lingua franca (ELF) in Chinese educational context in the future.

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