THE EFFECTS OF TASK REPETITION WITH DICTATION INTERVENTION ON THE DEVELOPMENT OF CHINESE UNIVERSITY MINORITY EFL STUDENTS' SPOKEN ENGEISH FLUENCY AT HONGHE UNIVERSITY

CHU TAN

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY
in English Language Teaching
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
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CHU TAN

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

By: TAN CHU

Field of Study: DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING

Advisor: ASST. PROF. DR. KULAPORN HIRANBURANA

Accepted by the Graduate School of Human Sciences, Assumption University in Fulfillment of the Requirements for the Doctor of Philosophy in English Language Teaching

.....

(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences

Examination Committee

..... **Chair**

(Assoc. Prof. Dr. Supong Tangkiengsirisin)

..... **Advisor**

(Asst. Prof. Dr. Kulaporn Hiranburana)

..... **Faculty Member**

(Assoc. Prof. Dr. Suwattana Eamoraphan)

..... **Faculty Member**

(Assoc. Prof. Dr. Joseph Foley)

..... **Faculty Member**

(Asst. Prof. Dr. Rosukhon Swatevacharkul)

ABSTRACT

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Name: TAN CHU

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

Thesis Advisor: ASST.PRO. DR. KULAPORN HIRANBURANA

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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Field of study: English Language Teaching (ELT) **Student's signature:**.....

Graduate School of Human Sciences **Advisor's signature:**.....

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Last but not least, I'd like to thank my parents, for their all-enduring and selfless love and support, and all my friends, for their encouragement and company.

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CHAPTER I

INTRODUCTION

In the study of second language acquisition (SLA) or even third language acquisition (TLA) definition, the development and measurement of fluency has been paid more attention by different researchers (De Jong et al., 2013b; Derwing et al., 2009; Freed et al., 2004; Hilton, 2008,2009; Kormos & Denes, 2004; O'Brien et al.,2007; Osborne, 2011). Speaking fluency refers to the speaking which is "without undue pausing or hesitation" (Skehan, 1996, cited in Skehan, 2014, p.22). Because of the multi-language learning background, the situation of the majority of Chinese university students' spoken English is different from that of other students. Also, for most Chinese learners, their English-speaking competence is underdeveloped because most teachers greatly neglected the spoken English teaching and learning in the context. Consequently, the development of minority EFL learners' English-speaking ability could be affected to a certain extent. In this chapter, the background, problems, objectives, research questions, the scope of this study and the relevant terms and abbreviations are outlined and discussed.

Background of the Study

Development of EFL in China

The development of English as a foreign language (EFL) teaching and learning EFL in China has been experiencing reforms from the 1950s. Before the Economic Reform, Chinese EFL teaching depended heavily on the "system and the inter-structure" of the target language,

which was affected by ex-Soviet Union EFL teaching frameworks (Chen, Warden & Chang, 2005). In this regard, EFL teaching was only related to not dynamical teaching, regarding memorizing new vocabulary and explaining grammar. English teachers used to suggest rote memorization learning, and they regarded EFL teaching as an imparting knowledge process. With the development of current society, these traditional teaching methods were no longer meet the higher requirement of EFL learners, who have gradually realized that the core character of language is communication. Traditional teaching approaches excessively focused on the accuracy of grammar but neglected learners' communicative competence. A professor stated that "We have spent too much time learning a foreign language, but our English language proficiency is far worse than we expect." It is considered that the ultimate goal of EFL teaching is to cultivate learners communicate competence. Consequently, EFL teachers started to be concerned about improving foreign language teaching quality, in terms of use in daily communication, which was committed to change the situation of 'dumb English' to a certain extent. In this regard, learners' speaking ability becomes the number one task for teachers in China.

The situation of spoken English teaching in China

Three factors are involved in the condition of Chinese English teachers. Firstly, China's foreign language teaching has been given priority to teachers for a long time and make teachers as the center in the classroom teaching mode ignoring the training of the students' language skills (Wang, 2014). Influenced by traditional education, many teachers ignore the regularity of language teaching and the cultivation of the students' speaking skills in the classroom instruction but overemphasize the accuracy of the language foundation knowledge and grammar exercise. Secondly, the lack of activities designed before spoken English teaching is another problem. Carefully designed repetition teaching activities might be able to

help students to have more positive motivation during the oral training process. Some activities are used in the classroom, but the suitability is neglected to a great extent. In a typical English classroom, teachers give students prepared framework to follow in the form of the question-and-answer mode without providing related background information. Hence, it witnesses little impact on the development of learners' speaking competence .

Consequently, spoken English fluency is affected by different factors, which are ignored by most Chinese teachers and students. In this regard, more researches are required to be conducted to investigate the issues of speaking English fluency of Chinese students. In this regard, the situation of minority students' speaking ability should be paid more attention because their spoken English ability is affected by their different language learning experiences.

English teaching for ethnic minority students in China

For Chinese educators, teachers and students, the English teaching and learning has always been an important and difficult problem. In this regard, ethnic minorities have been provided with sufficient material by English language teaching and learning, concerning social equity. Yang (2005) and Gil (2006) claim respectively in their studies that the situation of English learning in today's China is neglected by neither Chinese scholars nor Western scholars. Majority of the ethnic minority groups own their mother tongue (native language) or dialect; accordingly, they acquire Chinese as a second language and English as a foreign or the third language.

Moreover, it is of great significance for members of ethnic minorities to manage personal trilingualism in order to participate in international communication under a background of globalization, namely respectively in their L1 (native language, mother tongue or dialect), L2 (Putonghua: the standard national language of China) and L3 (English: the

international language). On this point, Gao stated that "… for ethnic minorities, the chance to obtain linguistic skills represents an important opportunity for social advancement and economic development" (Gao, 2011, p.158).

Most of ethnic minority students have lower English proficiency (especially in spoken English) in the ethnic minority-dominated areas in China. Consequently, the English learning ability of minority students is relatively lower than Han students after they enter into the college or university. In this regard, Han students probably have learned English for several years already, but minority students have to acquire English from the basic knowledge. In Ma (2009)'s study, he also mentioned the English educational issue of minority learners in Yunnan province where there is a continuously significant concern in both administrative and academic domains. Consequently, the situation of English teaching and learning for ethnic minority university students in Yunnan province possesses a great representativeness, concerning either social or academic significance. Yang (2005) states that for most ethnic minority students, they apply their second language (Putonghua) as a medium to learn their third language (English), and so it is not easy for them to gain any help or guidance from others due to the different language background.

There are forty-seven different ethnic groups in Yunnan province, China. Among them, more than 60% of the population are ethnic minorities of the whole country. Adamson & Feng (2009) conducted an exploration which reveals the relative lack of the English educational materials of English in Yunnan Autonomous regions compared with other regions inhabited by ethnic groups. Similarly, Olan (2007) investigated the situation of minority university students at the most famous university in Yunnan province, and the results showed that, compared with Han Chinese students, nearly 63% of the ethnic minority students have a lower English competence before they entered the university.

In this study, one of the regions in Yunnan province, Honghe Hani and Yi autonomous prefecture is concerned. It is considered as the largest ethnic minority group which is taking up nearly 46% of the total number of people in this area (Ma, 2009). In fact, the documents of Ministry of Education represent that students should receive the English education from grade three at primary school. However, the students in many minority languages primary or secondary schools in Yunnan who are not given much access to English learning due to the absence of educational resources. Similarly, for most of the Honghe minority students in Yunnan, English education will be accessible to them unless they plan to enter universities.

There are two main minority groups of in Honghe, they are Hani and Yi; and they experience different educational modes at primary and secondary schools. The first mode is the minority students who enter into minority schools of which official language is Hani and Yi language; and the second situation is the minority students are allowed to attend the normal schools where Putonghua is the official language. Under such circumstances, Han students receive English education since primary school, which is different from the situation of minority students. Consequently, the two groups of students, once they enter universities, they are not only in totally different conditions of English learning, but also in different English language levels.

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Statement of the Problem

General problem

Speaking naturally and fluently is the goal to maintain communication effectively, and it reveals the importance of speaking fluently in the EFL class in China. Efforts have been made at the university level to improve Chinese learners' spoken English through the use of

diverse oral tasks (Robinson, 2001; Thompson & Millington, 2012). In this regard, relevant departments of the Ministry of Education provided a better-equipped language lab for university classrooms and invited more native-English-speaking teachers to give oral-English and written English classes in the classrooms in China. The new form of EFL tertiary education basically focuses on learners' English skills in communication and academic exchanges (Lin, 2001, cited in Wang, 2014). However, it still poses a severe challenge in minority regions.

Accordingly, the situation of the minority of EFL learners' English education has not been paid due attention by researchers and teachers in China, students' spoken English in particular, due to both political and economic factors exists in the ethnic regions. Lu (2013, cited in Wang, 2014) compared two groups of students with their attitudes and learnig situations of spoken English; in this regard, Han Chinese, and ethnic minority learners were included. Firstly, the minority students are reluctant to speak English compared with Han Chinese. Lu stated that it is necessary to pay more attention to the teaching methods used to develop students' English speaking ability, not just in the other three skills (reading, writing and listening). Besides, the ways that minority students stimulate themselves to improve their spoken English ability are also required to be focused.

The problem in the context of this study

A prominent issue lies in the EFL education at university level in minority regions is spoken English teaching (primarily, in Yunnan province), including parts of Han students. Based on the researchers' working experience at Honghe University, in which the study was launched, a contour profile is demonstrated based on according to my observation and descriptions of several students.

Firstly, only one semester of oral English class is included in the university syllabus in a total of four years program. Little focus has been emphasized on basic English skills teaching, especially in speaking ability. Unexpectedly, the goal of most students is to pass the exam and obtain academic credits. The oral classes only last one semester for English students, so they have few opportunities to practice spoken English and acquire sufficient knowledge in spoken English. Accordingly, a large number of students are not able to speak English fluently for a few minutes until the day they graduate. In general, it comes down to the illegitimate curriculum setup with no emphasis on cultivating students' English-speaking skill.

Besides, even the content of the oral English textbook is relatively abundant and diverse, teacher's teaching methods and courses materials are also limited under the pressure of teaching hours and pedagogical tasks. According to students' statements, most English teachers mainly pay attention to the teaching of conversations in the spoken English classes, due to the limitation of textbooks' contents as well as time-consuming. Therefore, students can only obtain a somewhat limited practice in oral English classes, such as make replacement exercises or fixed sentences patterns back and forth in a few lines of conversation or dialogue in pairs or groups.

And then, another common problem which prevents minority EFL learners from fluently speaking English is related to their own. Firstly, students have studied English extensively and may have a good knowledge of grammar, but they lack confidence in speaking English confidently. Frequently, their low ability makes them embarrassed, and this is likely to affect their spoken English and inhibits fluency. Secondly, ethnic minority students make the same small speaking errors repeatedly. It can be the fact that their L1 or L2 interferes with the ability to make themselves understood in ways that are not obvious. The subtle and essential

differences between L1 or L2 and L3 (English) have not neither been paying attention by educators nor realizing by learners.

The rationale of this study

Many researchers have explored the effect of task repetition (TR) on the development of learners' spoken English fluency. It shows that TR has a significant effect on fluency and complexity of learners' performances (Bygate, 1996, 2001; Ellis, 2009; Ahmadian & Tavakoli, 2011, etc.) More recently, Bei (2013) has investigated the immediate effects of oral narrative TR by two EFL learners, and the results show that TR of narrative mainly improved fluency, while complexity is the least sensitive to the practical influence. However, little research has been done in the fluency of spoken English of Chinese university students, especially for the ethnic minority students. This study is similar to some previous studies concerning the steps and framework, but it is different in several aspects.

Firstly, this study focuses on the influence of TR with dictation intervention on minority EFL learners' spoken English fluency. Not many studies have been conducted in the context of minority university EFL learners' speaking fluency, especially combined with dictation technique as an intervention. And then, the use of learning strategies (LSs) in English language learning is seldom mentioned by Chinese researchers and educators. This study focuses on the strategies that minority students use during the learning process in examining the function of LSs in the development of learner's spoken English fluency. Therefore, the results and implications of this study should be beneficial to policy-makers, educational principals-designers, and EFL teachers.

Generally, the innovation of this study is the combination of different language teaching method and technique to apply in the context of minority university EFL learners. The results may show another picture which is different from previous studies due to the different

language learning experience of minority students; that is, they had acquired both L1 (mother tongue or dialect) and L2 (Chinese or Putonghua) before they began learning English as a third (L3) or foreign language. This study proposed a new mode of spoken English teaching at university level in ethnic minority areas in which activities are usually carried out through three stages (before-while-post) compared with previous studies, which actions were only carried out through one stage: while-speaking (treatment practice).

Research Questions

Four primary research questions can be stated:

1. Does TR (4/3/2 technique) with dictation intervention help to develop Chinese minority EFL university students' spoken English fluency?

2. What aspects of spoken English fluency are improved with TR with dictation intervention from Chinese minority EFL university students' perception?

3. What learning strategies do Chinese minority EFL students use in their speaking during the process of TR?

4. Does the Chinese minority EFL students' combination of LSs enhance their spoken English fluency?

Research Objectives

The objectives of this study are as follows:

1. To investigate the effects of TR (4/3/2 technique) with dictation intervention on the development of spoken English fluency of Chinese minority EFL university minority students;

2. To explore minority Chinese EFL university students' perception of the effects of TR (4/3/2 technique) with dictation intervention;

3. To identify the LSs that Chinese minority EFL university students mainly use in the process of TR;

4. To determine whether Chinese minority EFL university students' combination of LSs enhances their spoken English fluency.

Research Hypothesis

Accordingly, four main research hypotheses are formulated to answer the RQs as follows:

Research hypotheses for **RQ 1**:

Hypothesis one: there is a statistically significant difference between the experimental group's pre-test and post-test scores of fluency (MLR, PTR, ALP, and R100 respectively) at a significance level of .05.

Hypothesis two: there is a statistically significant difference between the experimental group's post-test scores of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance level of .05.

Hypothesis three: there is a statistically significant difference between the experimental group's D-values scores (post-test scores minus pre-test scores) of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance level of .05.

Research hypothesis for **RQ 4**:

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Hypothesis four: there is a statistically significant difference between fluency D-value scores (post-test scores minus pre-test scores) of students who used one or less than one LSs and those of students who used two or more than two LSs at a significance level of .05.

Theoretical Framework

In order to explore the effects of repetition tasks on the development of spoken English fluency of minority Chinese university students, and the learner's strategy use during the task. This study adopts a theoretical framework mainly including Nation's (1989&2000) 4/3/2 technique evaluation mode and dictation as an intervention in language learning.

Nation's (1989&2000) 4/3/2 technique evaluation mode

To provide spoken English fluency practice for English learners, Maurice (1983) devised the 4/3/2 technique. Nation (1989) defined the 4/3/2 technique (or activity) as "giving the same talk to three different listeners in turn, but with four minutes to give the first delivery of the talk, three minutes for the delivery of the same talk to the second listener, and two minutes for the third." (Nation, 1989, p.379). Therefore, each speaker has to deliver the same talk three times to three different listeners with a progressive decrease in the time available for each delivery. Nation (1989) summarized the evaluation of the 4/3/2 technique (**Table** 1) cited in Nation (2000, p.56)

Table 1. Evaluation of the 4/3/2 Technique (Nation, 2000, p.56).

Goal	Conditions (Signs)	Features
	Focus on the message (interest)	New listener
Spoken fluency	Repeated retrieval (same language features)	Same talk delivered Three times
	Smooth and speedy retrieval (Fewer hesitations, increasing speed)	Decreasing time 4→3→2 minutes
	Availability of needed language features (Little hesitation)	Familiar topic, language and discourse

Dictation as a language learning tool

Dictation was defined as a technique in which learners receive some spoken input for a short time, and then write what they heard (Oller 1971). Nation (2009) claimed that dictation is a valuable language-focused teaching and learning technique, and it can help students to diagnose and correct grammatical errors, train students to distinguish sounds, help to learn punctuation and develop aural comprehension. Besides, learners can exercise basic language skills through short articles or passages dictation, such as the skill of distinguishing or differentiating different elements and tones, spelling words, and employing glossary and grammar (Sun, 2009). Consequently, dictation can be conducted to help learners cultivate a habit, and they can pump out these phrases, sayings, and sentences naturally which may help developing learners' speaking.

Conceptual Framework

To explore the effects of TR with dictation intervention on the development of spoken English fluency of minority Chinese university students, a conceptual framework in terms of

speaking fluency, TR with dictation intervention that would fit the research purpose was conducted. The goal of this conceptual framework is to build a more comprehensible study in the context of minority university EFL learners.

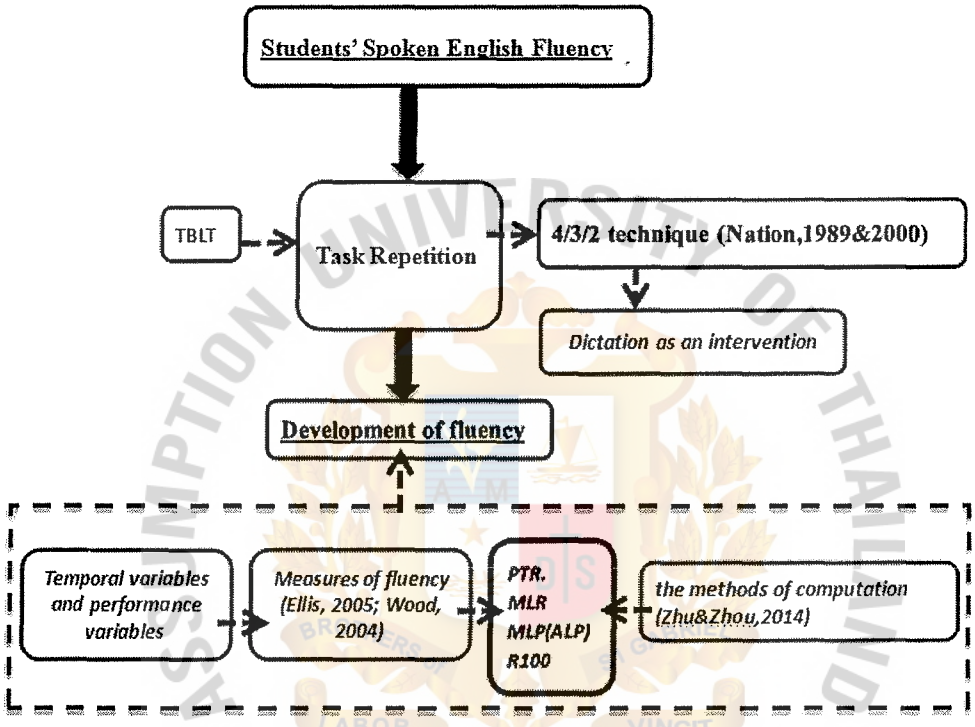

Figure 1. The conceptual framework of this study

Scope of the Study

In this study, multiple scopes are listed as follows:

1. The population for this study is Chinese freshman minority EFL students majoring in English at Honghe University, Yunnan province, China. Only two minority nationalities students were included in this study (Hani and Yi nationalities); they are also the two main ethnic groups in Honghe Hani Yi Autonomous Prefecture. In this case, other ethnic groups are not selected and included.

2. The sample of this study consists of 28 first-year English major students; they were selected from two classes in SFL (38 in total). In this case, results of this study just reflected the learning situation of minority learners at Honghe University.

3. In this study, the form of dictation is 'speech to text,' that is, students, listen to their recording and write it down. Dictation as a means of intervention is based on the contents of learner's speaking. Therefore, other forms of dictations are not included in this study.

4. The variables in this study are as follows:

a. The independent variable is task repetition (TR) with dictation intervention;

b. The dependent variables are learners' speaking fluency (MLR, PTR, ALP, and R100) and learners' perception of TR.

Definitions of Terms

This research uses some terms which are defined as follows:

Task repetition with dictation intervention: In this study, task repetition involves asking language learners to repeat of the slightly altered tasks, and learners not repeat the content word for word but optimize the meanings and formulations to achieve task goals. The dictation refers to a speech-to-text dictation which learners were required to listen to their TR speaking recordings after each practice, write down every single word; and then check and correct grammatical errors, vocabulary and sentences structures by themselves.

4/3/2 technique : This study adopted Maurice (1983) and Nation (1989)'s definition as giving the same talk to three different listeners in turn, but with four minutes to provide the first delivery of the discussion, three minutes for the delivery of the same speech to the first delivery of the talk, three minutes for the delivery of the same talk to the second listener, and two minutes for the third.

Learning Strategy (LSs): This study adopts Oxford's (2011) terminology of LSs as learners' self-regulation with strategies to control their learning and achieve the learning goal. The Strategy Inventory for Language Learning questionnaire was adopted to identify the categories of learners' learning strategies use in spoken English practice.

SILL: Oxford's SILL (Strategy Inventory for Language Learning) is the most understandable classification of LSs (Ellis, 1994), and has been used widely to collect data on a considerable number of language learners around the world. In this study, a bilingual version which was translated by Chang (2011) in Chinese and English was used to evaluate the strategies use of minority EFL university students.

Cognitive strategies: This study adopted Chamot & O'Malley's (1994) conception, cognitive strategies refer to handle mental and physical of the material to be learned, including repetition, organizing, summarizing meaning, guessing the meaning from context, using imagery for memorization. All of these strategies involve deliberate manipulation of language to improve learning.

Spoken English Fluency: In this study, 'fluency' is defined from the perspective of utterance fluency. It refers to quantifiable aspects of speech, such as MLR (mean length of runs), PTR (phonation time ratio), ALP (average length of pauses) and R100 (repair per 100 syllables). These four variables which are measured with the software and manual annotation based on the number of *syllables*, pauses (lasting 0.5 seconds or more), times and pause time; the number of repairs (repetitions, replacements, reformulations) and the total amount of time of articulation.

MLR: The speech between pauses is labeled the mean length of the run (MLR) The calculation method is sample syllabus / total pauses times.

PTR: Phonation time ratio is the percentage of time the student spoke during the recording, which captures both pausing and speech production information, more specific measures of fluency breakdown. The calculation method is the total amount of time of articulation/ total amount of time required to produce a sample.

ALP: Average pause length as a measure of breakdown fluency. The calculation method is total pause time/ total pause times.

R100: Repair per 100 syllables is included as a dimension of utterance fluency, including repetitions, replacements, reformulations, and false starts. The calculation method is (number of repairs/sample syllabus) * 100.

Focus-group Discussion: This study adopted focus-group discussion rather than the interview. It's not a face-to-face interview; the teacher was only a monitor in the process.

Minority Students: In this study, minority students refer to those students who speak Hani and Yi languages as the first language and study at Honghe University, and they belong to the same language system, and the pronunciation are identical.

Learners' perception: In this study, learners' perception is related to learners' confidence, learning interests, sense of achievement or satisfaction, learners' self-evaluation of organizational skill, coherence and logical ability toward the influence of TR on the spoken English fluency.

Significance of the Study

Firstly, the current study might develop an understanding of the situation and problems of spoken English faced by Chinese minority university EFL students and possible solutions could be given. Effectually, the result of the current study may provide a guideline for teachers designing practical tasks in spoken English teaching to facilitate students improve their speaking abilities. For the most academic one, the current study also provided

valuable information concerning the experimental design method, and the ways of content and resulted in the analysis, to continually improve the follow-up studies in this field. Generally, it is hoped that the results of this study might let educational organization or related personnel realize the problem faced by minority learners in English speaking, which is helpful in policy revising and renewing.

Also, this study may reveal the benefit from the learning strategy use in spoken English learning, which was ignored by the majority of EFL learners. Besides, this study will stimulate university teachers in minority regions to encourage students to use strategies in language learning, remind teachers to increase learners' awareness of strategy use and combine with strategy training in their daily teaching. Thus, English language learning can be developed from both teachers' and students' perspective.

Limitation of the Study

The limitation of this study lies in the number of the subjects such as the Chinese minority. The number of participants is twenty-eight, which is relatively small. The generalization of the findings of this study should be conducted with much caution. A larger group of students can be performed to investigate the Chinese minority university students' speaking fluency in the future research.

Summary of the Chapter

This chapter provides a brief outline of the present study. Firstly, the research background was discussed; besides, the rationale of this study was introduced. Accordingly, the research questions, objectives and the research hypothesis were proposed based on the research goal of this study. Besides, the theoretical framework and the conceptual framework of this study were explained. Finally, the significance and limitation of this study were

mentioned at the end of the chapter. A backdrop into the research concerning the spoken English fluency and more literature related to this study is reviewed in the next chapter.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS of ST GABRIEL
LABOR VINCIT OMNIA
SINCE1969
มหาวิทยาลัยอัสสัมชัญ

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

This chapter reviews concept, theories, approaches, and studies related to English speaking fluency. It includes overview of speaking skills, speaking proficiency and fluency, development and measurement of speaking fluency, task-based language approach in teaching and learning, task repetition (TR), TR and intervention, issues on dictation, learning strategies (LSs) and second or foreign language teaching and learning.

Overview of Speaking Skill

Definitions of speaking skill

Speaking is regarded as the most significant skill which can help EFL learners in acquiring a foreign language. In order to use a language to speak or communicate fluently, many EFL learners try to learn a foreign language. Generally, speaking is a profound skill and "the ability to use the language" (Oxford, 1999, p. 414), to communicate with others. In addition, Chaney (1998 cited in Rahimy, 2012) states that using verbal and non-verbal symbols in the process of cultivating and sharing meaning is speaking. Speaking can be through both language and non-verbal language, in terms of gestures and body language. Later, according to Cole et al. (2007), speaking is a collaborative and interactive process. It is an exchange. People can recognize others' comments, interrupt, disagree with or expand what is said. EFL learners try to speak for more comprehensible or attempt to give an interpretation that removes the obstacle to understanding in order to exchange ideas. Accordingly, speaking uses many elements that help the development of the language learning process.

The significance of speaking skill

Speaking is considered the most significant skill by many scholars because by speaking learners are possible to share opinions and gain more knowledge about the language. In this regard, Carter and McCarthy (1998) state that the investigation of in the analysis of extended stretches of spoken and written language has been mentioned in the past decade. Over the years, much attention has been paid to speaking skill to explore its significance in the context of foreign language learning. Brown and Yule (1983) provide support to this, stating that the serious consideration of the spoken language as a subject for teaching has a long history, but only made a critical influence on foreign language teaching generally.

Speaking is also regarded as a critical element for language learning, which can expand knowledge of language and cultivate learners' confidence to use it. In Cole et al. (2007)'s research, speaking and listening were combined, being "... major factors of key skills and literacy qualifications." (Cole et al.2007, p.1) In this regard, speaking is a wind indicator of EFL learners' FL proficiency, in terms of using the language effectively.

Most EFL students learn a foreign language only for the requirement of different official exams and cannot speak well, although the significance of speaking skill has been emphasized repeatedly. For this reason, some researchers revealed the necessity of this skill and its influences on EFL education. At the earlier time, Egan (1999) claims that speaking is considered as the core of second language learning, however, it has been neglected in teaching and testing to a certain degree for several reasons. In this same situation, Gammidge (2004) points out that as a difficult skill to learn, speaking is very important for most learners to acquire and they need the confidence to speak in order to perform the most typical social transactions. McCarthy (1998) supported this point, stating, "Although it may seem obvious that spoken language is primary, and that written language is secondary in terms of their

occurrence in human societies." (McCarthy,1998, p.15). In reality, all skills that language learners use are necessary and supplementary, so that they complete one another, however, speaking is unique and different from other skills. Bygate (1987) suggests that the way language is organized in a speech which is typically different from the shape it takes in writing. In this regard, each skill has its function, because it gives the EFL students more opportunities to use the FL as a tool for improving the communicative competence.

Affective factors that hinder oral performance

In FL classroom, oral performance has become a significant and necessary part in language teaching. The main goal of every foreign language students is to present effectively in an academic context, however, they lack presentation skills and they may seriously inhabit the ability and the desire to improve any foreign language performance, so there is no positive effect on their both learning process and future careers, as a result of some linguistic or psychological elements. Generally, one of the most crucial factors in the process of EFL students' expression is vocabulary. It constitutes the items which can structure meaningful speech through combining them together. These vocabulary items are regarded as the foundation of the micro-skills which students need to develop to be competent enough in using the vast macro skills; including listening, reading, speaking, writing.

Mostly, foreign language learners would rather keep silent and passive because of their limited vocabulary. English is a complex language which various words driving from everywhere are contained. It is difficult for students to search proper words in a certain context, so this situation pushes them to escape from participating in the discussion instead of finding out suitable words which may make them embarrassed in the classroom. Therefore, teachers should attempt to avoid this problem and relax students when they present. Besides, vocabulary teaching methods which promote learners' new vocabulary acquisition should be

applied. In Hiebert and Kamil (2005)'s research, they focused on the significance of vocabulary teaching in language teaching instruction, "...repetition and multiple exposures to vocabulary items are important" so that students should be provided with items that would be supposed to be used in many contexts. This also gave a reaction to Bogaards and Laufer (2004)'s view, they revealed that the study of vocabulary is a crucial part of language learning and the question of how much vocabulary a learner requires to achieve a particular goal needs an important area of study and discussion. In order to be competent in speaking and achieve a higher level of performance, a vast vocabulary is required to enhance learners' oral performance.

The effects of high and low self-confidence on performance

Definitions and the importance of self – confidence.

Self-confidence is one of the elements that help learners to participate and take a change without being afraid of making mistakes. In conclusion, the term 'confidence' is recognized as totally trust in something. It was defined as "confidence originated from the Latin word 'confidential' meaning 'to trust' and 'to have faith'" (Lland, 2013, p.11). Murray (2006) defined confidence as 'firm trust'. He explained that if someone is confident about something, she or he does not focus on its outcome, and just take it for granted that it will go well. In addition, Murray mentioned another definition, he linked confidence with skill, which refers to what and how to do it. In Murray's view, confident students always have specific goals and they always trust that they have abilities to achieve the goals.

Besides, a student's confidence is related to the accumulation of experience that he or she could finish a task more than once. This is in line with Adalikwu (2012)'s suggests that "Self-confidence can be summed up as the belief that a person has it in their ability to succeed at a task, based on whether or not they have been able to perform that task in the

past" (Adalikwu, 2012, p.5). He also suggests that learners who are with high self-confidence will try to gain their goals with the full faith in their capacities. In this regard, Hale (2004) claims that self-confidence is on the basis of knowing you have the basic foundation of skills and talents to achieve your goal.

For foreign language learners, self-confidence is a very significant capacity. Students' learning and performance in various tasks can be facilitated and encouraged if they believe in their abilities; that is, there is no interference or hinders in their performance process. Learners will feel confidently for the sake of believing in their capacities or value. Preston (2001) stated, "confidence is crucial to a happy and fulfilling life. It influences your success at work, your family life, relationships, and leisure activities. It affects your performance in everything you do" (Preston, 2001, p.7) All of learners behaviors and domains may be controlled by self-confidence to a certain degree, the goals which they attempt to achieve in particular. In language speaking and listening, Cole et al. (2007) points out the significance of confidence as the competence of learners.

High and low self-confidence.

Language learners will perform important and considerable targets and expand great plans if they have high self-confidence in one's character and ego. Tracy (2012) points out that "…at the present time there are purposes students only dream about, but with high self–confidence they will impose themselves to fulfill them." (Tracy, 2012, p. 32) Learners always succeed in engaging themselves in the learning process when they have imaginary targets through building their self-confidence. This issue supports Kakepoto (2012) who states that confidence is a crucial element of any good presentation. It provides impetus to speakers to interact with his or her ideas effectively.

Generally, learners will be more creative and successful in language performance if they are with high self-confidence, especially in terms of oral performance. Therefore, they are able to draw the attention of others and they gain more chance to develop their speaking ability and make advance in foreign language learning. As Mckerrow et al. (2007) suggests, the audience will feel at ease if the speaker is appearing confidence.

High-confident learners are more successful in learning and speaking foreign languages. The progress and success are paid more attention by those students. With high self-confidence, students fully believe in their abilities that they are able to overcome difficulties which may be impeding their oral performance. Accordingly, Wright (2008) puts forward different features of learners with high self-confidence, "They are ambitious, goal-oriented, visionary; they are good performers and attractive and build a good relationship with others." (Wright, 2008, p.14)

Learners with low self-confidence cannot able to trust in their abilities and find hard to gain their goals, which always affect their speaking and oral performance in the classroom. Carnegie (1956 cited in Wright, 2008) states that the gaining of self-confidence and courage, and the ability to think calmly and clearly while talking to a group is not one-tenth as difficult as most people imagine. Self-confidence construction is regarded as a challenge for many students. In this regard, Carnegie simplifies self-confidence in speaking. Learners with low self-confidence will always lead to a negative result in their performance or even careers because the low self-confidence is regarded as a psychological barrier to success. Besides the features of high self-confidence, Wright (2008) also proposes other characteristics of learners with low self-confidence: "They are fearful of change; they are pessimistic and tend to see the glass as half empty; they have difficulty communicating what they really want; they never make an effort to achieve purposes or prepare for their presentation and predict that only bad

things will happen during their performance; they are insecure and see themselves as victims." (Wright, 2008, p.13)

The effects of high and low self- confidence on performance.

Clearly, high self-confidence and low self-confidence affected learners' performance difference in the language learning process. Accordingly, high self-confidence may contribute more positive results; on the contrary, low self-confidence is more likely to gain a negative influence on learners' language performance.

Examples of the influences of high and low self-confidence on language learners' performance are provided by Hale (2004, p.13) as the following **Table** 2.

Table 2. Examples of the effects of high and low self-confidence on performance.

High Self-confidence	Low Self-confidence
Giving maximum effort A willingness to take chances A willingness to react positively to set- backs and learn from the situation High commitment to training Strong focus on the task at hand Positive attitude and belief in own skills and talent.	Lack of effort More likely to give up Playing safe Misdirected focus Tendency to attribute out come of events to factors that cannot be controlled(eg. luck, environmental conditions).

There is a significant difference in learners' performance between those who have high self-confidence and who have low self-confidence. In this regard, the result of learners' performance is usually regarded as an 'indicator' of their degree of confidence. For instance, well delivered and effective performance indicate students' high self-confidence. " High self-confidence results in either a better performance level or a more positive experience of the event " (Hale, 2004, p.13). On the country, learners' low self-confidence also indicates a poorly delivered and performance based on Hale's opinion, which stated that low self-

confidence results in either a lower performance level or a less favorable experience of the performance. In this study, most majority EFL students have lower self-confidence on oral performance compared with Han Chinese. They are afraid of speaking English because they lack confidence; for instance, they can't pronounce accurately, or they have problems of cultural diversity for the sake of their multiple language learning experiences and living environment, which may lead to a lower self-confidence on oral performance.

The Development and Measurement of Speaking Fluency

Speaking fluency

Based on a broader definition, fluency is considered as similar to overall speaking proficiency. One often cited the definition of fluency that is found in Fillmore (1979)'s study which is first recorded. Four means are described which speakers can give a speech fluently. Primarily, "the ability to fill time with talk, speaking with few pauses." (Fillmore,1979, p. 93). At this point, the example of disc jockeys and sports announcers are provided, who are required to speak this way on a specific kind of job. The second way of fluency is that "the ability to speak coherently using "semantically dense" sentences, with few superfluous words or fillers." (Fillmore,1979, p.93) And then knowing what to say in different contexts is the third symbol of fluency; namely, the speaker is not stuck in unfamiliar situations. Finally, another dimension of fluency is that learners have the ability to be creative in language learning; that is, they are able to use metaphors, jokes and different styles of language to express. A person who has these four abilities is "maximally gifted" in their use of language (Fillmore,1979, p. 93). However, Fillmore's opinion of fluency only refered to native speakers. A broader view of fluency primarily directs at non-native speakers is suggested by Koponen &Riggenbach (2000).

Learners can speak fluently which reflects better interactive ability. As De Jong & Boster (2013) states that, speaking fluency is connected with 'communication'. Learners are able to speak fluently although they have a grammatical error (Crowther et al., 2015). In addition, they do not require searching for vocabulary and their speech can be understood easily. In reality, Brand & Getz (2011) defined speaking fluency as the "automaticity and speed of speech production". However, some researchers challenged Brand & Getz's idea, and they state that 'automaticity and speed of speech production' cannot always contribute to a comprehensible speech. Based on the statement above, the grammatical mistake does not necessarily lead to a negative effect on communication, but some errors may become a hinder in speaking fluency. Housen & Kuiken (2009) 's demonstration provides evidence to this. They state that "accuracy and fluency do not operate in complete independence from each other" (Housen & Kuiken, 2009, p. 469), but they play a complementary role to attain the increasing speaking proficiency of EFL learners.

Nevertheless, many researchers separate fluency and accuracy in their studies. Crowther et al. (2015) give an example of the classification of fluency, which includes segments, word stress, speech rate, and rhythm. Brand and Götz (2011) also use temporal variables of fluency such as speech rate, length of speech runs or the number and length of filled and unfilled pauses in exploring learners speaking fluency, which was similar to Crowther et al. (2015) do. Other researcher supports that speaking fluency can be measured and determined independently by some variables such as speech rate or number of filled and unfilled pauses, number of errors, and use of formulaic language (Bøhn, 2015; Housen & Kuiken, 2009). In the next section, more specific definition and different measures of fluency are discussed.

Some previous studies discussed the individual segmental features of learners in oral language proficiency. Lybeck (2002) explored the development of American women

Norwegian language abilities who were living in Norway to figure out the influence of social context on pronunciation development. Learners' segmental features were compared with native speakers', for instance, word stress, syllable length, and /r/. In his study, he measured learners' language ability through the output of individual segmental features, and it also revealed that it is better to measure learners' language proficiency through prosody. In this regard, (Crystal (2003) points out that the discrete units of speech that occur in a linear sequence is one of the segmental features, for example, vowels and consonants. Besides, Wennerstrom (2001) considers that prosody is "suprasegmental" as it has various sub-features with the change of segments. The function of prosody is to transfer secondary semantic and pragmatic information which is produced by grammar or vocabulary. Therefore, it is equipped with various features in order to complete this goal, for instance, sentence stress, rhythm, pausing, and intonation.

Accordingly, it may be inferred from these studies that the prosody plays a crucial role in learners' speaking competence. In an early study of Anderson-Hsieh, Johnson, and Koehler (1992), they investigate the pronunciation among English language learners, and they find that there is a correlation between prosody and oral competence of learners. Their study presents that native speakers showed a higher overall pronunciation accuracy than non-native speakers because of the prosody rather than segmental accuracy or correct syllable structure. Accordingly, Derwing, Munro, and Wiebe, (1998) reveals that learners' fluency is linked with comprehensibility, and students' comprehensibility is developed by several language teaching methods which focus on fluency.

Accordingly, these studies revealed that fluency is considered as one of the efficient measurements for language proficiency. Despite all this, the specific elements which can define learners' fluency are still indeterminate. Kang, Rubin, and Pickering (2010) launched a study to explore the relationship between a number of prosody features and fluency.

Consequently, the results show that the fluency is strongly affected by the number of syllables per second, the articulate rate, the length of speech runs, the rate of stressed syllables, as well as the use of high-rising intonation, mid-rising intonation, and mid-falling intonation. However, Kormos and Denes (2002) suggested that it is not necessary to examine fluency with an analysis of intonation. They found that the rate of stressed syllable was relatively easy to measure based on asking non-native English speakers to make narratives to fit cartoon slips. Generally, the previous study suggests that learners' oral language proficiency can be strongly reflected through the examination of fluency. Besides, its reasonably measures learners' fluency through recording their stressed syllables rates.

The different definitions and measures of fluency

Perceived fluency.

Perceived fluency focuses on the speaker's fluency from the listener's angle based on different researchers. Lennon (2000) states that perceived fluency is related to an impression of the speaker's fluency from the listener's perspective. Based on different researchers, the measurement of perceived fluency was usually decided into three ways, asking teachers asking teachers (Freed, 2000; Kormos & Denes, 2004; Riggenbach, 1991; Rossiter, 2009) or other native speakers (Bosker et al., 2013; Derwing et al., 2009; Freed, 2000) or non-native speakers (Rossiter, 2009) to evaluate speech samples. It was feasible to use listeners' evaluation to measure speaking fluency because the goal of L2 learners was to speak fluently to others. However, it was difficult to measure fluency in this approach to a certain degree. One of the crucial aspects was if examiners could define fluency and how could they do it. Raters passed judgments according to their own definitions in some previous studies (Freed, 2000; Kormos & Denes, 2004), and the result was that they used different criteria to measure (Rossiter, 2009) Differently, definitions of fluency were given based on temporal variables of fluency by some other researchers (Bosker et al., 2013; Derwing et al., 2009; Rossiter, 2009).

For instance, Bosker et al. (2013) conducted examiners to listen for speech rate, pauses, and self-correction. Generally, it was not a direct approach to measure fluency, a more objective measure can be provided as measuring utterance fluency.

Utterance fluency.

Four main quantifiable factors, rate, pauses, repair, and the mean length of run are included in utterance fluency.

Rate.

In previous studies, the rate is measured with both unpruned and pruned speech rates. These two types of rates are considered as the significant symbol in the utterance fluency. In this regard, some researchers (Mota, 2003; Yuan & Ellis, 2003) reveals that Pruned speech is calculated a speaker's production eliminating repair, while unpruned speech is all issues that speaker produced including repair. According to the classifications, minor variations are found in operationalizing speech rate, such as measuring words (Freed et al., 2004; Hilton, 2008), semantic units (words and partial words; Mota, 2003), or syllables (Kormos & Denes, 2004; Mehnert, 1998). Language performance speech is best examined by speech rate, which can be calculated through formulas such as the total number of syllables divided by the total time; or it can be defined as articulation rate which is calculated as the total number of syllables divided by the total time, excluding filled and unfilled pauses. The calculation of articulation rate in L2 or L3 speaking was used in an intensive language project (De Jong & Perfetti, 2011) and in study-abroad programs (DeKeyser, 2007), but this study would not adopt speech rate to measure learners speaking fluency for several reasons. Firstly, a speaker's speaking might not fluent but she or he is able to stay at a high speaking rate or articulation rate as the length or number of pauses is not rated. Additionally, speaking rate and articulation rate were highly connected with the speaking rates of learners' L1 or L2 (Towell, Hawkins, & Bazergui, 1996). Furthermore, a non-fluent speaker was judged through

a breakdown of fluency but not by a slow speech. In reality, articulation rate is able to rate the number of lengthened syllables which is similar to filled pauses to a certain extent. However, this study conducts another one variable, phonation time ratio, which is regarded as one of the crucial and global measures of fluency but different from speech rate.

Pause.

Pause is the core of the utterance fluency, and it is able to reflect the degree of speaker's speaking fluency. Therefore, the measure of pauses may be significant to evaluate the development of learners' speaking performance. Different measurements of pauses are defined. The calculation of the total number of pauses is adopted in several previous studies (Foster & Skehan, 1996, Mehnert, 1998; Rossiter, 2009; Tavakoli & Skehan, 2005); besides, others include ratios of pauses to units, such as pauses per T-unit (Bygate, 2001), or pauses to time, such as pauses per minute (Iwashita et al., 2008; Kormos & Denes, 2004; Llanes & Muñoz, 2009; Skehan & Foster, 2005). Besides, pausing time as a percent of the total speaking time is calculated (Hilton, 2008; Iwashita et al., 2008; Mehnert, 1998; Sangarun, 2005) or calculate the phonation-time ratio, which is contrary to this measurement (Kormos & Denes, 2004). In this regard, it is crucial to rate the ratios or percentages because the length of speech samples of participants is different, a simple count of numbers may be insufficient. In a study of L2 of Riggenbach (1991), the pausing in the speech of low- and high-proficiency students of English is compared, and the results reveal that there is a relatively obvious difference between groups in the frequency of pauses lasting 0.5 seconds or more compared with in the frequency of shorter pauses. It is suggested that Riggenbach's study should be replicated with larger numbers to inform both future research and the interpretation of findings related to pausing.

Mean length of pause.

Another variation between studies in which pauses are measured. The mean length of the pause is measured by different researchers to present one aspect of the fluency. In several researchers, only filled (García, 2009) or only unfilled (Guará, 2012) pauses were counted, some count both of them but with different (Kormos & Denes, 2004; Rossiter, 2009) and some did no difference (Foster & Skehan, 1996; Mehnert, 1998; Tavakoli et al., 2011). Generally, pauses are regarded as a symbol of disfluent. Based on Chambers (1997)'s opinion, unfilled pauses probability contributed a more disfluent speech. However, Skehan & Foster (2005) reveals that both filled and unfilled pauses reflect "inability to handle speech during the uninterrupted time" (Skehan & Foster, 2005, p.199) In addition, they advocated that native speakers usually put a pause at the end of clauses instead mid-clause.

The measure of the length of pause is also different between studies, and the selection of measurement is based on the goal of the study. For instance, in some studies, researchers calculated the average pause length as a mean of breakdown fluency (Hilton, 2008; Kormos & Denes, 2004; Tavakoli & Skehan, 2005; Wendel, 1997). Some of other counted the total number of pauses that vary from 0.2 seconds or longer to 2 seconds (Kormos & Denes, 2004) or longer (Nakakubo, 2011; Tajima, 2003). Considering the speech of native speakers may provide guidance in deciding which pauses to measure. Based on Goldman-Eisler (1961), it showed that it is common that native speaker gives discussion and summary in the frequency of less than 0.5 seconds. On the contrary, Riggenbach (1991)'s study reveals that the there is a relatively obvious difference between groups in the frequency of pauses lasting 0.5 seconds or more compared with in the frequency of shorter pauses. Therefore, this study follows Riggenbach (1991)'s suggestion to measure pauses to explore the obvious change of learners' pauses.

Repair.

Besides speech rate and pausing, another dimension of utterance, fluency is repairing. In different studies, repair consists of different actions. Generally, repair includes repetitions (Bygate, 1996; Foster & Skehan, 1996; García-Amaya, 2009; Hilton, 2008; Iwashita et al., 2008; Kormos & Denes, 2004; Rossiter, 2009; Tavakoli & Foster, 2011), replacements (Foster & Skehan, 1996; García-Amaya, 2009; Iwashita et al., 2008; Kormos & Denes, 2004; Rossiter, 2009), reformulations (Foster & Skehan, 1996; Iwashita et al., 2008; Rossiter, 2009; Skehan & Foster, 2005; Tavakoli & Foster, 2011). At this point, the definitions of repetition, replacement, and reformulation are crucial, which can help researchers to identify learners' actions. These three actions are related to repeat, revise or replace the old information with a new one in a short time during the speaking process of learners. Iwashita et al., (2008) provides a definition of repetition which is defined as the duplication of the same syllable, word, or phrase. And then, based on Inoue (2010), he suggests that replacement is related to use one vocabulary or phrase to take the place of another. Finally, reformulations are explained as involving in grammatical modifications based on Iwashita et al., (2008).

Length of run is conducted commonly and globally to measure utterance fluency. In this regard, the measures of mean length of run are slightly varied between different studies, and the key variable is the ways that speech samples are divided into runs. Freed et al. (2004) rated mean length of run in two means, separating speech into runs with fill pauses and adopting false starts and repetitions respectively. In addition, an optional way is that only the longest run (Llanes & Muñoz, 2009; Segalowitz & Freed, 2004) or the longest turns (García,2009) of each speaker are calculated.

Cognitive fluency.

It is evident from the previous studies, the approach to the fluency measurement has not been consistent. On the contrary, few researchers tried to measure cognitive fluency. Cognitive fluency presented a personal ability to organize or arrange and optimize an utterance, including factors such as its content, words, and grammatical structures (Segalowitz, 2010). De Jong et al (2013) explained that it is impossible to measure cognitive fluency as it refers to a mental processes. One study conducted cognitive fluency study in which researchers measured knowledge of grammar and vocabulary in untimed tasks and also used some tasks to measure processing speed. It showed that such tasks could "tap most aspects of L2 linguistic skills that supposedly underlie L2 cognitive fluency" (De Jong et al., 2013, p.7).

The fluency measurement criteria in this study

This study uses a recent trend which focuses on the role of fluency in language learning, to explore how learners' fluency would be affected under TR with dictation intervention. Firstly, it aims to fill the gaps that longitudinal research on Chinese minority EFL students' spoken English fluency development and research on intervention related to English spoken fluency. Although this study does not measure perceived fluency, previous research has consistently found that utterance fluency and perceived fluency are related (Bosker et al., 2013; Derwing et al., 2009; Kormos & Denes, 2004; Riggenbach, 1991; Rossiter, 2009).

Speech rate is considered as the best medium to grasp the speech of language, and the calculation methods is the total number of syllables divided by the total time, filled and unfilled pauses are not included (De Jong & Perfetti, 2011). Besides, the articulation rate is accelerated over time in an intensive language program and in study-abroad programs in DeKeyser (2007)' study. Nevertheless, these measurement methods are not conducted in this study for several reasons. Firstly, a language speaker may not be able to speak fluently, but

he can have a high articulation rate or speaking rate. The reason is that only the number or length of pauses are measured. And then, according to Towell, Hawkins, & Bazergui (1996), speaking rate and articulation rate can effectively define the individual difference and the correlations between L1 and L2 speaking rates of language learners. Furthermore, talking in a high speed is not the point, as speaking teachers will stress. The criteria of defining a non-fluent speaker is not according to slow speech but a breakdown of fluency. For example, the fluency section of the analytic scale assesses fluency by descriptors such as "smooth flow" and "pausing...is very evident", not speech rate (Council of Europe, 2001). However, the articulation rate is not calculated individually in this study, although it can grasp the number of lengthening syllables. Finally, the amount of language is captured by the speech rate which is similar to phonation time ratio.

Instead, an insight into frequency and location of pauses is considered important in measuring fluency based on different researchers. Wood (2004) states that highly fluent L2 speakers and native speakers tend to pause at sentences and clause junctures, or between non-integral components of clauses and clauses themselves. Pausing at other points within sentences gives the impression of dis-fluency. Zhu & Zhou (2014)'s study explored the spoken English fluency of Chinese high school students with MLR, PTR, ALP, and R100, the results showed a positive improvement with these four variables and formulas. Hence, it might be feasible in the context of Chinese EFL learners, which could speak English present fluency. In this study, learners' speaking fluency was measured mainly according to the temporal variables in utterance fluency and the variables were calculated based on Zhu &Zhou (2014)'s formulas which were adopted from previous studies. (see **Table 3**)

Table 3. The criteria of fluency measurements in this study.

The Temporal Variables in Utterance Fluency	Computing method
MLR (Mean length of runs)	sample syllabubs / total pause times
PTR (Phonational Time Ratio)	total amount of time of articulation / total amount of time required to produce a sample
ALP (Average length of pauses)	Total pause time / total pause times
R100 (Repair per 100 syllables)	(Number of repairs / sample syllabus)*100

MLR.

The speech between pauses is defined as the mean length of run (MLR) or mean length of fluent run (MLFR) (Schmidt, 1992), and it has been proved to the best way to capture the difference in fluency in a narrative task (Towell, Hawkins, & Bazergui, 1996). Both a lower mean length of pause and a higher mean length of run can show higher fluency. In this regard, phonation time ratio can capture the higher fluency with maintaining the length of pauses and the length of speech between pauses if the number of pauses is reduced by a speaker (De Jong & Perfetti, 2011).

PTR.

A relatively global measure of fluency is suggested rather than simple placement of pauses, which is known as phonation time ratio (PTR). It is concisely measured by the percentage of time the speaker speaks during the recording, therefore, it provides a general picture of a speaker's fluency. Three key ways that a speaker is able to develop his or her

phonation time ratio in a speech are by reducing the length of pauses, decreasing the number of pauses or increasing the length of speech between the pauses. Phonation time ratio can capture the higher fluency with maintaining the length of pauses and the length of speech between pauses if the number of pauses is reduced by a speaker (De Jong & Perfetti, 2011). The length and number of the pauses is a reaction of the degree of that "speaker must pause to plan their language performance" (Ellis & Barkhuizen, 2005, p. 156).

ALP.

Mean length of pause (MLP) or average length of pauses (ALP) is regarded as a more specific measurement of fluency breakdown besides the general measure of phonation time ratio discussed above, which plus insight into the fluency of the performance. Generally, the average length of pause reduces with the improvement of fluency.

R100.

In addition, repair is adapted by different researchers to measure fluency, and it is also regarded as one of the basic variables in fluency measurements. For instance, in some previous studies (García, 2007, De Jong et al., 2013), it reflects the improvement of speakers' spoken fluency by measuring the repairs. In this study, using repairs per 100 syllabuses to measure is reasonable as the different length of learners' speech.

Therefore, a combination of these four variables (phonation time ratio, mean length of pause, and mean length of fluent run) with repairs can adequately capture differences in fluency of oral performance in this study. In this section, the definition, measures of fluency and the measurement criteria in this study are discussed. Some previous studies reveal that specific tasks can develop learners' speaking fluency, such as task repetition. In the next

section, related studies of task repetition which is in task-based language teaching and learning are discussed.

TBLT Approach in Language Teaching and Learning

Task-based language teaching (TBLT) is a form of teaching that is labeled as a tool for communicating rather than systematically teaching. It is necessary for learners to realize how language is used as a tool for communication so that they are able to use a second language effectively in order to develop their language competence. Ellis (2009) defines the significance of task in TBLT, which TBLT emerged with 'task' as the central unit "for both designing a language program and for planning individual lessons" (Ellis, 2009, p.223). Task-based language teaching is based on the principle that language learning will be more successful if it is learned in contexts where "learners' natural language learning capacity can be nurtured" (Ellis, 2009, p. 222) instead of just teaching language systematically (Ellis, 2009). At this point, task serves as the central units of TBLT, and "their design can affect their use by teachers in the classroom, the actions of learners, and the performance and learning outcomes" (Bygate, Skehan & Swain, 2001, p.1). Besides, it provides a better environment for facilitating learners' L2 learning and acquisition (Shehadeh, 2005). Richards and Rodgers (2001) revealed that the reason for this is that "tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning" (Richards &Rodgers, 2001, p.228). It is therefore important to define 'task' before any research can be conducted in this area.

Concepts and definition of Tasks

Numerous studies have been conducted on tasks as a way in language teaching and learning in the past two decades. According, various definitions were suggested by different

researchers, for instance, "activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (Willis, 1996, p. 23) or "an activity which requires learners to use language, with an emphasis on meaning, to attain an objective" (Bygate et al., 2001, p. 11). Tasks provide learners to use their L2 to communicate with others in order to achieve the learning goal, which is a general consensus of tasks.

However, these items could be vague because the types of outcome may be diversity due to different goal or objective. Consequently, Samuda & Bygate (2008) suggests a more specific definition of task as "A task is a holistic activity which engages language use in order to achieve some non-linguistic outcome while meeting a linguistic challenge, with the overall aim of promoting language learning, through process or product or both (Samuda & Bygate, 2008, p. 65) In this regard, 'holistic activity' is related to task in its integrality, including all four language skills not just one aspect. 'A non-linguistic outcome' refers to that the aim of the task is language use rather than language focused. Learners' cognitive abilities are conducted in order to interact to solve the problem with a 'linguistic challenge' provided by the task. Furthermore, learners' language learning can be improved through different ways of using a task. Language learning may happen by 'process', for instance, providing corrective feedback on the language used by learners as they try a task. On the contrary, Samuda & Bygate (2008) stated that the language learners can learn through the feedback of a specific task in the process of learning, in terms of analyzing the language used to present on the task's outcome. Similarly, Bygate et al. (2001) revealed that a task should be defined based on its aim.

Besides, a task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. The task is defined by Ellis (2003) as "a work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional

content has been conveyed" (Ellis, 2003, p. 16). To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resources, although the design of the task may predispose them to choose particular forms. Like other language activities, a task can engage productive or receptive, and oral or written skills and also various cognitive processes.

The purpose of this study involves learners' speaking skill, which is required to use their cognitive ability in order to convey information to communicate and gain task goal. In this regard, this study adopted Samuda & Bygate (2008) and Ellis (2003)'s definition.

TBLT and oral performance

In reality, a considerable amount of research findings gives supports for adopting TBLT in learner's oral performance. Prabhu's Communicational Teaching Project in Bangalore was regarded as a major milestone for the TBLT new language teaching paradigm (Leaver and Willis, 2004) as "changing winds and shifting sands" (Brown, 2000, p. 13) In addition, it is suggests that negotiation for meaning may have a positive function when conducted in with other pedagogical items that develop language acquisition. At this point, Pica, Paninos, and Linnel (1996) suggests that those students are simulated to negotiate for meaning, and the interaction between L2 students provide data with high quality, but without providing the necessary that could lead to the reconstruction of the learners' language.

In addition, the selection of task is mentioned by different researchers, and the types of tasks in language teaching and learning process may have different effects on learners' oral performance, for instance, some tasks may improve complexity or accuracy, some may develop fluency based on the features of different tasks. In previous studies, researchers have investigated different tasks that attribute to the development of learners' oral performance in different aspects. For instance, Foster and Skehan (1996) explored the influences of

meaning/form focused strategic planning, undetailed strategic planning and minimal strategic planning on EFL learners' speech in three different experimental tasks respectively: personal information exchange, oral narrative, and decision making. The findings of the study revealed that the meaning/form-focused strategic planning contributed more complex and fluent of speech (for three tasks), and more accurate (for two of the three tasks) than speech under minimal strategic planning situation. In a later study of Skehan and Foster (2008), they compare the effects of interactive and monologue tasks on learners' oral performance, the results shows that the former contributed to more precision and complexity, whereas the latter developed much more on fluency (Skehan and Foster, 1997). It is asserted that planning tasks in different contexts shows positive effects on learners' oral performance (Foster & Skehan, 1996, 1999; Mehnert, 1998; and Ortega,1999).

Besides, it reveals that TBLT contributes to learners' performance in fluency. Aljarf (2007) explored the influence of TBLT on EFL students' performance at the college of language at King Saud University, Riyadh, Saudi Arabia. In this study, TBLT rules, instructions, and procedures were conducted and to examine the development of learners' speaking fluency through pre-test and post-tested. The results revealed that though grammatical items correction and pronunciations, students were able to easily gather ideas and speak fluently. This study supported the argument that task-based instructions can improve learner's language performance. In addition, other elements may also be involved in the development of learners' ability in English learning. Sexing (2007)'s study provided an example of this. He conducted a combination of TBLT and online English language teaching on Chinese university non-major English graduate students, to examine if the instructions could develop learners' basic skills in four skills, listening, speaking, reading and writing. The results indicated that students' ability in English learning was stimulated with the increase in learners' interest, reading, writing, speaking and listening in particular.

Summary of TBLT and fluency

Previous research findings show that TBLT offers an opportunity for authentic learning in the classroom. It leads to the development of communicative fluency and can be used alongside a more traditional procedure. Firstly, TBLT motivates students and promotes a higher degree of language proficiency. In addition, it also creates a low-anxiety learning environment in which learners can apply their ideas and practice their language to develop confidence. Different elements affected the outcome of TBLT in language learning and teaching, one of them which is frequently discussed by many researchers is task repetition (TR) (Ellis, 2003). Therefore, related studies on TR and its effects on speaking fluency are discussed in the next section.

Task Repetition

Task repetition (TR) is labeled as a task implementation variable that has produced a great deal of interest in the area of TBLT and oral language production since 1996 when Bygate (1996) first tried to explore task repetition influence on the performance of oral narrative tasks. Manchon (2014) explored that TR has been conducted in three different types : exact task repetition, content task repetition, and procedural task repetition. In this regard, exact task repetition is related to perform the exact same task (same content and procedures) several times. Besides, content repetition is related to perform some tasks with the same content but different procedures in order to reach the communicative goal. Procedural repetition is related to perform some tasks with different content but the same procedures in order to reach the communicative goal.

Repetition is one of the oldest methods used to teach an L2, and it has been considered as the most effective way to learn an L2 for functional use. However, the function of drilling

or repetition have been greatly criticized, in terms of mechanical and meaningless (Haycraft, 1978; Richards and Nunan, 1990; Cross, 1995; Larsen-Freeman and Anderson, 2013). In previous studies, behaviorism is regarded as the original learning tool of repetition (Watson, 2013; Skinner, 2014). In this regard, they argued that the behavior of human is affected by environment and advances the idea that learning occurs as a result of repeated exposure to a given situation. This view has been criticized for neglecting active internal factors in the learning process, in terms of playing a not positive role to language learners (Watson, 2013). In this regard, Skinner (1974) pointed out that the concepts and application of behaviorism have been misunderstood by many scholars and teachers in earlier studies.

However, in recent years, repetition has been used and proven to be beneficial in language teaching and learning, and it is considered as a pedagogic strategy which has a positive effect on improving complexity, accuracy and fluency in different language settings, such as English as a foreign language (EFL) (EFL: Ahmadian, 2011, 2012; Ahmadian & Tavakoli, 2011; Fukuta, 2015; Patanasorn, 2010) and English as a second language (ESL) (Bygate, 1996, 2001; Bygate & Samuda, 2005). TR is efficient and beneficial as learners become more familiar with the learning goal, "they have more processing space available for formulating the language needed to express their ideas." (Ellis, 2003, p. 246). In the process, both the idea and language of learners are conceptualized, and they are able to select the appropriate items to present (Ellis, 2016).

The effects of task repetition on L2 performance

The outcome of tasks in Task-Based Language teaching (TBLT) is affected by several elements. One of the factors that have been explored to affect task performance is task repetition – learners are provided a chance to repeat a task (Ellis, 2003). Besides, Bygate & Samuda (2005) stated that TR refers to ask language learners to repeat the same or slightly

altered tasks in intervals of several weeks. In the study of second language acquisition (SLA), TR is regarded as a way of planning, which can handle, and channel learners limited acknowledge.

Several studies provide evidence for that task repetition positively affects learners' speech production (Ahmadian, 2011; Ahmadian & Tavakoli, 2011; Bygate & Samuda, 2005; Hawkes, 2012; Skehan, 2007). Several researchers confirm that TR can help learners improve their performances by "allowing them to activate, refine, and optimize their linguistic resources for the purpose of successfully completing a given task in line with the specific communicative demands that it entails" (Lambert, Kormos & Minn, 2017).

Accordingly, TR has positive effects on developing learner's oral performance, including fluency, accuracy, and complexity, which were investigated in some other studies. For instance, Birjandi and Ahangari (2008) explored the influence of TR and task type on fluency, accuracy, and complexity. The results showed a significant improvement in subjects' oral discourse in terms of fluency, accuracy, and complexity (Willis, 1996). Besides, Sheppard (2006, cited in Ellis 2009) designed to input and feedback to draw subjects' attention to linguistic form between the first and second performances to explore the influence of TR combined with input or feedback on complexity, accuracy and fluency, and the result found that input and feedback have positive effects on complexity, accuracy, and fluency in vary degrees. Bet (2013) also adopted a study which is related to mediate effects of oral narrative task repetition by two adult EFL learners of intermediate and high proficiency, and the results revealed that narrative tasks improved fluency and accuracy, but complexity was few increased with the practice. Ahmadian & Tavakoli (2011) did a similar investigation which used the narrative task in a one-week interval, but to explore the effects of the simultaneous use of task repetition and careful online planning on the complexity, accuracy, and fluency of EFL learners.

However, the results showed a different picture which task repetition positively impact on complexity and fluency. Similarity, Ahmadian (2011) conducted a study with two groups (the experimental group and the control group) to find out if the benefits of massed repetitions of the same task transfer to the performance of the new task. The findings revealed that the improvement happened in terms of complexity and fluency but not accuracy. He stated that the benefits of massed repetitions of the same task transfer to the performance of a new task but not necessarily in all areas of performance. Amani (2014) revealed in a study that "oral performance can be more fluent and accurate due to the fact that doing the task a second time would involve less planning work. Also, because the task has already been formulated previously, we can expect fewer false starts and self-corrections" (Amani, 2014, p. 28). Lynch & Maclean (2000)'s research revealed that a learner with low proficiency appeared to benefit most in terms of accuracy and pronunciation with TR, and a learner with higher proficiency used the opportunity for retrial to improve the clarity and economy of her/his explanations of a complex idea. In this regard, it revealed that a different combination of tasks with TR may have a various influence on learner's oral performance. For minority students, because their different languages learning experience, whether their speaking fluency is improved through the task repetition would be investigated and might give another picture in this study.

Task repetition and intervention

In some studies, post-task interventions were adapted after a task to improve learners' accuracy, as well as fluency and complexity, and it has been confirmed that TR with different intervention can contribute to learners' speaking fluency. Sheppard (2006) provided input or repair between a first and second performance to two experimental groups and compared them with a repetition-only group. It revealed that that the group receiving repair got much

progress on accuracy, fluency, and complexity. More importantly, only the groups that received intervention showed the effect on grammatical complexity. Similarly, in a recent study of Baleghizadeh and Derakhshesh (2012), it investigated the influence of TR with a reactive focus on the form regarding learners' output. In the process, corrective feedback was provided to students after their first oral performance, and the results revealed that learners' accuracy on oral presentation was improved.

The positive effect of the post-task intervention on improving fluency, accuracy or complexity is demonstrated above. However, they were usually provided by teachers. Some researcher suggests that the learners' self-correction or optimization may be more efficient compared with teachers do. For example, Lyster (2004) reveals that learners' self-correction through some intervention is more effective and more inspiring than teacher-guided corrections. Teachers should modify the mistakes only when the students can not able to modify by themselves. Similarly, Shehadeh (2001) also investigates the role of learners' self or other-initiated correction production in the process of TB communication. It shows that the revised output deriving from self-initiations is importantly greater than that deriving from other innovations. He claims that both self-initiations and other-initiations are significant to accelerate modified output.

These studies show the significant role of modified output in language learning. That is, the modified output provides learners with chances for better learning. They are given chances for "the proceduralization of target language knowledge and for reanalyzing and modifying their non-target output" (Hawkes, 2011, p. 18) Besides, a significant factor for L2 learning, learner-initiated focus on form can be considered and explored with detail, which can comprehensibly help improving learner's language proficiency. Researchers also prompted that time and opportunities should be provided for learners to initiate and repair their own mistakes, including listening, reading, writing and speaking. Given this, learners'

performance may be positively influenced by different kinds of self- initiated mistakes correction for post-task intervention.

However, some researchers suggest that it is not necessary to conclude that task repetition with a kind of intervention always has the same effects on learners learning performance. In this regard, Baleghizadeh, Derakhshesh (2012) & Hawkes (2011) and Matsumura et al. (2008)' studies explore the influence of TR with intervention on learners' performance for the same task in three studies respectively. In these studies, they conduct the intervention between the repeated performances were different, and different measures and different data analysis procedures were employed. The results show different situations of the influence of TR with intervention; that is, not all types of combination have the positive effect on learners' performance. Therefore, it reveals that the effect of TR with intervention should be considered individually according to different contexts. This gap, therefore calls for more researches in this field. This study conducted the dictation as a post-task intervention with TR to explore the development of minority learners' speaking fluency, the results may pose another picture on this issue.

Dictation and speaking fluency

Dictation is not a new language teaching technique, and it is widely used in the traditional method of grammar-translation. The technique has some criticism. For instance, dictation has long been linked to the traditional or grammar-translation method. The traditional method focuses on the learning of vocabulary and grammar. In addition, dictation is usually misunderstood and misused although it is considered as a language learning tool with some benefits. It employs four integrated skills: listening, reading, writing and speaking,

but it brings forward the students more and strict hope about the language proficiency and it is a challenge to learners' language proficiency to a certain degree.

However, dictation is reconsidered to have a role in TR speaking practice because it is considered as a bridge of speaking, listening and writing for students to develop their speaking fluency. White (1998) suggests that there is a strong connection between listening and speaking skills, and both skills are very crucial for learners to complete the task. Similarly, Cole et al. (2007) stated that "Being able to listen attentively is just as important as being able to speak clearly and informatively" (Cole et al, 2007, p. 55). Field (2008) also give a reflection to this, "It is listening which is arguably the more important since it is listening which enriches the learner's spoken competence with new syntactic, lexical, phonological and pragmatic information" (Field, 2008, p.5). In this regard, speaking kill is developed as listening is regarded as a receptive skill and speaking as productive skill. Therefore, they are interrelated and interact on each other. Dictation is considered a valuable language-focused teaching and learning technique. It helps students to diagnose and correct grammatical errors; cultivates students' ability to distinguish sounds; furthermore, learners are able to learn punctuation and develop aural comprehension (Nation, 2009).

Generally, no studies were investigated on the dictation as an intervention in language teaching and learning, especially combined with the effects of TR on learners' speaking fluency. Therefore, this study conducts these two factors in language learning and teaching, which will provide reasonable support to this issue.

4/3/2 Technique in Task Repetition

In order to provide spoken fluency practice for English learners, Maurice (1983) designed the 4/3/2 technique. Nation (1989) defined the 4/3/2 technique (or activity) as "giving the same talk to three different listeners in turn, but with four minutes to give the first delivery of the talk, three minutes for the delivery of the same talk to the second listener, and two minutes for the third." (Nation, 1989, p.379). Hence, each speaker has to deliver the same talk three times to three different listeners with a progressive decrease in the time available for each delivery.

The 4/3/2 technique effect on the fluency

Although a number of studies have been investigated on fluency in task-based learning, few pieces of research have explored how instructional techniques influence the development of fluency underlying the longer term. In Gatbonton& Segalowitz (2005)'s study, they suggested that internally repetition tasks are able to develop the automaticity, which contributes to formulaic language that learners can truly communicate and adjust themselves in different contexts of communication. However, this conclusion was not supported by real data in their study. Arevart &Nation,1991; Maurice,1983; Nation,1989; Wood,2001 connected the instructional technique with oral fluency. In their studies, the technique was carefully designed to improve learners speaking fluency as the fluency workshop, or 4/3/2 procedure. However, few studies have empirically explored the effects of 4/3/2 instruction on oral fluency so far, although it has been conducted in many languages learning circumstance for a long time. In this regard, the speakers cultivate the ability to use certain vocabulary and grammatical constructions, which is able to accelerate recovery by lexical and syntactic priming (e.g., Bock & Loebell, 1990; Branigan, Pickering, & Cleland, 2000; McDonough & Mackey, 2006; Pickering & Branigan, 1999; Youjin & McDonough, 2008 cited in Lambert,

Kormos, & Minn, 2017). Despite all this, it can be found that the effect of 4/3/2 technique on learners' oral performance was investigated in several previous studies.

Nation (1989) makes a comparison between the first and last speeches in the 4/3/2 tasks to explore learners' fluency, accuracy, and complexity of speeches. The results reveal that speech rate (words per minute) is improved and the number of false starts, repeated words, and hesitations (such as uh, um) is reduced. Surprisingly, accuracy is developed only slightly for half of the students, mostly when grammatical contexts are repeated but not for mistakes that involved inflections. By contrast, fluency is improved obviously with the decrease of pauses and repairs.

In Nation's study, the strategy used by learners was also investigated. Learners used strategies to adjust their speeches into less time included dropping unimportant details and optimizing grammatical structures, which in some cases contributed more complex and smooth sentences. Similarly, the study was duplicated by Arevart and Nation (1991) cited in Lambert, Kormos, & Minn (2017) with a greater number of students, the results shows that both speaking rate (words per minute) and hesitations per minute developed significantly. They give a conclusion that the 4/3/2 task provides learners the change to speak with a relatively higher fluency and complexity during their third round speaking in 2 minutes.

Compared with some previous studies, Arevart and Nation's study provides an example of the use of 4/3/2 technique to improve learners' oral fluency, including the effects of repetition and time pressure and a post-test to evaluate the long-term effects. In summary, most of the previous studies of fluency under 4/3/2 instruction has mostly focused on short-term effects instead of relatively longer-term development. Whereas short-term influences on fluency can be explained by planning and repetition, which enable the speaker to transfer

attention and to benefit from priming, longer-term effects may require proceduralization and automatization.

The advantages of 4/3/2 technique

The merits of 4/3/2 technique which can enhance learners' speaking performance were confirmed by some researchers through different experiments. Nation (1989) explained it with detail in his subjects. Firstly, learner's fluency can be developed. An increase occurs in the rate of speaking from the first to the third round (4 minutes to 2 minutes). For instance, words that learners produced from 86 words per minute in the first-round speaking to 100 in the second and 127 in the third in one of the subjects – an increased rate of 48 %. Besides, it showed a marked decrease in the number of false starts, hesitations, and repetitions. Secondly, learners' accuracy can be improved. An increasing of grammatical accuracy in some respects was found by Nation in the process of 4/3/2 activity, especially for mistakes not referring to infections, in which the learners repeated the same grammatical context. Furthermore, the ability of content controlling can be cultivated. The number of words from 4 minutes to 2 minutes were reduced in certain cases by as many as 100 words, but without making significant omissions and negatively affecting complexity.

Accordingly, de Jong and Perfetti (2011) gave three more significant and specific benefits of fluency which are not revealed in previous studies. Firstly, it shows a positively beneficial influence of regular practice with the technique was long-lasting; secondly, the development of fluency can be changed to new topics, not simply limited to a specific one in a specific study; thirdly, they reveal that automatization in the production of longer chunks of language and sentence structures are cultivated through repetition. It is concluded that the 4/3/2 technique is able to cultivate and develop automatically.

Some reasons that 4/3/2 technique is effective are discussed based on previous studies. The most significant one is related to the short terms gains from the first round to the third round of learners. The improvement of fluency is motivated from the first round to the second round. Firstly, at the semantic level, because the students build the content during the planning time and the first round of talks; so, during the second and third round they do not have to think about the content anymore, which means that the planning does not influence other factors of production and more attentional resources can be released. In this regard, more attention is able to be paid on the accuracy of the output or regain the items that would not be retained in the first round as the overload of cognition.

Besides, while mistakes may occur as the time pressure, learners' speech is improved with the reduction of pauses and hesitations during the delivery. Moreover, the content including vocabulary, sentences or structures is repeated across all three rounds, the activity provides an opportunity for learners to monitor and optimize its representation at each time; so, vocabulary, sentences or structures may be struggling with at first round, but refined at the second round, and perfected at the third round.

In this study, the 4/3/2 technique is adopted and explore the development of learners' speaking fluency. In addition, in line with Nation (1989)'s study, this study also investigates learners' learning strategy use during the speaking process, which might be also led to the improvement of oral fluency. In the next section, issues related to learning strategy in the second language or foreign language teaching are discussed.

Learner Strategies for Second or Foreign Language Teaching

Different elements can significantly impact on the way that learners operate language learning tasks and the degree of their success when they start learning the second language,

such as aptitudes, demographic variables, affective variables, learning styles, and learning strategies. In this regard, the learning strategies use of language learners were discussed by many researchers. For instance, (Cook 2001) suggests that LSs is one of the most crucial elements in second language acquisition.

The definitions

Different researchers provided various definitions of the learning strategies (LSs). In the early years, learners' strategies were suggested by Cohen (1997), which opposed to the learning strategies that were considered as a narrower concept. McDonough (1999)'s opinion provided a support to Cohen (1997), which was explained that the term "learner strategies" has been conducted to refer to "learning and learning to learn a second language, for using the language, for communicating in the language and for compensating for lack of knowledge or break down of communication, for exercise of language in macro-skill areas such as reading, writing, speaking, and listening, and for coping with difficult elements of language instruction such as classroom presentation and instruction, and taking tests" (McDonough, 1999, p. 162). In summary, learner strategies not only support language learning but also cater for many purposes in a second language learning and using.

Nevertheless, some researchers suggest that the definition as 'learning strategy' is more comprehensible. It is in related to "techniques, behaviors, actions, thought process, problem-solving, or study skills taken by the learner to make learning easier, faster, more self-directed, more effective, and more transferable to a new situation" (Oxford and Crookall 1989; Oxford 1990 cited in Ehrman et al. 2003, p. 326), and can make "more independent, autonomous, lifelong learning" (Allwright 1990 cited Ehrman et al. 2003). Besides, many other definitions of learning strategies connote the development of learner's conscious toward a language goal (Bialystok 1990; Oxford 1990, 1996 cited Ehrman et al. 2003). Macaro (2006) added that

"strategies must contain not only an action but also a goal and a learning situation" (Macaro (2006, p.327).

The classifications

The classifications of LSs have been identified by different researchers. Some of them were updated by other researchers. At first, Cohen (2003) described four main strategy classifications. The first one is based on the aim either to learn a language or to use a language. The sound one is related to language skill, in terms of the receptive skills of listening and reading, the productive skills of speaking and writing, and also skill-related strategies that cover all four skill areas, such as vocabulary learning. The third one refers to the function as explained in detail by Oxford (1990) as four functional groups of language learning strategies: cognitive, metacognitive, affective, or social. The classifications and examples of learning strategies used are shown in Table 4. These categories of language strategy have some correlations. Chamot & O'Malley stated that cognitive strategies include "manipulation mental and physical of the material to be learned", which is able to conduct to learn a second language through "resourcing, repetition, grouping, deduction, imaginary, auditory representation, elaboration, transfer, keyword method, inferencing, notes taking, and summarizing" (Chamot & O'Malley, in Herreara & Murry, 2011, p.72) Metacognitive strategies refer to tactics that let L2 learners control their own learning, which includes planning, such as, advance organizers, direct attention, functional planning, selective attention, and self-management; monitoring, such as self-monitoring and evaluation, such as self-evaluation. Social or affective strategies involve the learning language through interaction with peers. In the process of these strategies, learners are recourse with their own attitudes and beliefs towards L2 learning.

However, it is difficult to give a clear-cut classification of individual strategies; for instance, there are not clearly overlap between memory strategies and cognitive strategies. For instance, Dornyei (2007) suggests that learners usually use a combination or whole set of strategies to perform a task, which is impossible to adjust to one of the specific existing classifications. Accordingly, the definitions and classifications of learning strategies have supported in developing tools to evaluate the learning strategies, such as the Strategy Inventory for Language Learning (SILL) (Oxford 1990).

To identify the LSs use of language learners, several methods are produced by different researchers. However, the most comprehensible classification of LSs is Oxford's SILL (Strategy Inventory for Language Learning) (see **Appendix 1**) which has been widely to collect data on a considerable numbers of language learners in a number of studies (Green&Oxford, 1995; Hsiao&Oxford, 2002; Lan&Oxford, 2003; Park,1997; Wharton, 2000). In this study, a bilingual version which was translated by Chang (2011) in Chinese and English is used to evaluate the strategies use of minority EFL university students. In which it mainly includes six sub-scales in the SILL, they are Memory strategies (9 items), Cognitive strategies (14 items), Comprehensive strategies (6 items), Metacognitive strategies (9 items), Affective strategies (6 items) and Social strategies (6 items), in terms of listening, reading, writing and speaking skills in language learning. In this case, only 20 items which are related to learners' speaking strategies are applied to collect data, because of the main goal of the researcher is to explore the strategies use of minority EFL learners in English speaking process.

However, the classification or identification of LSs remains controversial. Dornyei (2007) argued this for that it's the prescriptive and quantitative design which failed to investigate the actual natures of learning strategies. On the contrary, some other researchers suggested that there is no other better fit to explore LSs so far, and many studies in relation to

LSs conducted SILL as a measurement of learning strategies use. In addition, Oxford (1990) suggested the classification of LSs which is most frequently employed by different researchers. It includes three direct and three indirect strategy types. Direct strategies: memory, cognitive and compensatory (or compensation) strategies. Indirect strategies, such as metacognitive, affective and social strategies. In the latest studies, Oxford modified the classification with four categories, which remained some strategies, combined and developed a new model of other LSs: cognitive, affective and sociocultural-interactive as well as a master category of "meta-strategies." Meta-strategies compound metacognitive, meta-affective and meta-sociocultural-interactive strategies (Griffith and Oxford, 2014; Oxford, 2016). However, this study adopts the original categories as the new classification is not expanded.

Table 4. Classification and examples of learner strategies (Dornyei ,2007, p.56)

By Skill	By Goal	By Function	Example
Listening	Language learning strategies: conscious processes learners select in order to learn language	Memory strategy	Using keywords
Reading		Cognitive strategy	Taking notes, summarizing
Writing	Language using strategies: conscious processes learners select in order to learn language	Metacognitive strategy	Organizing, self-monitoring, self-evaluation
Speaking		Social strategy	Asking for correction
		Compensation Strategy	Coining words
		Affective Strategy	Relaxing

The studies of learning strategies

Over the past decades, an increasing number of the study was conducted in relation to learning strategies in language learning and language use. The results from the descriptive

research studies showed the identifications of learning strategies, descriptions, classifications, and successful and less successful language learners were compared.

In one of the earlier researches of O'Malley et al. (1985 cited in Oxford 1989), seventy high school students were divided into beginning and intermediate level, and then they were conducted to explore the learning strategies use. The results revealed that cognitive strategies were used by beginning level students more than intermediate level students, while metacognitive strategies were adopted by intermediate students more than those with beginning level proficiency. In general, both these two classifications of students tended to use cognitive strategies rather than metacognitive strategies. In recent studies, similarly, the use of LSs have been explored by various researchers to identify the strategies most frequently adopted by language learners (Chamot, 2004; Magogwe and Oliver, 2007; Wu, 2008; Chen, 2009; Al-Qahtani, 2013; Charoento, 2016; Alhaysony, 2017; Dawadi, 2017). In general, it shows that metacognitive, compensation and cognitive strategies were the most frequently employed LSs in these previous studies. However, students would select a different strategy based on their requirements in different contexts Chamot (2004). Chinese and Singaporean students preferred to use social strategies, but their affective strategies use was lower than European students.

Some other studies show that efficient and good language learners usually do not choose only one strategy pattern in the language learning process. In reality. One of the supporters of combined use of learning strategies is Oxford (2003) who suggests that combination use of learning strategies usually contributes to a successful learning output. Optimal learners select these strategies to adjust their personality and learning habitat and to make different combinations to fit different learning goals. Ehrman et al.'s (2003)'s study provides the similar argument that less effective learners usually adopt strategies in a "random, unconnected, and uncontrolled manner", while more optimal learners us "a well-orchestrated

set of strategies such as a series of interlinking, relevant, and comprehensively supportive strategies.

However, the mix and combination use of LSs were challenged by some researchers. Grenfell and Macaro (2007) argued that the behavior of mixing a compound learning strategy is still not clearly defined, as learning strategies are related to learners' cognitive and it is difficult to be separated thoroughly. It was suggested that future researches might be necessary to explore how learners combine strategies and why certain learners can do this more effectively than others. In this study, minority learners' learning strategies use is investigated, and this problem may be discussed from other aspects in the context of minority learners.

LLS and proficiency

The positive connection between LLS and proficiency have been investigated in previous studies, but the relationship was diversity. In some studies, it suggested that strategy use was mainly determined by learners' proficiency. Compared to students with low proficiency, these students who had high proficiency employed a border range of LLS in their learning more frequently (Wu, 2008; Rao, 2016). Successful learners usually adopted cognitive strategies, (Al-Qahtani, 2013), but Wu (2008) suggested that more proficient students would more frequently use cognitive, metacognitive and social strategies at the university level. In Chen (2009)'s view, it revealed that proficient learners less used communication strategies, but they could use it with high efficiency than other less proficient learners. Besides, the difference between proficient and less proficient learners in LSs involved in that high proficiency students could frequently use specific LSs, but more importantly, they also were able to choose the most comprehensible strategies to meet the requirements of their study.

Besides the relationship between LSs use and language proficiency, the effect of LSs use also has been investigated by some researchers. It reveals that learning strategy plays an important role in "anticipating perceived language performance", and it has an impact on language use as well (Liu, 2010; Platsidou &Kantaridou ,2014). Surprisingly, Wu (2008) pointed out that learners' proficiency was mainly affected by cognitive strategies. This study identifies the LSs that minority students' more frequently use in the TR speaking practice, which may provide a new picture on the issue of LSs and language proficiency in the context of minority university students.

Summary of the chapter

This chapter discusses previous studies which are related to this study. Firstly, related studies on the speaking skills and issues of TBLT are discussed. And then, the effects of TR on learners' performance of tasks in terms of fluency are mentioned. Moreover, dictation as an intervention is focused. These previous studies appeared to suggest that gains in fluency, in particular, are possible under repetition conditions. The current study is raised to examine whether minority EFL learners' strategies change as they prepare for the tasks over time under the condition of frequent repetitions and whether their spoken English fluency is developed through TR with dictation intervention. This chapter also provides an introduction of LSs in language learning and teaching and clarified the terminology and definition of language learning strategies that are adopted in this study to identify the learner's strategies use. In the next chapter, it devotes to describing the methodology of this study, including research design, population, collection and analysis of data and research process of this study.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the methodology used in this study, and it includes the research design, population, sample, research instrument, the collection of data and data analysis.

Research Design

A mix-method of the quasi-experimental research design and qualitative data analysis was conducted with an experimental group and a control group to answer RQ 1-4 and to see how the participants viewed the experiment whether they agreed with the results. The students in the experimental group were taught using the TR with dictation intervention. The researcher took the role of the teacher of the experimental group, and the students in the control group had the regular oral English classes by another teacher.

A pilot study was conducted before the primary research to try out the research instruments. Besides, the two groups of students took the pre-test before the leading research and post-test after the TR speaking practice. The experimental group students also participated in a focus group discussion after the post-test to give the perception of the effects of TR with dictation on the development of fluency and LSs use. **Figure 2** shows the research design.

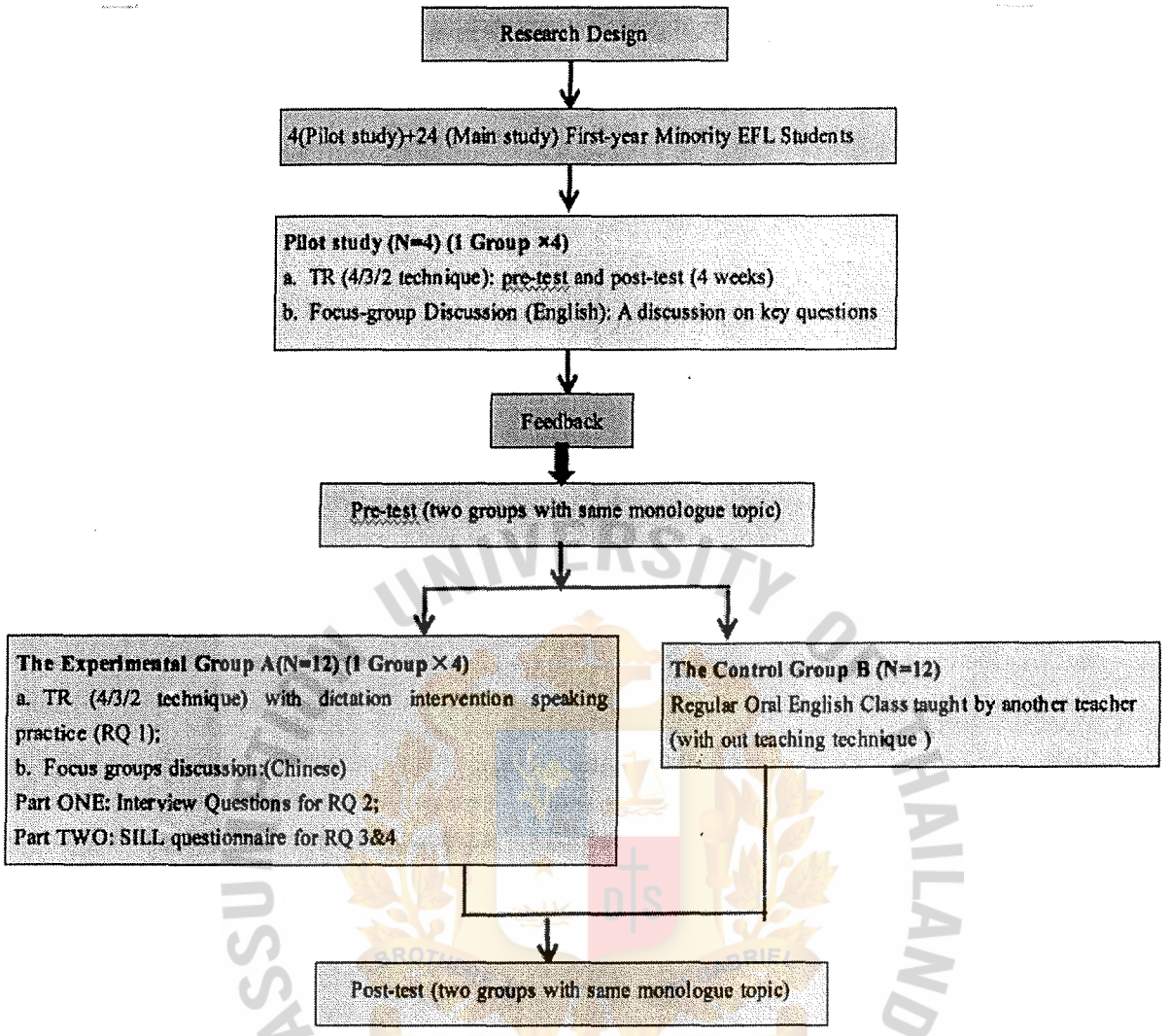

Figure 2. Research Design.

Population

The participants in this study are first-year students majoring in English in the School of Foreign Language (SFL) at HU. HU is a university in an autonomous Honghe prefecture, Yunnan province, China, and it was established in 1978. In the year of 2016, HU had a student body of 16364, including 7429 ethnic minority students which took up around 45% of the total number of students at HU.

There are two main reasons why first-year students were selected in this study. In the first place, their English proficiency is basically at a similar level according to the entrance examination scores. Secondly, they just started their first year at HU, and they are still keeping the initial English proficiency which could prevent the subject investigation at nearly the same level. From the second half of the first year, their professional courses start. Before this, they would not experience too much improvement in English professional skills. Accordingly, these first-year students could produce more objective results and show the development of their spoken English fluency.

Among the existing class of thirty-eight first-year students, only twenty-three students enrolled in the College Oral English I course in the first semester, and other fifteen students would enroll in next semester. Based on the results of the pre-study questionnaire, twelve minority students of fifteen students were selected and assigned to the experimental group (Group A) as they would only experience TR with dictation intervention without the regular oral English classes. Besides, another twelve minority students were selected from these students who had enrolled the oral English course (N=23) and assigned to the control group (Group B), to make the population in line with the number of students in the experimental group. **Table 5** shows the population of students in this study.

Table 5. The population of students.

	Students	**Number**	**Groups**
38 first-year student	23 students enroll the College English Course in this semester	17 minority students	16 minority students selected and assigned to the control group B (N=12) and pilot study (N=4)
		5 Han Chinese	
	15 students didn't enroll the class	12 minority students	12 students selected and assigned to the experimental group B
		3 Han Chinese	

In the main study, these twenty-four minority EFL students are aged between seventeen to nineteen years old, with a mean age of eighteen included six students are male, and eighteen are female. The participants have been experiencing English study for approximately the same length of time with seven to nine years, and they enrolled Oral English language course as a credit course at university. In this case, the experimental group was taught using TR (4/3/2 technique) in practicing English speaking designed by the teacher, and the control group was prepared using the conventional method of teaching by teachers of EFL at this university. Both the experimental and the control groups took a pre-test and post-test of their speaking fluency. Besides, learning strategies (LSs), the students, use in the experimental group A are identified.

The way in which participants were selected for the main study was based on the results of students' National Matriculation English Test (NMET), which is concluded in the university entrance examination of Chinese students. The NMET was conducted as one of the criteria for selecting participants to make sure that their English ability is about at the same level in this study. In this regard, these 24 students for the main research have intermediate and above levels of written test in English at the range of 100-125 (150 in total). Besides, the scores of oral English tests (100 in whole) before they entered HU is also listed as a reference to make sure that their spoken English ability is about at the same level. The results of these two tests (NMET& Entrance Oral English Test) were applied as two references to select participants in this study.

Before the study, all students (N=38) were given a questionnaire (see Appendix 2) to be filled up with bio-data regarding name, age, minority groups, NMET, and Oral English test results. Twenty-eight students were selected based on the questionnaire. And then, they were randomly selected to participate in the pilot study (N=4) and randomly divided to the

experimental Group A (N=12) and the control Group B (N=12). Meanwhile, a summary of students' biodata is showed in **Table 6**.

Table 6. The general information of these two groups' minority students (Group A&B).

	Group A (N=12)	Group B (N=12)
Ethnic Categories:	Hani and Yi	
Sexuality:	Male: 4 Female: 8	Male: 2 Female: 10
Age:	18-21 Years	19-20 Years
Learners' Average Score of NMET	110	112
Learners' Average Score of Entrance Oral English Test	67	64

Two teachers participated in this study (see **Appendix 6**). Both of them including the researcher have related oral English teaching experience at Honghe University, and they are certified teachers with degrees in English teaching. Consequently, the two teachers in this study had similar qualifications and teaching experience. Besides, they taught the oral English classes in this study, not for the first time.

Research Instrument

The development of each research instrument in this study is discussed, and the way they are used to answer RQs is explained.

Pre-test and post-test

The pre-test and post-test were conducted in both groups (N=24) to answer RQ1. Before the main study started, students in each subgroup (same was the focus-group discussion grouping, see Table 7) were each given a topic to give a talk or a monologue individually and five minutes to prepare. In this regard, they were not notified that it was a test, and teachers did not provide guidance and explanation before and during the speaking. They were required to speak about 4-5 minutes (same time as the first round of 4/3/2 technique practice), and their speaking was recorded respectively with a recording pen. The same procedure was adopted in the post-test of these two groups of students. The arrangement is shown in **Table 7.**

Table 7. The arrangement of pre-test and post-test in Group A&B.

Students	Subgroups	Time	Date	Place
Group A	a	10:00 am	Pre-test Sep 11th 2017	Room 308 Flr. 1 SFL
	b	10:30 am		
	c	11:00 am		
Group B	a	2:00 pm	Post-test Dec 25th 2017	
	b	2:30 pm		
	c	3:00 pm		

TR (4/3/2 technique) speaking practice topics

All topics in this study are monologues, including in the pilot study TR practice, pre-test and post-test. Seglowitz (2010) pointed out that significant merit of monologues is that they avoid the variability that is interacting with another person introduces into the task. All these topics were selected from parts of students' coursebook (College Oral English I), and they were used to teach students in the experimental group and those in the control group (the regular class). 'College Oral English I' was based on College English Teaching Syllabus by Chinese Ministry of Education and it was applied in Spoken English teaching at university

level. This study focused on the monologue learning that as one of the significant parts but usually ignored by teachers and students. Besides, 16 topics were selected from the coursebook (from Lesson 1 to 16) to use in Group A students' TR practice, which by the Group B students did in regular class.

Lesson plan

A lesson plan was prepared for both groups. The teacher of the experimental group A, however, included TR with dictation intervention speaking practice with time arrangement of each step (pre-speaking, while speaking, and post-speaking), activities in each step, the procedures of each activity and teacher' activities (see **Appendix 5**), it was examined by a colleague who teaches Comprehensive English (course design is included in this subject). Besides, the students in the control group B follow the lesson plan without the TR with dictation intervention which was taught by Liu. The general information of these two groups' lesson plans was shown in **Table 8.**

Table 8. Brief introduction of lesson plans for two groups.

Students:	Group A (the experimental group)	Group B (the control group)
Level:	College Oral English I	
Teaching method:	TR (4/3/2 technique) with dictation intervention	A regular oral English class without the TR (4/3/2 technique) with dictation intervention
Months:	September-January, 2017-2018	
Type of Class:	Subgroups	Whole class and pairs
Teacher:	Tan Chu	Liu Ling
Content:	The monologue topics exercise part in the Oral English course book	

Focus-group discussion questions

Semi-structured interview questions with five items were conducted to answer RQ 2 (the effects of TR with dictation intervention on learners' speaking fluency from learners' perception). The five main questions (see **Table 9**) were related to 'learners' attitudes toward

TR', 'benefits that learners obtain from TR', 'learners' major change in speaking though TR', 'the effects of teacher's support in TR' and 'the function and effect of dictation as a supplementary tool in speaking process from learners' perception'. In the process, students were asked to discuss these main questions, and the teacher could ask more detailed points (sub-questions) according to students' talk. Firstly, a Chinese version of the discussion questions was validated by a Chinese professor, who holds a Ph.D. degree and teaches English at HU. And then he gave scores on each question based on Prescott (2011). The ratings given for each main question are indicated in **Table 9.**

Table 9. Focus-group discussion questions and validation.

Analysis	Main Questions	Scores	Number of Items	Mean Score
Focus-group Discussion Questions for RQ 2 (TR with dictation intervention)	**Q1:** *'From your own experience, what is the most obvious change or improvement from 4 mins to 2 mins in the 4/3/2 technique task speaking in this study? '*	10	1	10
	Q2: *'In the process of spoken English learning or practicing , do you think that techniques (4/3/2 technique in this study) will help to improve your speaking ability? In what way? (eg. pronunciation, sentence structure, vocabulary, fluency, etc.)'*	18	2	9
	Q3: *'From the very beginning to the end, any changes you have made in the whole TR practice process? (Apart from linguistic or acquisition aspects)'*	8.5	1	8.5
	Q4: *'Is there any influence of teacher's support in the TR speaking process? Is it helpful? In which aspects? Could you give examples?'*	36	4	9
	Q5: You were required to listen to your own speaking recordings every time, and then wrote them down in this study. Do you think is it useful? Especially for your speaking?	16	2	8

Accordingly, the mean score of each question was 7.41, and they were more than 70%, which is a threshold score for validity (Prescott, 2011). Hence, the validity of focus-group discussion questions was considered valid.

Finally, another colleague who is in the field of Chinese-English translation and applied linguistic in was invited to recheck the English translation of each question.

SILL questionnaire

SILL questionnaire was adapted from Oxford (1989), Version 7.0 to answer RQ 3 &4 (learners' LSs use in English speaking). This form of the STRATEGY INVENTORY FOR LANGUAGE LEARNING (SILL) is for students of English as a second or foreign language. The questionnaire tells HOW TRUE OF YOU THE STATEMENT IS. l. Never or almost never true of me 2. Usually not true of me 3. Somewhat true of me 4. Generally true of me 5. Always or nearly always true of me, including Memory Strategy (9 items), Cognitive Strategy (14 items), Comprehensive Strategy (6 items), Metacognitive Strategy (9 items), Affective Strategy (6 items), Social Strategy (6 items) that cover four skills in English learning.

The reported internal consistency reliability of the questionnaires ranged between 0.91 and 0.94 (Cronbach's alpha) (Oxford and Burry-Stock, 1995; Ardasheva and Tretter, 2013). This study conducted 20 questions (see **Appendix 1**) relevant to learning strategies in speaking to fit the research goal. And then, two experts, who hold a doctorate of Translation and English Pedagogy respectively and another colleague who holds a master's degree in English Linguistics and they teach English at HU. They were invited to recheck the selected items whether they were concerning speaking in the questionnaire.

Summary of research instruments

In this section, the research instruments used in this study, the RQ they answered respectively, and the validation scores were listed in **Table 10**.

Table 10. Research instruments in this study.

Objectives	Instruments	Validation Scores	Group A (Experiment group) (N=12)	Group B (Control group) (N=12)
(RQ 1) Object 1.	Monologue topics for TR (4/3/2 technique) practice	79%	×	
	Lesson plan (for experimental group A)	71%	×	
(RQ2) Object 2.	Focus-group discussion questions	74%	×	
(RQ 3&4) Object 3&4	SILL questionnaire (only used in the main study)	81%	×	
Pre-study	Selection questionnaires (see Appendix Two)	79%	×	×

Pilot study

A pilot study with four students was conducted as a small-scale replication of the main study was piloted to examine the time arrangement, the simple and complex of tasks. The whole process of TR practice would last for approximately three months; it was essential to investigate the task design and have a preliminary understanding about it, regarding participants, procedures, planning conditions and other variables in the process. One of the fluency variables (MLR) was selected to measure with paired-sample t-test to explore the development of students' speaking fluency, as MLR covers all elements in speaking fluency measurement, in terms of syllabus, pause times, pause time (see Chapter 2); and the other three variables (PTR, ALP, and R100) would show the change under TR if MLR did. Also, an informal focus-group discussion with several key questions was conducted after the post-test in English.

Firstly, the students took a pre-test with a monologue topic that was selected from the College Oral English I coursebook. They were given around five minutes to prepare the topic and then had four minutes to present their talk. In the process, their speeches were recorded with a recording pen. And then, a four weeks TR with dictation intervention was conducted, students used 4/3/2 technique to practice four different monologue topics. Lastly, a post-test was taken. The students had five minutes to prepare an assigned monologue topic and gave the presentation around four minutes, and their speaking was recorded as well. After that, the recordings were analyzed by both software and the manual annotation of the researcher, including the numbers of syllabuses, the pauses time and the length of pause time, the names of repairs of each student. Finally, the amounts of each factor were submitted into the formulas and the scores of MLR, PTR, ALP and R 100 each student were produced. Paired t-test was applied to calculate the development of students' spoken English fluency in these four variables. The results indicated that TR with dictation intervention helped improving learners' speaking fluency regarding MLR. Besides, students could write down their speech through speech-to-text dictation which helped them find out advantages and disadvantages.

The task design of the TR with dictation intervention was feasible to explore the RQs in this study as it revealed the development of learners' fluency in MLR. It could be adapted in the main study with minor modifications, concerning time management, the ways of using recording pen, etc. For instance, four students in a group could be comprehensibly recorded and monitored in 4/3/2 technique speaking practice. Therefore, 12 students in Group A were divided into three subgroups; teachers could record their speech intensively, and then obtain sufficient information. The arrangement and timetable of three subgroups in experimental Group A are presented in **Table 11**. Both the TR with speaking practice and focus-group discussion were conducted with the same arrangement of subgroups.

Table 11. Timetable of TR recording for Group A students (N=12) in the main study

Group	Date	Time	Week	Note
Group A (N=12)	Sep 11th ,2017 (Pre-test)	30 mins	1	All students (N=12) take the pre-test in classroom at the same time
	Sep 18th, 2017	60 mins	2	9:00- 10:00 am. Sub-group a. 10:10-11:15 am. Sub-group b. 11: 20- 12:20 -am. Sub-group c. Each sub-group takes turn to practice in order to the researcher can record and observe comprehensively
	Sep 25th, 2017	60 mins	3	
	Oct 9th, 2017	60 mins	4	
	Oct 16th, 2017	60 mins	5	
	Oct 23rd , 2017	60 mins	6	
	Oct 30th , 2017	60 mins	7	
	Nov 6th, 2017	60 mins	8	
	Nov 20th , 2017	60 mins	9	
	Nov 27th , 2017	60 mins	10	
	Dec 4th, 2017	60 mins	11	
	Dec 11th, 2017	60 mins	12	
	Dec 18th, 2017	60 mins	13	
	Dec 25th, 2017 (Post-test)	30 mins	14	All students (N=12) take the post-test in classroom at the same time

The focus-group discussion showed that these students were not able to express their ideas sufficiently and accurately in English due to the low English proficiency of most minority students, which might be led to that they could not provide sufficient material to answer the interview questions. Therefore, the precondition was that students use Mandarin Chinese to discuss questions in the main study, which would be more beneficial to gain understandable information from the focus-group discussion.

Collection of Data

Pre-test and post-test of the two groups of students, TR with dictation intervention, focus-group discussion, and SILL questionnaire were conducted to collect both quantitative and qualitative data to answer RQs. The process of data collection is discussed in this section.

TR (4/3/2 technique) with dictation intervention speaking practice

The Experimental Group (Group A, N=12).

STEP 1. 12 students were randomly divided into three subgroups (a, b & c) that teacher could record each student's speaking. Besides, they were with a face to face sittings, and three subgroups were arranged at a random time.

STEP 2. The students were notified to understand the process of 4/3/2 technique that is three rounds for the speaker to talk repetitively at a decreased time from 4 minutes at 1st round, to 3 minutes in middle and 2 minutes for the 3rd round, and a timekeeper was required. In the process, another three are the listener, and the other is a speaker. The listener is not allowed to ask questions to the speaker. Besides, they were provided one monologue topic in each class; the teacher explained the topic before the practice in Chinese, including background information, new words and sentences, and students practiced with teacher-led assistance.

STEP 3. The whole process of the students' speaking was recorded by a recording pen and monitored by the teacher.

STEP 4. Every time after class, students were required to do a speech-to-text dictation. They wrote down every single word of TR speaking per each topic from 4 minutes to 2 minutes based on the audio files (their speaking) provided by the teacher. Besides, they would hand in their dictation manuscripts to the teacher next time in class; students gain vocabulary, sentence structures, and form by going through their manuscripts.

The Control Group (Group B, N=12).

Twelve students had spoken English lessons in a regular class that taught by another English teacher, and they did not receive a particular teaching technique to practice the monologue topic. Hence, the learning process of group B students was not recorded as they just followed teachers' arrangement and practiced with patterns and drills as usual.

Focus-group discussion

Students of group A participated in the focus-group discussion after the post-test based on the grouping of TR speaking practice (subgroup). A recording pen recorded Students' discussion. Before this, they were required to write down their key opinions for each question concisely in several minutes, which could provide a clear summary of students' opinions. Meanwhile, the researcher also took notes on each question based on the students' discussion.

SILL questionnaire

In the process of focus-group discussion, the students were given around 20 to 30 minutes to provide scores on each item in the SILL questionnaire assigned by the teacher after they discussed all questions related to RQ 1. Meanwhile, they could give comments on each piece from their perspectives. And then, the completed questionnaire was collected by the teacher.

Data Analysis

The TR speaking practice recording, focus-group discussion including the discussion questions and the SILL questionnaire were conducted to collect both quantitative and qualitative data to answer RQs. The process of data analysis is discussed in this section.

TR (4/3/2 technique) speaking practice recording

The analysis of TR speaking practice was based on the records of the two groups students' pre-test and post-test.

Firstly, the students' recording was saved as the sound file with "16 bits, single track". For these documents (wave file), a software named Adobe Audio Pro 2.0 (2017) was adopted

to do the corpus segmentation. It picks up the pause time/times, sample length and length of pause according to the wave pattern in the Audio Pro 2.0 software.

And then the number of syllables, number of repairs, pause times/time of each student in two groups were accounted for by both software and manual annotation of the researcher. For instance, students' phonation time (sample length minus pause time), pause times (both filled and unfilled pauses at least 0.5 seconds) (Skehan & Foster, 2005), pauses time (the duration time of each pause that at least 0.5 seconds were added up), syllabus (the numbers of syllabus were counted).

Furthermore, collated data (including the numbers of syllables, numbers of repairs, pauses times/time, phonation time) were submitted into four formulas (see **Table 12**) based on Zhu & Zhou (2014) to calculate the scores of each fluency variable of each student, including mean length of runs (MLR), phonation time ratio (PTR), average length of pauses (ALP) and repairs per 100 syllabus (R100). Each student's score of each variable was calculated based on the method, and the scores of four variables of each student were added respectively.

Table 12. The computing method of fluency with four indices (Zhu&Zhou, 2014)

Fluency Variables	Computing method
MLR (Mean length of runs)	sample syllabubs / total pause times
PTR (Phonational Time Ratio)	total amount of time of articulation / total amount of time required to produce a sample
ALP (Average length of pauses)	Total pause time / total pause times
R100 (Repair per 100 syllables)	(Number of repairs / sample syllabus)*100

Finally, the statistical analysis was performed with Excel and SPSS (HU) to explore the difference between the fluency scores in four variables of Group A and Group B students.

Three main research hypotheses (**Table 13**) related to RQ1 were verified with paired t-tests and independent sample t-test.

Table 13. Data analysis methods for three main research hypotheses verification.

The Main Research Hypotheses	**Data analysis methods**	**Independent variables**	**Dependent variables**
Hypothesis one: there is a statistically significant difference between the experimental group's pre-test and post-test scores of fluency (MLR, PTR, ALP and R100 respectively) at a significance level of .05.	Paired t-test	TR (Task Repetition)	Fluency (MLR, PTR, ALP, R100)
Hypothesis two: there is a statistically significant difference between the experimental group's post-test scores of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance level of .05.	Independent Sample t-test		
Hypothesis three: there is a statistically significant difference between the experimental group's D-values scores (post-test scores minus pre-test scores) of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance level of .05.			

Focus-group discussion questions

Focus-group discussion questions were asked to answer RQ 2 to find out Group A students' perception of TR with dictation intervention on the development of speaking fluency. Firstly, students' discussion recording (in Chinese) was listened carefully and

combined with their notes on manuscripts in the discussion process. Opinions and keywords of each student per each question were recorded, and they were categorized and summarized based on similarities of students' perception. And then, the summary of students' discussion and their manuscripts were given to the colleague who had validated the discussion questions before. She listened to the focus-group discussion recordings, and then she examined the classification and keywords of each question based on the students' manuscripts and the researcher's summary. Finally, the classification of the keywords of the students' perception in the Chinese version and the relevant quotations of the students which were used in the study was translated into English. It was also checked by the colleague regarding meaning and expression. Then the analysis of TR with dictation intervention influencing students' speaking fluency was based on the classification of these keywords

SILL questionnaire

The analysis of SILL questionnaires explored the students' use of LSs in their speaking, which answered RQ 3&4. **Firstly**, mean score and SD (standard deviation) of each strategy of every student was calculated according to the collected questionnaires. Students' most frequently, less frequently used LSs and the lowest frequency of LSs use was identified based on Oxford (1990)'s LSs evaluation (see **Table 14**).

Table 14. Oxford's (1990) strategy classification.

Interval value	Strategy Level	Note:
3.5-5.0	High strategy use	3.41-3.49 drop into 'high strategy use overall';
3.4-2.5	Medium strategy use	
2.4 and below	Low strategy use	2.41-2.49 drop into 'low to medium strategy use'

Secondly, the results of students' LSs use situation were divided into two parts based on the students who used one and less than one LSs (LSs: 0), and those who used at least two LSs (LSs: 1) in their speaking. D-value (post-test minus pre-test) fluency scores of students (LSs: 0) and students (LSs: 1) were calculated with paired t-test respectively; and then, these two groups of students' D-value scores were calculated to investigate the research hypothesis four if the combined use of at least two LSs would contribute to development of students' speaking fluency **(see Table 15)**.

Table 15. Data analysis method for Research Hypothesis Four.

Research Hypothesis	**The Data Analysis Methods**
Hypothesis four: there is a statistically significant difference between fluency D-value scores (post-test scores minus pre-test scores) of students who used one or less than one LSs and those of students who used two or more than two LSs at a significance level of .05.	Independent Sample t-test

Summary of the Research Processes

The study was carried out in the following steps and displayed in **Table 16.**

1. Permission to conduct the study was taught from the university principals.
2. The relevant literature was reviewed to establish the conceptual framework of this study.
3. The TR (4/3/2 technique) with dictation intervention activities were prepared and validated.
4. The pre-test and post-test and the focus-group discussion questions were designed and validated.
5. A pilot study was conducted with a group of four students from the target population who did not participate in the study. It is to ensure the reliability of the instruments.
6. The results of pre-test and post-test of students' speaking fluency in Group A&B were statistically analyzed.

7. The results of the focus-group discussion in Group A were interpreted and discussed.

8. The designed program was applied for three and a half months.

9. The dissertation was written and produced according to the guidelines presented in the guide for writing dissertations at Assumption University.

Table 16. Summary of the research process.

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS of S1 GABRIEL
LABOR VINCIT OMNIA
SINCE1969
มหาวิทยาลัยอัสสัมชัญ

Research objective	1	2	3	4
Source of Data or Sample	Experimental Group A (N=12) and Control Group B (N=12) students majoring in English at Honghe University	Experimental Group A students (N=12)		
Data Collection Method or Research Instrument	a. Both Group A&B students participated a pre-test (speaking around four or five minutes based on a monologue topic selected from their coursebook); b. Group A students received the TR with dictation intervention speaking practice, and their speeches were recorded; Group B students took a regular oral English class taught by another teachers; c. Both Group A&B students participated a post-test (speaking around four or five minutes based on a monologue topic selected from their coursebook).	Focus-group discussion with five main interview questions	SILL questionnaire	SILL questionnaire
Method of Data Analysis	a. Students' speech recordings were analyzed by a software, and pauses, pause times/time, repair, number of syllabus of pre-test and post-test were marked. b. The scores of MLR, PTR, ALP and R100 of each student two groups were calculate based on formulas; Paired t-test and independent sample t-test were adopted to examine the development of fluency	Key words based on students discussion	Mean and SD scores of strategies calculation per each student	Individual student's scores of fluency calculated in pre-test and post-test and classification of strategies use
Expected Results	There was a significant development of fluency scores of Group A students in MLR, PTR, ALP and R100 compared with those of Group students.	TR with dictation intervention have positive effect on the development of fluency from students' perception	The types of strategies which were frequently used by students in TR practice	Whether the combination use of LSs would contribute to the learners' fluency.

Summary of the chapter

In this chapter, several issues are discussed at first, including the research design of this study, the population, and the research instruments. And then, the process of data collection and analysis is presented in detail. Also, a pilot study and the feedback of it is described concisely. Finally, a summary of the research procedure is illustrated at the end of this chapter, including the research instruments for each objective. In the next section, the research findings of this study are presented.

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BROTHERS of S1 GABRIEL
LABOR VINCIT OMNIA
SINCE1969
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CHAPTER IV

RESEARCH FINDINGS

This chapter reports the results of the research findings for research objective 1, 2, 3 and 4 (RO 1, 2, 3 & 4), which also answer the research questions in this study; and then present the results of both descriptive and qualitative data analysis. The first two RQs reveal the development of the TR (4/3/2 technique) with dictation intervention according to quantitative and qualitative analysis, and the findings of RQ 3 and RQ 4 from quantitative data analysis show that the students' learning strategy (LSs) use and if it contributes to a more fluent speaking. First, the four research objectives are restated as follows:

1. To investigate the effects of TR (4/3/2 technique) with dictation intervention on the development of spoken English fluency of Chinese minority EFL university minority students;

2. To explore minority Chinese EFL university students' perception of the effects of TR (4/3/2 technique) with dictation intervention;

3. To identify the LSs that Chinese minority EFL university students mainly use in the process of TR;

4. To determine whether Chinese minority EFL university students' combination of LSs enhances their spoken English fluency.

The Findings of Research Objective 1

The experimental group and the control group' pre-test and post-test scores of fluency (MLR, PTR, ALP, and R100 respectively) were calculated respectively to examine the three main hypotheses for RQ 1, "Does TR (4/3/2 technique) with dictation intervention help to develop Chinese minority EFL university students' spoken English fluency?"

In general, after the calculation of the experimental group (Group A) and the control group (Group B) students' pre-test and post-test scores of fluency in MLR, PTR, ALP and R100 respectively, **Figure 3** showed a general development of these four variables.

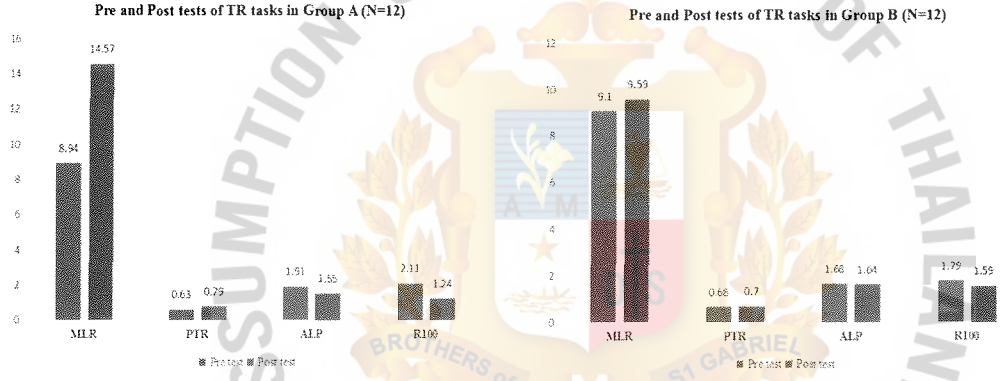

Figure 3. Comparison of gains

Figure 3 reveals that the general change of the students' pre-test score to the post-test score of MLR (fluency) in the experimental group is from 8.94 to 14.57, the experimental group students' fluency development range in MLR is greater than those of the control group students did (from 9.1-9.59). Other two variables of fluency in the experimental group also show a relatively obvious change compared with the control group, in ALP (decreases from 1.91 to 1.55, and from 1.68 to 1.64 respectively); and in R100 (decreases from 2.11 to 1.24, and from 1.79 to 1.59 respectively). The scores show a relatively light change in PTR, which increases from 0.63 to 0.79 in the experimental group compared with the control group,

which increases from 0.68 to 0,7. The general comparison of gains shows a stronger development of the students' spoken English fluency respectively of MLR, PTR, ALP, and R100 under the TR with dictation intervention. And then, the following sections reflect the results of each hypothesis for research objective 1(RO 1).

Research Hypothesis one: there is a statistically significant difference between the experimental group's pre-test and post-test scores of fluency (MLR, PTR, ALP and R100 respectively) at a significance of .05.

The results of the paired sample t-test (see **Table** 17) interestingly reveals a significant difference between pre and posttest fluency scores of the experimental group students', respectively of MLR, $p = .000$; PTR, $p = .000$; ALP, $p = .012$ and R100 $p = .001$, suggesting that the TR (4/3/2 technique) practice enhanced the students' spoken English fluency as these four variables are related to the spoken English fluency in this study.

Table 17. The Pre-test and Post-test Paired Samples T-test of Group A (N = 12)

	The experimental group (N=12)		
Variable	M	SD	*t*
MLR	-5.62833	2.40597	-8.104**
PTR	-.16000	.07508	-.7383**
ALP	.36083	.41375	3.021*
R100	.87083	.66469	4.538**

Note: *$p<0.05$

** $p<0.05$

Research Hypothesis two: there is a statistically significant difference between the experimental group's post-test scores of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance of .05.

The result of the research hypothesis two shows the scores of the four variables are respectively of MLR, p =.002; PTR, p =.024; ALP, p = .522 and R100, p =.240 (see Table 18). Accordingly, the results suggest that the TR (4/3/2 technique) with dictation intervention enhances the students' spoken English fluency of MLR and PTR in the experimental group compared with those of the control group. Unexpectedly, the results reveal that there is no statistically significant difference between experimental group's post-test scores of fluency and those of the control group in ALP and R100, respectively of ALP, p =.522 and R100 p =.240. However, it shows a lower score of the students' pauses and repairs in the experimental group according to the mean scores of ALP (M=1.5508) and R100 (M=1.2483), compared to those of in the control group respectively of ALP (M=1.6358) and R100 (M=1.5875) (see Table 18). Therefore, it suggests that the TR with dictation intervention enhances students' spoken English fluency in these four variables although there is no statistically significant improvement in ALP and R100.

Table 18. Scores of Group A&B on The MLR Post Independent Sample t-test

	The experimental group (N=12)		The control group (N=12)		
Variable	M	SD	M	SD	*t*
MLR	14.5700	4.17017	9.5942	1.54358	3.876**
PTR	.7892	.07452	.7092	.08712	2.417*
ALP	1.5508	.33495	1.6358	.30402	-.651
R100	1.2483	.77207	1.5875	.59143	-1.208

Note: *$p<0.05$

**$p<0.01$

Research Hypothesis three: there is a statistically significant difference between the experimental group's D-values scores (post-test scores minus pre-test scores) of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group at a significance of 0.05.

The results of the analysis reveal that there is a statistically significant difference between the experimental group's D-values scores (post-test scores minus pre-test scores) of fluency and those of the control group, including MLR, PTR, ALP, and R100. In this regard, the scores are respectively of MLR (p =.000), PTR (p =.000), ALP (p =.026) and R100 (p =.007) (see Table 19), suggesting that the magnitude of improvement of the experimental group students' spoken English fluency is significantly apparent with TR (4/3/2 technique) with dictation intervention, compared to those of the control group students.

Table 19. The MLR D-Value between Pre and Post-tests Independent Sample t-test of Group A&B (N=24)

	The experimental group (N=12)		The control group (N=12)		
Variable	M	SD	M	SD	*t*
MLR	5.6283	2.40597	.4908	.92515	6.904**
PTR	.1600	.07508	.0317	.05374	4.815**
ALP	-.3608	.41375	-.0405	.13454	-.2.515*
R100	-.8708	.66469	-.1983	.38729	-3.028**

Note: * $p<0.05$

** $p<0.01$

The Findings of Research Objective 2

This section shows the results of Group A students' focus-group discussion to answer **RO 2**. Discussion Questions (**1,2,3,4 &5**) explored the effects of TR with dictation on speaking fluency from learners' perception in the following **Table 20**.

Table 20. The results of focus-group discussion for **RQ 2**.

	Discussion Questions	**Students' perception**
The result of **RQ 2**	**Q 1**	a. change of ***confidence and interests*** with fluency; b. improvement of ***content and topic familiarity*** with fluency; c. the changes of ***fluent symbols*** with fluency; d. cultivation of ***sense of achievement or satisfaction*** with fluency;
	Q 2	a. speak more ***fluent*** though TR; b. improve ***self-confidence*** though practice; c. cultivate ***sense of language*** with TR practice; d. gain the ***organization skill***, develop ***logicality and coherence***.
	Q 3	a. the change of ***content of notes***; b. the change of **language use**; c. the use of ***logical map*** on the notes.
	Q 4	a. learn new ***words and sentences***; b. avoid ***Chinese-style English***; c. become ***reference sources*** for other subject.
	Q 5	a. acquiring ***linguistic skills*** (vocabulary, grammatical issues, sentence structure, etc.) though self-diagnostic through dictation; b. improve ***comprehensible language abilities***, including ***speaking ability*** though dictation.

Q1: "From your own experience, what is the most obvious change or improvement from 4 mins to 2 mins in the 4/3/2 technique of task speaking in this study?"

Change of confidence and interests with fluency.

The results reveal that learners' confidence and interests towards spoken English were improved with the development of speaking fluency under TR. **Student A** expressed the changes of confidence:

"I was nervous and had nothing in my mind when the first time I was required to talk at the beginning of the September. I was not able to speak naturally and confidently. So, it can well imagine that my speaking was not fluent at all. Surprisingly, it becomes more and more relaxed and comfortable as practicing. Confidence helps me to speak much more fluently, concerning the changing of attitude, and without considering too much about the speaking skills sometimes."

Student B also stated that 'confidence' is one of the apparent changes. TR strengthened her courage, and she was able to speak comfortably. Besides, **Student F** expressed a similar idea in his interview, and he combined the confidence with interests in speaking.

"I felt that my confidence had been increased over time with the practice. Surprisingly, interest in speaking has been cultivated at the same time. I believe that there is a connection between the confidence and the development of spoken English fluency — the way of practicing, which produced a virtuous circle from 4 mins to 2 mins. My confidence was accumulated, and which would let me want to say more over time. Finally, my speaking becomes more fluent under the influence of these two factors."

Accordingly, it reveal that the students have developed both in the confidence and interest in the process of TR, which may contribute to the development of speaking fluency as well.

Improvement of content and topic familiarity with fluency.

The result of this question indicates students' other two obvious changes with TR practice were the language or content familiarity and topic familiarity from 4mins to 3mins. Students became increasingly familiar to the content of the topic and use of language in the previous practice, that is, fluency would be developed if students became familiar with the

content of the topic. Based on **students C**'s opinion, the content familiarity, and speaking fluency should be related in some way.

"*From 4 mins to 2mins (even after the whole periods practice with TR), I'm able to use words and sentences more accurately and fluently. What's more, I can speak without too much consideration compared with those of I did before. So, my speech becomes more and more smoothly, because I become more familiar with the content and language.*"

Student D also described the negative effects of unfamiliar topics on his spoken English performance.

"Some unfamiliar topics that I even could not able to describe in Chinese. So, few words could be used due to the limitation of specific vocabulary. For instance, how to cook a portion of traditional Chinese food. The reason is that I have not enough knowledge or vocabulary about cooking Chinese dishes, such as different ingredients and flavorings. It would become my hinder in speaking."

Student E also expressed that topics decided if she could speak fluently to a certain degree, it would be another story if she was not familiar to the content. Therefore, speaking fluency was developed with the improvement of both content and topic familiarity; meanwhile, the familiarity of language use in different materials and topics contributed to learners' speaking fluency.

The changes of fluent symbols with fluency.

According to the students' discussion, '*speech-rate*' were increased during the practice, which is one of the reasons that speaking became increasingly fluent. **Student C** said:

"*From 4 mins to 2 mins, I tried to speak up to keep the content maintained because the content could not be reduced with the reduction of time. So, I tried to push myself to speak*

quickly. I found that the speech rate became quicker than the previous rounds. I think it is one of the significant changes from my perspective even if it might be not the main factor what revealed from the practice."

Surprisingly, 'speech-rate' was not regarded as one average change during or after the practice by these students, and they thought it was inborn. In other words, it is precisely the ways that they speak, and even if it could be affected by the practice. Instead, students paid more attention to languages and content to improve their speaking, concerning rearranging the sentences and rebuilding the structures, rather than focused on the speech rate.

Also, more than half of the students' spoken English became more smooth about less pause. At this point, it also can be proved based on Quantitative data analysis, in which the calculating value shows the reduction of pauses in learner's speaking from 4 mins to 2 mins. **Student A** stated:

"*From 4 mins to 2 mins, I could speak more smooth without too many pauses. At the very early times, I even counted the paused in 4 mins. It showed that I stopped around 49 times in 4 mins averagely, but it reduced to 28 times in 2 mins. Surprisingly, I counted it again last week (in the thirteenth), it was 24 pauses in 4 mins, and eight times in 2 mins. So, less pause occurred with more fluent speech.*"

Student A counted the pause times based on her speaking, including long pauses, short pauses, or even filled pauses (eh, en, etc.). It is different from how calculating pause times were counted in this study, but it is just a general description from learner's perspective to evaluate the change of her speaking. It is undeniable that learners were able to speak fluently with the reduction of pauses over time, which in line with the previous expectations.

Cultivation of the sense of achievement or satisfaction with fluency.

The question discussion showed that the learners' sense of achievement or sense of satisfaction were built with the improvement of speaking fluency from 4 mins to 3 mins in TR practice. **Student F** described the sense of accomplishment or satisfaction from her perception.

"*It has always felt that spoken English is quite difficult for me. Even there are many ideas in my mind; I can't express in English. So, I feel the frustration whenever I'm required to speak something in English. And it is during this period; I felt that the stress had been released over time with the repetition task practice. I'm able to say more than before over time, and it might become my motivation to speak because I felt that I could do it. It was considered a sense of achievement or satisfaction. I gained the sense of achievement which would become a driving force for speaking, and I would not be reluctant to speak.*"

This excerpt reveals that learners could release stress with repetition practice, which might encourage them to speak more fluently.

Q2: 'In the process of spoken English learning or practicing, do you think that techniques (4/3/2 technique in this study) will help to improve your speaking ability? In what way? (eg. pronunciation, sentence structure, vocabulary, fluency, etc.)'

Speak more fluent though TR.

The data from this question reveals that students spoken English became increasingly fluently, in terms of the reducing pauses or repairs to a varying degree. **Student G** stated that "both pauses and hesitations were reduced when I was speaking, and it didn't take too much time to think what should I speak during the process, I could speak relatively smoothly than before." **Student H** explained the demonstration of fluency in her speaking in detail, "In the

early stage, I was usually stuck in pauses and hesitations, especially in first four minutes. I used numerous 'and,' 'eh' or 'so' when I was speaking. Surprisingly, it has significantly been changed after I reviewed my speaking, and it has become increasingly fluent over time. I think this is due to the improvement of both proficiency and familiarity in English speaking after practice."

Improve self-confidence though practice.

The improvement of learners' self-confidence with TR was mentioned repeatedly by students in this question; it reveals that TR speaking practice helps to cultivate learners' confidence, which could contribute to the development of speaking fluency. **Student H** stated:

"*I overcame the shyness and became more and more confident with practice because I became more familiar with the content. I think it was a virtuous circle in English speaking learning process, that is, I would speak more smoothly when I was comfortable with it.*"

Also, it reveals that students fear to speak English because they are afraid of making mistakes, which reflects low confidence. Therefore, less confidence is a hurdle to achieving fluently. **Student G** referred to 'dumb English' link with confidence.

"I think that lacking self-confidence is the major reason of dumb English for most Chinese students. In the TR practice, I felt that my speaking has become increasingly skilled with practice over time as confidence has been developed as well. This practice method is conducive to build self-confidence in spoken English."

Cultivate the sense of language with TR practice.

The results show that learners' sense of language was constructed gradually with TR practice, and it might also contribute to the development of students' speaking fluency. **Student D** stated that fluency created a sense of language in the speaking process.

"If I speak more, I can grasp it gradually. The TR practice method enabled me to be more familiar with sentences structures, which might have positive effects on my English speaking. I felt that the 4/3/2 technique practice enhanced the sense of language, and I was able to speak English more smoothly without too much stumbling."

In her understanding, it was difficult to describe how and when the language sensibility has been cultivated, and she thought it was unconscious during the practice process. Qu's idea was in line with Li's, "throughout the process of practice; I think that we could gain the sense of language if we practice more." Accordingly, the speaking would become fluently with the formation of language sensibility.

Gain the organization skill and develop logicality and coherence.

Also, students in the experimental group were concerned about 'structures' of the sentences, paragraphs or even the whole speaking content. It reveals that the ability of organizing speech had improved gradually with TR speaking practice. **The student I** said:

"*The monologue practice for a relatively long time (around 4 minutes) that we have not been exposed to before. The ability to organize a speaking based on one specific topic was quite difficult. But, I found that I could construct a topic with a reasonable structure and I could talk based on the structure more coherently than before. The logicality has been strengthened gradually with practice*."

It shows that TR practice also builds learners' logical ability, which could be used to construct the content with their ideas reasonably. As **Student H** stated:

"I acquired the use of connectives though this practice. I did not know that how to use connectives in English speaking before, and not too much attention had been paid on the connection between different sentences. My speaking became more fluently with the development of coherence or logic. I had a clear mind when I was speaking, which might be helpful to improve fluency to a certain extent."

Accordingly, learners' logicality in speaking was constructed with TR practice in this study, and then learners' logical abilities simultaneously facilitate the development of speaking fluency.

Q3: 'From the very beginning to the end, any changes you have made in the whole TR practice process? (Apart from linguistic or acquisition aspects)'

The change of content of notes.

One of the changes was that students' sketches of notes changed from 'paragraph to sentences to words' or 'sentences to words. The manuscripts of Student J (see **Appendix 8**) showed noticeable changes in the notes from week six to week fifteen when preparing her speaking over time. **Student J** described that,

"At first, it was better for me to write down all vocabularies and sentences on my draft and then started with the speaking task so that I could speak smoothly later. And then, the situation had been changed after several weeks. I was gradually becoming acquainted with the speaking over time, regarding vocabularies, sentences. So, my focus switched to the

topics, such as, what contents should I talk, and, only several key points and familiar words or sentences were recorded on my notes."

It showed the changes in the notes from week six to week fifteen of **Student E**, and this student made noticeable changes in her notes taking when prepared her speaking over time. One of the students explained the differences in the interview:

"*When I started with the speaking task, I paid much attention to vocabularies and sentences structure, such as how to describe a thing in English and how to arrange a sentence, it took a long time to recall the words I had learned before. So, it was better to write them down on my draft, to it can be expressed smoothly later. However, the situation had been changed after several weeks. I was gradually becoming acquainted with the speaking over time, concerning vocabularies, sentences, and sense of language. So, my focus switched to the topics, such as, what contents should I talk. So, only several key points and familiar words or sentences were recorded on my notes.*"

For the majority of students, however, their notes were changed from sentences to words, which are similar to **Student E**'s. They chose to write down the new or unfamiliar words and long or complicated sentences, and outline based on different topics. With practice, the number of notes was reduced with the development of familiarity in English speaking. Consequently, students hold that it was reasonable to consider there is a connection between the change of notes and the improvement of speaking fluency, that is to say, learner's speaking would become fluently with practice, and the notes were simplified at the same time, partly because they had become increasingly familiar with the ways of speaking over time.

It revealed a connection between the change of notes and the improvement of speaking fluency, learner's speaking would become fluently with practice; meanwhile, notes were simplified.

The change of language use.

The discussion showed that the frequency of Chinese use on learners' notes increased at the later stage in practice. In the process of preparation, the student started to give an outline in Chinese when they realized that she was able to speak most of the content without detailed notes only by looking at Chinese with the development of familiarity.

"I used Chinese in my notes to remind me of what to say, instead of English. The reason is that I felt familiar with these words and it was not necessary to write the English words down. It might be not possible without continuously practicing." (**Student K**'s manuscripts see **Appendix 8**)

Besides, based on **Student K**'s manuscripts (see **Appendix 8**), the frequency of Chinese use increased at the later stage in practice. In the very beginning, she used Chinese to point out the unfamiliar words. Afterward, she started to give an outline in Chinese when she realized that she was able to speak most of the content without detailed notes in English. Namely, she could speak English by looking at Chinese with the development of familiarity. Accordingly, the changes of languages use are considered to be a symbol of improvement of speaking proficiency based on learners' perspectives.

Accordingly, it revealed the changes in languages used was a symbol of improvement of speaking, and the positive changes in learners' notes were not intentional but unconscious.

The use of the *logical map* in the notes.

This discussion question also showed that students learned to set up 'logical map' to each topic, which helped to develop their speaking with simplified instruction (an example of **Student A**'s manuscripts in **Appendix 8**)

"*My notes certainly have been simplified over time. I started to use 'ARROWS' in my notes to label the sequence or logical relationship of each sentence. Surprisingly, it was beneficial for me, not only in terms of learning how to build a logical structure and make my speech more logically and fluently. Accordingly, I gained the method of note taking which was time-saving and high efficiency as well, and it may be beneficial to other subjects in English learning.*"

It could be concluded that notes taking helped learners building construction in speaking, which developed learners' speaking fluency to a certain degree. And conversely, the improvement of learners' notes quality also revealed a positive development of learners' speaking fluency. **Student K**'s interview gave a conclusion on this question, "I did not take too many notes when I prepared the speaking as the development of my speaking proficiency with practice. I think there is a relationship between the change of my notes and the improvement of speaking fluency, that is, from my perspective, the proficiency and familiarity of speaking influence the ways to take notes, the more proficient and familiar with the speaking and the fewer notes are recorded."

Q4: 'Is there any influence of teacher's support in the TR speaking process? Is it helpful? In which aspects? Could you give examples?'

Learning new words and sentences.

The answers to this question show that students could gain new words and sentence patterns each time on different topics. **Student D** felt a great necessity to be provided some information about the topic before each practice.

"*The words and sentences that teachers provided to us each time made sense to me. I gained lots of useful information with new words, sentence patterns and background information about the topics before I began to speak in this practice. It is a kind of accumulation, which positively improves my speaking and I realized that there was that much to say in the following practice.*"

Student D expressed that he felt a great necessity to be provided some information to the topic before each practice, and he also considered it was helpful. **Student A** holds the same attitude as well and especially put the opinions on the words during the process forwards.

"*Usually, I can't tell the part of speech in a sentence, especially in speaking. For instance, adjectives and adverbs are usually mixed during my speaking. There are clear annotations on the material that you gave to us. For instance, the part of speech of each word was marked. So, I can tell each of them clearly and then use them appropriately during my speaking. It's instrumental in this area.* "

It reveals that the material or support provided by the teacher was helpful in one way or another in this study. They would instead that teachers provided relevant content in the process of spoken English practice, compared with nothing.

Avoiding Chinese-style English.

This question interestingly shows that support provided by the teacher in this study was helpful to avoid 'Chinese-style English' throughout the process of practice. **Student D** explained as:

"S*ometimes, I use Chinese-style English structures in English speaking because of inborn logical expression ways. For instance, when I described a Chinese dish named '*鱼香肉丝*,' I would say it based on the essence meaning rather than translating each word in sequence, 'shredded pork with garlic sauce' instead of 'sliced meat with fish appetizing.' We were provided with some phrases by using authentic English, for me, it is helpful.*"

It reveals that English speaking might be improved with the teacher's support. In this study, it seems that unidiomatic expressions (Chinglish) caused by the interference of their mother tongue. So, they deemed it's better for the teacher to give support that could help learners express more accurately, and also more fluently.

Becoming reference sources for other subjects.

The teacher's support in this study also could become a reference resource in the learning of other subjects from students' perception, not only in speaking. "I would use these words or sentence patterns that I gained in the TR practice in my writing assignment. " **Student K** said.

Student G and **I** were thinking on the same line, and they recalled the words and patterns when they faced with new topics or subjects. It was beneficial to the accumulation of

basic English knowledge, which was an essential part of English learning, and students felt that it became more flexible to use words after practice.

Two students' answers unexpectedly show that it is hardly helpful. It reveals that the use of new words and sentences would have negative effects on students' speaking fluency. "*I usually used words in my head, which I'm familiar. I felt it quite tongue twister when I used new words or sentences, which might affect on the fluency of my speaking. I probably think twice when I'm going to speak if I used the new words or unfamiliar sentence patterns.*" **Student D** stated. In this regard, it showed that students were not necessary to rely on the support from teachers if she or he had a relatively good spoken English proficiency.

The researcher observed that **Student J** has a relatively good foundation for spoken English proficiency compared with other students based on their discussion and speaking performances. It explained the reason that she was not necessary to rely on the materials provided by the researcher, and she could handle different topics. For most of the rest of students, it was considered a very useful and essential method which could help them to learn new knowledge and enrich the contents in their speaking.

Q5: You were required to listen to your speaking recordings every time, and then wrote them down in this study. Do you think is it useful? Especially for your speaking?

Acquiring linguistic skills though self-diagnostic with dictation.

Firstly, the results of this question reveal that the students' linguistic skills are developed through dictation with checking vacancy and holes of their speaking in this study, which can generate a comprehensible linguistic competence, regarding vocabulary, sentences, grammatical issues. **Student D** and **F** explained as follows:

"I was unconscious of my mistakes when I was speaking English, but I could perceive the mistakes when I listened and wrote down all the transcripts of my voice recording every time, and the vocabulary, sentence structure, and grammatical mistakes became more obvious."

"I can easily catch the mistakes in my speaking after I dictated all the content. In the manuscripts, errors were underlined by me. And then, unfamiliar or new vocabulary and grammar knowledge were fixed by looking up the words and expressions in a dictionary. Accordingly, a process of accumulation was formed."

Based on **Student D** and **K**'s manuscripts (see **Appendix 8**), they gave revisions supplements based on the original speech texts with colored pens. It was remarkable that Chinese was used in some places, they explained that it provided hints for them to remember unfamiliar words or inappropriate expressions each time. Accordingly, the accumulation of basic linguistic skills helped learners to facilitate the development of speaking.

Improving comprehensible language abilities.

The results for this question reveal that the students' spoken English fluency is able to improve with dictation as an intervention in this study, including listening, speaking and writing abilities. **Student G** gave a general comment on the function of dictation as an intervention in this study.

"The process of dictation in this study helped me to reorganize the content of my speech, which could contribute to the development of speaking with TR practice. Listening, writing and speaking should be complementary to each other. Dictation from speech to text, which was a complementary strategy for me as well."

Dictation can help build the images in the process of speaking, and the students can understand the content comprehensibly in the process of listening. It indicates the connection between speaking and listening in improving language learning. **Student A** and **C** stated that it benefited from hearing their voice recording and played back.

"I gained useful information through hearing my voice recordings. I was required to recheck and listen carefully every words and sentence, to recall what I talked before, and it was a good way to define every sounds and tone. For me, it is the benefit to improve speaking skills through distinguishing." **Student E** said.

It indicates that this dictation model provided students an opportunity to do the pronunciation rectification, which would be helpful in the next speaking practice.

Besides, **Student B** stated, "I never had this kind of dictation before, which I needed to write down what I spoke in the previous practice. The truth is that speaking, and writing are two different things. There were some mistakes with spelling and punctuation, which was readily discovered and easily processed."

It reveals that dictation as an intervention in TR speaking practice also other language skills. Speech-to-text dictation in this study develops learners' ability to compose better quality texts, concerning the spelling and fluency.

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The Findings of Research Objective 3

The results of the computational method on the SILL indicate the situation in which minority EFL students used learning strategies. As displayed in **Table 21**, mean scores for one of the strategy categories (cognitive) falls in the range of 3.5 to 5.0. According to Oxford's (1990) classification, this range represents high strategy use. Namely, learners mainly applied the cognitive strategy in the TR speaking in this study. Another four

categories of strategies (compensation, metacognitive and social) fall in Oxford's medium strategy use range of 2.4 to 3.4. The other one strategy category (affective) falls in Oxford's low strategy use range of below 2.4. The total learning strategies score was 2.79, indicating medium strategy use overall (Oxford, 1990).

Table 21. Summary of Learners' LSs on SILL (speaking items)

LSs	Min.	Max.	M.	SD.
Cognitive	2.67	4.33	3.79	0.49
Compensation	2	4.25	2.97	0.59
Metacognitive	1.67	3.67	2.48	0.65
Affective	1.33	3.67	2.28	0.70
Social	1.5	4	2.43	0.68
Total Scores of LSs	1.834	3.984	2.79	0.62

The Findings of Research Objective 4

This section shows the results of Group A students' focus-group discussion to answer **RO 4**, which reveals that the combination of learning strategies use (LSs) contributes to the improvement of minority students' spoken English fluency.

Learners mainly used one or less LSs (LSs≤1; M<2.4 and 2.4≤M<3.5)

Based on the results of SILL, it reveals that eight students (N=8) in Group A applied at least one and less than one LSs according to the Oxford' (1990) classification, the mean is equal to or greater than 3.5 which is regarded as a high-frequency LSs use. The situation of the students' strategy use of these eight students is illustrated in **Table 22**. In this regard, five

students mainly applied the cognitive strategy (M≥3.5) in TR speaking practice, and the other three students did not show a high frequency of LSs use on each item. (M< 3.5).

Table 22. Learners mainly use one or less than one LSs (LSs≤1; M<2.4 and 2.4≤M<3.5)

Student	Cognitive	Compensation	Metacognitive	Affective	Social
1	4.33	3	2	2	2
2	4.33	2.75	2.5	3.33	2.22
3	2.67	2.5	1.67	2.67	1.5
4	4.17	3.25	2.3	2	2
5	4.17	3.33	2.33	2.67	2
6	3.17	2.5	1.67	2.7	1.75
7	3.33	2.25	2.67	2	2.25
8	4	3.25	2	2	3

Students (**D, G, I** and **L**) mainly used cognitive strategy in their speaking process, most of them evaluated '5' score (5=Always or almost always true of me) of cognitive strategy part in the SILL. Some students (**G** and **I**) gave '5' on several options, for instance, a. "I say or write new English words several times"; b. "I try to talk like native speakers"; c. "I practice the sounds of English." Besides, students (D, F, and J) strongly agreed with that "I watch English TV shows spoken in English or go to movies spoken in English," they hold that it is considered as a useful way to cultivate both English speaking and listening skills.

Three students in Group A (N=12), their evaluations on the SILL demonstrated that they might not choose any LSs consciously or unconsciously in TR speaking process. In this regard, it indicated medium strategy use overall among them according to Oxford's (1996)

classification (2.4≤ M<3.5) compared with other students in Group A (3.5≤ M<5). For instance, **Student G** only used cognitive (M=3.33) and metacognitive (M=2.67) at a medium level, but other three variables (compensation, affective and social strategies) fell in Oxford's low strategy use range of 2.4 and below. Similarity, **Student B** evaluated the options of cognitive strategy in the scope of medium strategy use (M=3.17). At this point, she only gave one '5' (always or almost always true of me) on the option "I use the English word I know in different ways," and a '4' score on the option "I say or write new English words several times." Except for the two of them, **Student A** indicated a relatively lower frequency of LSs use at a mean value of 2.2 (M=2.2), which was lower than other students. For instance, she only gave '1' on the option "I practice the sounds of English" compared with '5' of **Student F** and **I**, and '2' to the option "I try to talk like native English speakers" compared with **Student D**, **F**, and **L**. However, **Student A** gave the only '5' to the option "I watch English TV shows spoken in English or go to movies spoken in English".

Learners used a combination of two or more LSs (LSs ≥2)

The second part of the results show that four students (N=4) in Group A applied at least two or more than two LSs in their TR speaking practice. Among them, two students (Student I and K) involved in two main strategies (cognitive, affective strategy and cognitive and social strategy respectively), whereas Student D and G applied three strategies (cognitive, compensation and metacognitive) in their speaking process. It surprisingly found that cognitive strategy was the most frequently used strategy by these students combining with other strategies.

In the cognitive section, Student D gave '5' (always or almost always true of me) on several options. Firstly, she considered that "she tries to talk like native English speakers and use the English words she knows in different ways." Besides, she also strongly agreed with that it is useful to "watch English TV shows spoken in English or go to movies spoken in

English." Beyond that, Student D also evaluated a high score on the affective strategy section (M=3.67), such as options "I encourage myself to speak English even I am afraid of making a mistake." In Student D's interview, she mentioned that she was not very nervous or afraid of speaking English. Therefore, her speaking performance was relatively fluent compared with other students, and affective strategy use might also be playing a significant role.

Two other students in Group A (F and H), surprisingly, they conducted three main LSs strategies, in terms of cognitive, compensation and metacognitive strategies. Besides the options mentioned above in cognitive strategy section, options in the compensation strategy were marked as '4' and '5', that is, learners thought that it was a significant method and they conducted this strategy while they were talking. "When I cannot think of a word during a conversation in English, I use gestures", "to understand unfamiliar English words, I make guesses", and "I cannot think of an English word, I use a word or phrase that means the same thing", Student C and E gave '5' for these options. Student C stated that she wouldn't use unfamiliar words to make the speech more fluently. Therefore, she usually transferred words, that is, related unfamiliar words with familiar words to avoid a pause. Also, Student C also gave '5' on this issue, and he indicated that it might help him to speak without too much hesitation. Besides, Student F and H applied another strategy in their speaking process, which is the metacognitive strategy, regarding "I pay attention when someone is speaking English" and "I look for people I can talk to in English." In this regard, Student F considered that he went to English corner every week, which is organized by foreign teachers at HU to experience 'true' or 'pure' English, spoken English in particular. Consequently, he considered that "immersing yourself in a language is an excellent method to learn the language, including pronunciation.

Besides, it worth mentioning that another student who applied two LSs strategies. Student G, the SILL showed that he used two main variables, regarding cognitive and social

strategies respectively. Surprisingly, Student G was the only one student in this study who applied the social strategy that fell in high strategy use (M=4). Besides the cognitive strategy options, he also gave a more top mark on social strategy sections. For instance, Student I stated that he "ask English speakers to correct him when he talks." At this point, the situation was limited due to there were not always foreign teachers around in daily learning. However, he used an English learning software to practice spoken English almost every day, which provided him a platform where he "was able to communicate with other English learners and users worldwide including native speakers," Student I explained. In that case, it is easy to get help from others, native speaker in particular; and then "improving yourself through imitation and interaction." (Student I's interview) According to his experience, it indicated that social strategy also plays a significant and useful role in improving EFL learner's speaking proficiency.

Table 23. Learners main use of a combination of two or more than two LSs (LSs≥2; 3.5≤M<5)

Student	Cognitive	Compensation	Metacognitive	Affective	Social
9	3.67	3	2.33	3.67	2.5
10	4	4.25	3.67	1.33	3.25
11	3.67	3.5	3.67	1.67	2.75
12	4	2	3	1.33	4

Learners' LSs use and speaking fluency

The results of twelve students' LSs scores in the experimental group shows that eight students used one or less than one LSs (S:0) and another four students used two or more than

two LSs (S:1) in the process of TR (4/3/2 technique) speaking practice. Also, it reveals the results of the Research Hypothesis four: there is a statistically significant difference between fluency D-value scores (post-test scores minus pre-test scores) of students who used one or less than one LSs and those of students who used two or more than two LSs.

Accordingly, the D-value of the fluency (post-test scores minus pre-test scores) scores and the mean scores of learners' LSs were calculated (see **Table** 24).

Table 24. The use of LSs and the students' scores of spoken English fluency.

	Strategies S:0 (N=8)			Strategies S:1 (N=4)		
Variable	M	SD	*t*	M	SD	*t*
MLR	4.9400	2.00418	-.474	7.0050	2.83944	-1.301
PTR	.1488	.05540	-1.372	.2250	.14248	-1.032
ALP	-.4338	.23354	-.853	.2150	.67668	-.628
R100	-.8725	.72818	-.012	-.8675	.61862	-.012

S:0 = learners used only one or less than one strategy
S:1 = learners used at least two strategies
M = mean, *SD* = standard deviation

The results of numerical simulation indicate that these four students' D-value mean scores of fluency are higher than the other eight students'. In this regard, the fluency D-value scores of S:0 are MLR= 4.94, PTR=0.149, ALP= -.434 and R100= -.873; besides, the fluency D-valuc scorcs of S:1 rcaches to MLR= 7.005, PTR=0.225, ALP= -.215 and R100= -.868 respectively. Consequently, there is an obvious improvement on the spoken English fluency of the students who used two or more than two LSs in the experimental group. Particularly, the value of MLR reaches to 7.01 when the students used two or more than two LSs in the

speaking, compared with 4.94 when other eight learners used only one or even less than one LSs, which shows the development of the students' fluency increased more than threefold. Other three variables (PTR, ALP, and R100) also reveal a higher development on the spoken English fluency of these four students to varying degrees, compared to those of students who only used one or less than one LSs, although the improvement is not so obvious.

Accordingly, it can be launched that the combination of LSs enhanced the students' spoken English fluency; that is, a combination of two or more than two types of LSs can greater improve the students' spoken English fluency than those of students who used only one or less than one LSs.

The Findings of Other Related Issues

This section reveals the results of other associated findings based on learners' focus-group dissension, they mentioned two aspects, in terms of the influence of learners' L1 or L2 on L3 learning or performance, and their attitudes toward peer learning in English language learning. The reason that these two aspects are discussed in this study is that the situation of ethnic minority students learning English is different as they are multilingual language learners; namely, they have been studying with a relatively complex language background. Consequently, the results may provide materials about language transfer between different languages and the effects of their language backgrounds on spoken English for the future study

Issues on L1, L2, and L3

Effects of learners' L1 or L2 on L3.

The findings on this issue show that learners' L1(native language) or L2 (Putonghua) affected English speaking to a varying degree, in terms of logical thinking or expressions and

pronunciation. Instead, two students stated that there was little connection between their L1 or L2 and L3 (English in this study). The results were sorted out in **Table** 25.

Table 25. The attitude of learners (N=12) to the influence of L1&L2 on L3.

Any influence of L1 or L2 on your Spoken English?	**Number of students**
YES	10
NO	2

Among the ten students, they mentioned that their L1&L2 had effects on L3 learning at various degrees as **Table 26** illustrates.

Table 26. The effects of learner's L1 or L2 on L3 among the ten students.

The effects of L1 or L2 on learners Spoken English	**Number of students**
logic and expressions	2
pronunciation	7
both logic, expressions and pronunciation	1

In this case, three main elements were mentioned by the ten learners. Seven of ten students hold that the only effect was that English pronunciation might be affected to a certain extent. Student D, for instance, she stated that her English pronunciation was influenced by her mother tongue (dialect) occasionally.

"I'm Yi nationality, and I speak three languages in daily life. My mother tongue (Yi language) comes to the first, and I usually use it at home with my parents or relatives. Also, I speak dialect when I go shopping. Putonghua or Mandarin Chinese, however, I use all my time up in school with teachers and classmates. Accordingly, I have had diversity languages

learning experience before I start to learn English. In my view, English learning has been affected by my mother tongue, especially in pronunciation. For example, I'm not able to produce words using the tongue, such as, 'th.' I always say, 'sank you' instead of 'thank you,' because of that there is no lingual in my mother tongue. So, it seems like that English is more affected by my mother tongue than Putonghua."

Student D stated that her L1 (mother tongue) have affected on English speaking learning than L2 (Putonghua).

Besides, learners' L1 or L2 might be influenced by the logical problem in first (mother tongue) or second language (Mandarin Chinese or Putonghua) acquisition. Other students, however, revealed another effect of L1 on L3, that is, logical and expression. More narrowly, there are several overlaps in terms of logical and expression between the learners' mother tongue (Hani and Yi language) and English in this study. In the case of the view of one minority student, Student E indicated that her mother tongue, in some cases, surprisingly, helped her English speaking. "In the aspect of the logical sequence of statements, there are several similarities between English and my mother tongue, Yi language. For example, the expression 'you and I,' 'I' usually put after you in English; instead, we usually say '我和你(I and you)' in Chinese (Putonghua). In Yi language, it is the same expression as English 'you and I,' which is 'nga gepjjix ne.'

Similarly, the words that mean time is usually put it at the end of the sentence in Yi language, such as 'I went to the market yesterday,' instead of 'Yesterday I went to market.' Issues related to this aspect seems that L1(mother tongue) is a benefit to the Spoken English learning to varying degrees, in terms of logical expression or word order. That is, it is not necessary for me to overcome the issues on word order sometimes compared to Han Chinese students. So, at this point, I think that the effects of mother tongue more or less are positive."

Besides, besides the issues of phonology, another interesting problem has been mentioned by one of the students, Student C, which was also considered as one of the adverse effects between L1 and L3 in this study. Student D stated that "I found a problem in the process of speaking English, that is, the issue of 'she and he.' It sounds a bit confusing, but, it exactly existed in some learners' speaking performance. The pronunciation of 'she and he' in Chinese and Yi language are the same, which are both pronounced as 'ta,' instead, writing is not the same. In English, however, the words 'she and he' are not same neither reading nor written format. Accordingly, I felt sometimes confused when I express female and male; I cannot decide which one is referring to the right one." Surprisingly, other three students pointed out that they had this problem as well in English speaking, and they attributed it to the differences between L1, L2 and L3, that is, the fixed mindset of their mother tongue or Mandarin

Based on different learners' perspectives, there was an indication that the negative effects are greater than the positive effects on the issue of the influence of learner's L1or L2 on L3 in this study. The language similarity determined the effects between different languages. That is, the 'typological distance' of languages is a crucial component to determine if it is a positive or negative influence of the old language on a new language. In this regard, many researchers have explored the positive elements in the field of language acquisition in some studies, instead, for the negative effects which have been ignored because only the 'typologically distance' has been paid attention without analyzing the deep reason; for example, what is the negative effect? And why it effects on other languages or how can students overcome the negative elements in their learning process.

The use of L1 or L2 in L3 learning.

This study reveals that nearly 50% of the students used L1 or L2 in the process of taking notes, that is, before preparing speaking performance in the 4/3/2 technique speaking task. Also, the number of learners who used L1 or L2 both in speaking and notes taking accounted for 16% (see **Table** 27). Another three minority learners stated that they did not use L1 or L2 in the whole process.

Table 27. The situation of learners used L1 or L2 in the process of speaking English.

Do you use your L1 or L2 in your speaking?	**Students number**
In speaking process	3
In notes taking	6
Both in speaking and notes taking	2
No	3

It shows that nearly half of the students used L1or L2 in the process of taking notes. Student K explained in the group-focus discussion.

"Generally speaking, Mandarin Chinese was mainly used in my notes taking for preparing the speaking performance. The reason and situation that I used Chinese in different stages are not quite the same in my notes. In the beginning, I wrote down some Chinese words to mark unfamiliar or difficult vocabulary to remind me of asking the teacher or group members before the performance. Development to the later stage, I usually wrote down the whole outline of each topic in Chinese instead of writing down all sentences in English completely. The reason was that I could call to mind the content I would like to say when I looked at Chinese; that is, definitely, much faster and more accurate than noting in English completely. With the development of both familiarity and fluency of speaking in this

activity, English notes were reduced, and only a few cases were used, for instance, unfamiliar or new words or phrases."

The proportion of Chinese accounted for less in learners' manuscripts at the beginning of 4/3/2 technique speaking task. Surprisingly, the situation was completely reversed over time, the use of Chinese increased over time with the improvement of learners' speaking proficiency. Accordingly, the role of Chinese in Spoken English learning and practicing has been insensibly changed, that is, the Chinese played a significant prompt role in the process of information transfer. Here why these students chose Chinese during the process of speaking English, the reason was noted in one learner's interview. Student D stated that "...the main reason was that I prefer to use familiar language in some specific cases, in terms of taking notes, recording things or making a draft, etc. That is, I would choose my mother tongue or a familiar language under pressure or time limitation. At this point, Chinese became the first choice as the time I speak Chinese is considerably more than that I speak my mother tongue now. In the speaking task practice, there were only a few minutes to prepare the spoken English performance, so, I chose Chinese to write the notes automatically." Students who used Chinese in taking notes considered that Chinese has been increasingly becoming L1 with their mother tongue due to the high frequency of use. Namely, for most of the minority university students, unexpectedly, Chinese have been developing as another mother tongue. On this issue, these students considered that the use of Chinese in notes taking did not have the negative effect on their English speaking, instead, it could improve the efficiency of making a draft or taking notes, and also could help them to build a concise and transparent structure to give the speaking performance. Besides, these students hold that there was no connection between making a draft in Chinese and speaking in English, on the other hand, it could also cultivate the ability of transfer between the native language and English.

Also, three students mentioned that they would use Chinese during speaking. That is, they asked questions when they were talking, for instance, "I went to '维多利亚怎么说 (how to say 'Victoria' in English), ok, Victoria Harbor in Hong Kong last year..." The speaking was interrupted, and then the interruption might happen several times in the period of performance. "I don't think it is a good phenomenon in Spoken English, I mean, using Chinese, which might affect both fluency and coherence in large part. What was worse, I didn't remember it, and I would ask again sometimes when I repeated it in 3 minutes." Student F expressed her idea in the group-focus discussion. Here, she stated that the use of Chinese in the process of speaking English was not appropriate and it had a negative effect on speaking fluency. The researcher observed this matter and reminded them of not using Chinese in Spoken English practice. Therefore, the situation has been improved with practice over time, that is, students were aware of using Chinese in speaking which would be a hinder in their Spoken English practice. These three students, however, they hold that the use of Chinese has probably become a habit to some extent, which might be corrected with practice. According to the interview of these learners, the reason attributed to the mode of the group practice, and they might feel comfortable and pressure-free, which provided a relatively relaxed environment of speaking. In this regard, they could ask group members questions flexible, which became one reason for the problem. This matter could be regarded as one of the weaknesses of group learning, and it will be discussed in the 'peer-learning' part at the end of this chapter. On the whole, the use of Chinese in English speaking process seems a hindrance rather than a facilitator from learners' perspectives, it was due partly to learners' habit in Spoken English and partly to the relaxed learning environment.

In this case, most of the students used Chinese only when they took notes or made a draft for their performance, few of them used it in speaking for asking questions, and another

few parts of them did not use Chinese in both before and during practice. Consequently, the use of Chinese received mixed reviews in different situations based on learners' feedback. It was relatively positive for Chinese in notes taking, the method in speaking procedure, however, what was required to avoid using them whenever possible.

The attitudes of learners to peer-learning in spoken English learning.

The results reveal that peer-learning can help students to reduce tension, gain motivation, feel safer and cultivate learners' ability of autonomous learning from students' perception in this study.

Reduce tension.

Firstly, it reveals that peer-learning helps students to decrease pressure in the process of speaking English. **Student K** stated that "*I think there are more than half of Chinese students who are afraid of speaking English in a specific environment, especially in a big English classroom. As a minority student, I'm shyer and more self-conscious compared with other students, such as Han Chinese, due to the different growth environment and language learning experience. In this study, there are only three listeners each time, and it made me feel at ease, and I could speak without any pressure to some extent. The courage and confidence are cultivated over time in a relatively relaxed environment. Now, surprisingly, I think I'm able to speak English more confidently and comfortably than I did before*".

The excerpt indicates that tension or stress of speaking can be reduced when they were practicing with peers. That is, these students considered that they were provided a relatively relaxed learning environment in the 4/3/2 technique speaking task.

Gain motivation.

The result shows that students were motivated by their group members when they were speaking. **Student F** expressed in the discussion.

"*I used to reluctant to speak English in the classroom, because of I always feel nervous when I faced with many students, especially the teacher. In this case, speaking English in small groups let me experience the encouragement from group members, which provided not only solutions to questions, but also a comfortable atmosphere. In this regard, it was helpful to a certain extent although the group members would not provide accurate information sometimes; they, however, gave me hints to help me recall my relevant knowledge.*" In Student D's interview, the group members or peers were regarded as the 'facilitators' when they were speaking in English speaking practice. In this case, peers refer to fellow minority university students in each group, who were at the same grade and all majors in English. Besides Student D, Student A also stated that "*Sometimes, surprisingly, I feel that my group members could give me information from their perspectives through communication, which was closer to my thought. In this regard, sometimes, this was not necessarily the teacher could achieve.*"

In this study, peer learning manifested some advantages in its application to oral English learning and practicing.

Learners felt safer.

The discussion also shows that learners feel safer going to group members (classmates or peers) than to the teacher. They are more comfortable because they are equal to others. Surprisingly, one of the reasons that students don't want to ask or afraid of talking to the teacher was that there is a risk of making mistakes, confusing or unable to understand something in front of the teacher. Namely, it is a common situation that Chinese students are

always afraid of asking questions because they consider that their grade or performance score may be affected. Accordingly, it is an excellent choice for them to study in a group with peers, at least there is no risk of asking a wide variety of questions. These learners made mistakes and communicated error information to other students sometimes, it might influence students' learning. Surprisingly, most learners would check the dictionary, interact with other students or even ask the teacher when they considered the answer was questionable or ambiguous.

Summary of the Chapter

This chapter presents the findings of this study to answer the four research questions, including the results of TR (4/3/2 technique) with dictation intervention influencing on the students' spoken English fluency; the LSs students used in the process of speaking and the combination of LSs enhances the students' spoken English fluency. Also, the findings of other related issues are presented in this section, concerning minority learners' L1 and L2 use in L3 and the function of peer-learning in spoken English learning classroom. In the next chapter, the significant findings are summarized and discussed and the implication of the findings and the suggestions for future study are presented at the end of this dissertation.

CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATIONS

This chapter gives a summary of this study, discusses the significant findings for answering the research questions mentioned above, and then provides recommendations for future research in related issues.

Summary of this study

Twenty-eight first-year Chinese students majoring in English, School of Foreign Languages at Honghe University participated in this study. These students were selected from two classes (N=38 in total) based on their bio-data and entrance examination (both written and oral tests) and randomly divided into experimental group(N=12) and control group (N=12). A quasi-experimental study and qualitative data analysis were used to explore the development of Chinese minority university EFL students' fluency in spoken English using the technique of TR with dictation intervention at HU (Honghe University), regarding the development of MLR, PTR, ALP and R100 of fluency. Sixteen monologue topics selected from students' coursebook were used to practice with TR (4/3/2 technique), and the pre-test and post-tests were conducted to measure the improvement of the experimental group students' speaking fluency compared with that of the control group. Also, a focus group discussion was conducted to explore the effects of TR with dictation intervention on learners' speaking fluency from the students' perception. Moreover, SILL questionnaire adapted from Oxford (1990) was used to find out learners' use of learning strategies (LSs) in the process of spoken English practice.

Summary of RQ 1

The results of three research hypotheses shows that there is a significant development in English speaking fluency of students under the TR with dictation intervention in the experimental group concerning MLR, PTR, ALP, and R100. The minority students in two groups are basically at the same level in spoken English before the experiments based on the results of independent sample t-test (which was examined by the researcher before the study), which shows there is no statistically significant difference between the experimental group' pre-test scores of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group.

Three research hypotheses answer the RQ 1 respectively. Research **Hypothesis one** shows that there is a statistically significant difference between the experimental group's pre-test and post-test scores of fluency (MLR, PTR, ALP and R100 respectively). Besides, the result of **Hypothesis two** reveals that there is a statistically significant difference between the experimental group's post-test scores of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group. Finally, the result of **Hypothesis three** find that there is a statistically significant difference between the experimental group's D-values scores (post-test scores minus pre-test scores) of fluency (MLR, PTR, ALP and R100 respectively) and those of the control group. Generally, the students' speaking fluency in the experimental group have a marked development compared with those of in the control group. Accordingly, the positive influence of TR on the development of the students' speaking fluency is supported by the statistical analysis in this study.

Summary of RQ 2

The results of focus group discussion show that different aspects are developed during TR (4/3/2 technique) with dictation intervention speaking practice, which is expected to result in the improvement of speaking fluency from minority learners' perception. Firstly, it reveals that minority learners' confidence, sense of achievement or satisfaction, the familiarity of topics and their speaking performance are improved with the TR practice, and these aspects contribute to the development of learners' speaking fluency in this study. In addition, the results of questions discussion suggest that, there are progress on learners' speaking fluency by TR (4/3/2 technique) with dictation intervention practice from the beginning to the end of this study, in terms of reducing pauses and hesitations (fluent symbols), cultivating sense of language, developing linguistic abilities (vocabulary use, organizational skill, coherence or logic ability), which are significant factors for learners to speak more fluently. Moreover, teacher's support facilitates the development of the students' language learning not just speaking, but in terms of learning new words and sentences, modifying inappropriate English expressions (Chinglish) and becoming reference resources of other subjects (such English writing or reading). At this point, it is regarded as a benefited way to accumulate English basic knowledge for minority EFL learners in this study. Besides, the changes of notes taking in the process of preparation are considered as a reflection of improvement of speaking fluency, and the students become more familiar with the content, structure, and vocabulary that positively influenced their spoken English performance. Accordingly, the students adjust learning techniques to develop the speaking process, which may be helping to improve their spoken English fluency in this study.

Summary of RQ 3&4

This study explored the experimental group students' use of LSs based on the SILL (Strategy Inventory for Language Learning). The results reveal that the students mainly used cognitive strategy during the process of speaking. Besides, the use of LSs lead to more progress on speaking fluency. For instance, students (N=4) who used at least two strategies in speaking produced more fluent speech than students who only applied one or less than one strategy (N= 8) according to statistical analysis. Accordingly, it shows that the combination of LSs use enhances the students' spoken English fluency.

Summary of other related findings

In the process of this study (group-focus discussion), students mentioned other associated issues which influenced their speaking practice process. Firstly, it reveals that the minority students' L1& L2 have an influence on L3 learning, and learners' L3 (spoken English) is mainly positively influenced by their L1, instead of L2 from students' perception, concerning logical expression. On the contrary, minority learners' L1 shows a negative effect on L3 speaking, especially in pronunciation. In both cases, it indicates that the negative effects were greater than the positive effects on the issue of L1 or L2 influence on L3 according to learners' perspectives in this study, due to the language 'typological distance'.

Moreover, the students were motivated, and they more tended to release tension or stress and overcome being nervous in their spoken English performance in peer-learning. It reveals that the benefits of the group or peer-learning outweigh the disadvantages in minority EFL learners' oral English learning classroom from their perception. It provides a relax learning

environment for students which can significantly help the students to improve their language learning.

Discussion

Major finding of four research questions are discussed in this section. This study provides some discussion related to the research findings on the significance of TR with intervention in improving the students' spoken English fluency. Besides, the LSs use in the process of speaking practice, which enhances the students' spoken fluency. Finally, this section also discusses the related findings in the spoken process of the students in this study, in terms of the use of L1 and L2 and the function of peer-learning in the spoken English classroom.

Firstly, task repetition with dictation intervention is likely to improve the students' spoken English fluency in terms of the four variables in this study.

The results reveal that students' speaking fluency (in terms of MLR, PTR, ALP and R100) is significantly improved though TR with dictation intervention practice. This reflects some previous studies (Bygate 1996, 2001; Gass, Mackey, Fernandez, and Alvarez, 1999; Lynch and Maclean, 2000; Ahmadian and Tavakoli, 2011; Hawkes, 2011; etc.) which documents the positive effects of task repetition on the fluency of L2 output. Bygate (1996) has suggested strongly for the value of task repetition based on his studies, as task repetition has a beneficial influence on performance, with the repeated performance producing a more syntactic engagement. As Sheppard (2006, cited in Ellis 2009) claims that task repetition accompanied by either input or feedback positively affects the complexity, accuracy, and fluency in different degrees. In this study, dictation as an intervention undoubtedly provides input or feedback to learners (such as linguistic skills they gained from dictation), which is combined with TR in this study to facilitate the development of speaking fluency.

In this study, as the basis of these four variables, the pauses are revealed to be decreased with the development of fluency under the TR with dictation intervention. For instance, the number of syllabus of Student D's pre-test was 329, but it was increased to 622 in the post-test; besides, the length of pauses time of Yang also shortened which was decreased from 112.103s to 39.289s; similarly, the number of her pause times was reduced from 51 to 37. Other students (E, F, K, L etc.) also presented a noticeable decrease in the pause times. This shows that these minority students reduce the length of pauses, decreases the number of pauses or increases the length of speech between pauses with the development of the phonation time ratio in a speech, which is in line with the findings of some previous studies (Ellis & Barkhuizen, 2005; De Jong & Perfetti, 2011; Skehan & Foster, 2005; Tavakoli & Foster, 2011; Iwashita et al., 2008). Generally, task repetition with dictation improves the students' spoken fluency as the change of pause in this study; this also reflects some of the previous studies (D'Amico, 2010; Lennon, 1990; Llanes & Muñoz, 2009; Towell, 2002; Valls Ferrer, 2008; Bygate, 2001).

Secondly, task repetition with dictation intervention in this study enhances the students' spoken English in different aspects, such as the improvement of confidence and interests, 'content and topic familiarity', the cultivation of sense of language, the development of organization skill, logicality and coherence, the acquiring of linguistic skills though self-diagnostic with dictation, the improvement of comprehensible language abilities, including speaking ability through dictation.

First, this study reveals minority learners' confidence in English speaking was developed. They lacked self-confidence in terms of pronunciation, background information or vocabulary, but it turns out that this kind of repetitive tasks provide them with exposure to practice and had the confidence to speak. It gives the same finding along with many previous

studies showing a positive relationship between self-confidence and success (Covington, 1984; Laird, 2005; Otacioglu, 2008). High confidence increases the intensity of thoughts and feelings of learners that can improve language performance. In this regard, this study provided another support to previous studies (Hanton, Mellalieu & Hall, 2003).

Also, this study reveals that fluency is improved if students became familiar with the content of the topic. It supports some findings of previous studies, in terms of the effects of content familiarity on language fluency. Gavin and Huang (2018) launched research on the relationship between content familiarity and L2 fluency. The results demonstrate that second language (L2) fluency is influenced by two factors: pre-task planning and content familiarity. In this regard, content familiarity was found to enhance fluency. Accordingly, this study provides another support to illustrate the relationship between the content familiarity and speaking fluency combined with Gavin and Huang (2018). Also, when the minority EFL students were asked to repeat the monologue task, they were likely to get improvements in spoken English fluency. It also supports Bygate's (2001) claim that in the first task performance, language learners can familiarize themselves with the content to be produced, and later in the second performance of the task, they have ample attentional resources to focus on the selecting and editing of the appropriate language, which in turn might result in better language output. In this study, task repetition plays a critical role in providing the students with in-built planning opportunity in the speaking process. Besides content familiarity, the topic familiarity with speaking fluency are also revealed in this study. It demonstrates the correlation between topic familiarity and speaking fluency, that is, topic familiarity influences developing the spoken English fluency of learners as Chang (2011) and Robinson (2001)'s other studies, which indicates a positive effect of topic familiarity on promoting fluency, the results of the experiment reveals that participants' performance is considerably more fluent in the 'familiar topic' task. Ellis (2003) also argues that familiarity

of topic promotes performance in terms of fluency. The findings of this study provide more evidence from learners' perspectives to support the previous results from other researchers.

Besides, this study shows that the sense of language is another change of learners in the TR speaking practice. Based on the students' perception, it is difficult to describe how and when the language sensibility has been cultivated, and it is an unconscious process. Student A's idea is in line with Student D's, "throughout the process of practice; I think that we could gain the sense of language if we practice more." At this point, it is a reaction to Cetin (2015)'s idea that the sense of language can be cultivated by speaking continuously, and it comes from language practice and guides the practice in return. The students' speaking become fluently with the formation of language sensibility.

Moreover, this study also find that the students gain organizational skills and the cultivate ability of logicality and coherence through TR speaking practice, which contributes to the improvement of speaking fluency. In the process of preparation, students acquired the usage of connectives or conjunctions in the TR (4/3/2 techniques) practice, because they could make vocabulary and sentences structures adjust to their speaking over time with repetitions, to make their speaking more coherently or logically. This is following Robert (1998)'s finding that connectives can be used to indicate the logical relations between words, phrases, and sentences in compositions so that the whole text will be more coherent. In this study, learner's logical ability is improved by using connectives as well, and coincidentally, it is a reaction to Robert's view. In this regard, students' logicality and coherence are developed through the TR practice method, which also reacts on the improvement of students' speaking fluency. The organization of ideas affects the spoken English fluency and coherence and speaking becomes more fluently if ideas are organized logically. Accordingly, logical organization is associated with fluency and coherence in the speaking assessment, and it also provides the rationale to evaluate learner's speaking fluency (Harman,1986 in Pinto,1998).

In addition, the dictation as an intervention in this study helps the students' development of spoken English fluency in terms of the cultivation of linguistic skills and comprehensible language abilities. First, the students' linguistic skills are developed through dictation with checking vacancy and holes students' speaking by themselves in this study, which can develop a comprehensible linguistic skill, in terms of vocabulary, sentences, grammatical issues. Like Nation (2009)'s research shows that learners can diagnose and modify grammatical mistakes. And then, the accumulation of basic language helps to facilitate the development of speaking skills as well. It is regarded as a good circulation in English language learning by Student D, another student in this study. It reflects the idea of Stansfield (1985, in Davis and Rinvolucri, 2002) that dictation in English, which provided high relevance to language proficiency. Some teachers have started to apply dictation to English language teaching rather than simple words dictation, and the results showed that "dictation enlarges a student's vocabulary and fills his mind with a good standard of speech." (Natalicio, 1965, in Semin, 2013, p.139).

At last, for most of the students in this study, they could not recognize the words in speaking or listening in the previous learning experience. One reason for this failure might be the fact that Chinese learners are more accustomed to reading the letters visually than to listening to the sounds auditorily, in comprehending the sentences. It reacts Sun (2009)'s study, which suggests that learners can easily understand the sentences if the general visual images of the content are shown. Besides, Hirokazu (2014)'s study may provide evidence at this point. He concludes that learners' ability to listening is improved after given dictation practice according to a study on 26 high school students in Japan. On the whole, based on the views of this study and other similar studies, listening is described as an approach to teaching listening that strikes a balance between attention to form and attention to meaning, and tries to achieve a focus on sound and word recognition by adapting the dictation approach. Nation

(2009)'s a proposition, which also states that the improvement of speaking ability is connected to listening in English teaching and learning. That is, listening helps learners to "distinguish sounds and develop aural comprehension." (Nation, 2009, p.49), it confirms that comprehensible listening would cultivate learners' ability to distinguish sounds and learning accurate punctuation. This study reveals that the students' spoken English fluency is able to be improved with dictation as an intervention, including listening abilities.

Thirdly, the students' learning strategies (LSs) use is likely to enhance the students' spoken English fluency, especially the cognitive strategies and the combination of different learning strategies in spoken English practice.

First, the results reveal that cognitive strategy is the most frequently LSs used by students in the TR practice, which is another reflection to some previous studies that show that cognitive strategies are the most frequently employed LSs in the learning process of EFL learners (Chamot, 2004; Wu, 2008; Chen, 2009; Dawadi, 2017). Park (1997) investigated the relationship between LSs and proficiency in an Asia context, and the results demonstrate that two of strategies (cognitive and social strategies) are more predictive of Korea learners' score than other strategy categories. Besides, Park called for further study to determine whether the situation of strategy use is unique to Korean learners or common to other EFL students as well. According to Park (1997), the current study shows that learners mainly used the cognitive LSs which enhanced their English proficiency (spoken English fluency) in the Chinese context. In this study, both monologue repetition tasks and speech-to-text dictation provide students with an opportunity to recognize information in their brains, including vocabulary, sentences, structures, etc., to adjust their speaking. Cognitive theories indicate that most information is stored in long-term memory as either declarative knowledge (what we can declare) or procedural knowledge (what we know how to do). Declarative knowledge

is learned best by elaboration, in which new information is linked to existing information or schemata, and by building on previous knowledge. "Cognitive theory indicates that the greater linkages and pathways to existing memory frameworks will lead to enhanced learning and recall." (Chamot and O'Malley, in Herrera& Murry, 2011, p.17).

On the other hand, the preferred method of learning procedural knowledge is by practicing complete and meaningful components of complex cognitive procedures. When this complex cognitive process becomes proceduralized, learners can use the experience gained rapidly with a minimum of errors and without awareness of the many steps and decisions made while it is being executed. In this study, the students conducted cognitive strategy in their TR speaking practice through resourcing, repetition (TR), deduction (the changes from 4 minutes to 2 minutes), imagery (topic construction), auditory representation (monologue performance), keyword method, note taking and summary, which are in line with Oxford's (2003) description of cognitive strategies. Accordingly, cognitive strategy helped learners to develop their speaking performance in this kind of TR practice.

And then, this study presents that the use of combination learning strategies contribute to more progress on the development of speaking fluency. It provides evidence for the previous studies which documented that successful learners usually combine different strategies according to their learning situation and demands (Oxford 1990; Chamot and O'Malley 1994; Victori and Lockhart 1995; Cohen 1996; Ehrman et al.'s, 2003). Students try to match different LSs to their learning situation based on their learning styles and personality. Good learners choose and arrange their strategy use to meet their requirements; so, they usually use a combination of LSs (Oxford 1990). Therefore, these students who used a combination of two or more than two LSs in this study showed a more effective result in spoken English fluency in this study. However, the mix and combination use of LSs were challenged by some researchers before. Grenfell and Macaro (2007) argued that the behavior of mixing a

compound learning strategy is still not clearly defined, as learning strategies are related to learners' cognitive and it is difficult to be separated thoroughly. This study gives another picture on this argument, and the results also presented a positive effect of the combination of LSs on the improvement of minority students' spoken English fluency, but it is suggested that future researches might be necessary to explore how learners combine strategies and why specific learners can do this more effectively than others in the context of Chinese minority EFL university students spoken English learning and teaching.

Finally, this study also reveals other related findings which have effects on developing the students' spoken English fluency in terms of learners' L1 or L2 use and the influence of peer-learning.

First, the results show that minority students' L1 or L2 affects their L3 speaking learning, in terms of notes taking and pronunciation in this study. Minority languages (Yi and Hani languages in this study), in fact, which have markedly different pronunciation and word order from Putonghua. Similarity, there is a long distance between learners' mother tongues and English since they are completely different. And then, Putonghua and Spoken English, they bear almost no resemblance as well. This opposite some the precious studies in third language acquisition (TLA) (Letica and Mardešić, 2007; Chłopek, 2011) For instance, Lammiman (2010) defined that the typological distance is according to assert the languages based on different structural characteristics. Namely, two closer languages should share the more similarities than the less close one. In this regard, the less close languages lead to more difficulties to learners, and no relationship between two different languages. For the study, it showed a slightly different pattern. Learner's L1 and L2 affected on L3 although these three languages are not typologically close. It revealed that minority students' spoken English was affected by L1 (minority languages or mother tongues) compared to L2 from their perspectives. The distance between learners' mother tongues (minority languages) and

Putonghua has been reducing with the development of bilingual education in minority regions. That is, most of the ethnic minority were able to convert between mother tongue or dialect and Putonghua flexibly, and the distance between L1&L2 of minority learners has been shortened. Therefore, these minority learners put more focus on the distance between L1 and L3 because L2's proficiency has been improved at the same level as L1. Accordingly, these ten students who hold that Spoken English was affected attributed to their L1(mother tongue). Accordingly, at this point, learners' mother tongue provided 'similarity' from old language to a new language, which agreed with Dorotea (2015)'s study as well. Namely, the effects of old languages on a new language attributes to the 'similarity' between 'old' and 'new' language. In this study, Chinese is used sometimes by the teacher to explain new vocabulary and phrases, or even some background information on each topic. It is considered as useful and needed from learners' views as it provided a comprehensible input. It is in line with a very early study of Krashen (1981), which reveals that the use of mother tongue is encouraged, and learners can acquire comprehensible input through the use of the mother tongue. Harmer (2004) also suggests that the use of mother tongue in foreign language learning may happen as learners "want to say something important, and the easier way how to do it is to use their native language." (Harmer, 2004, p.129). Generally, the results show that there are both advantages and disadvantages to the use of mother tongue in spoken English learning according to different circumstances in this study, but most students considered it was favorable to varying degrees.

Moreover, the findings of this study reveal that the small group activities have positive effects on oral English learning in terms of lowing anxiety and reducing tensions, which is in accordance with the views of Osboe, Fujmura, and Hirschel (2007). In this study, these students were more willing to ask group members questions instead of asking the teacher during the practice process — accordingly, the behaviors of the students, which may help to

cultivate the ability of independent learning. It is also a reflection of Boud (1988)'s opinion, "Peer learning should be mutually beneficial, and involve the sharing of knowledge, ideas and experience between the participants. It can be described as a way of moving beyond independent to interdependent or mutual learning" (Boud, 1988, in Reis, 2002). Besides, the students felt more motivated and safer in group learning in the TR spoken English practice. At this point, Topping prompted that interaction or communication with peers is the best method to stimulate learning in language learning, especially in speaking skills, because students may feel more active and engaged in the learning process with other learners' assistance (Topping, cited in Szyszka, 2017). Fitz-Gibbon and Reay (1982) did a study on the attitudes of children to the study of French in a British school, and the results also showed that the guidance from peers helped learners to improve motivation in language learning (Gibbon& Reay, cited in Szyszka, 2017). Based on previous studies on learners' attitude towards peer learning, Seng (2006) explored that learners could acquire better when a classmate explains or provides something to them as 'less formality and boundary' that students might feel that with the teachers.' (Seng, 2006, p. 32) It is what has been mentioned before by Student D, F, and I in the discussion, the students feel safer with group members than with the teacher in this study. The benefits of group or peer-learning outweigh the disadvantages in the oral English practice classroom in this study. The students consider that the strength of peer learning more tended to release tension or stress of themselves, and to overcome being nervous in their spoken English performance because both of the listeners and assistance provider are their group members, they feel more comfortable with peers than the teacher did.

Generally, the results of this study reveal that the TR with dictation intervention enhances the students' spoken English fluency in terms of four variables and different aspects from the students' perception, such as the improvement of confidence and interests, 'content

and topic familiarity', the cultivation of sense of language, the development of organization skill, logicality and coherence, the acquiring of linguistic skills though self-diagnostic with dictation, the improvement of comprehensible language abilities, including speaking ability through dictation. Also, the students' learning strategies (LSs) use is likely to enhance their spoken English fluency, especially the cognitive strategies and the combination of different learning strategies in spoken English performance.

Pedagogical implication of findings

This study brings some useful insights on how task repetition (4/3/2 technique) could be adopted in oral English learning and practice. It demonstrates that the repetition of narrative tasks can increase the fluency of oral English to a varying extent. Besides, a follow-up dictation technique as an intervention was applied in this study as well, and it indicates the function of dictation in developing learners' language learning proficiency, in terms of listening and speaking. During the process, the students' learning strategy use also played a significant role in improving oral English fluency of minority students, and it demonstrates that the students who chose a combination of two or three strategies in his or her speaking had an excellent performance in oral English, in particular, speaking fluency. Therefore, related pedagogical implications are prompted to provide a useful reference for English teachers in the field of oral English teaching in ethnic minority students classroom.

Scaffolding

The findings of this study show that an integrated and associative research system is applicable in exploring the development of minority EFL learners' speaking fluency. Further exploration on the issue of scaffolding as a teaching strategy can be conducted according to the system and obtain support from this conceptual source with this new study system, and

the research on minority EFL students' speaking proficiency is prone to get more inspiration, in terms of fluency, accuracy, complexity or other fields.

The process of scaffolding is dynamic, and teachers are required to provide more knowledge with the development of learners' abilities, that is, the teachers gradually decreases the supports provided. Thus, learners can become independent and self-regulating learners and problem solver (Hartman, 2002). The process of monologue speaking tasks practicing shows that students could adjust themselves in the missions. They organized and prepared each topic based on personal knowledge-bank with new knowledge provided by the teacher. Bransford, Brown, and Cocking (2000) pointed out that scaffolds help learners to make a connection between prior knowledge or familiar situations and new knowledge. Another aspect of teacher-provided scaffolds is that the teacher may let the learners engage in cooperative learning. Hartman (2002) stated that in this type of environment students help students in small group settings but still have some teacher assistance. This study also involved in group-learning, students considered that they could acquire different support from peers and teachers, which provided a flexible learning environment to let them engage the tasks, and it could be conducted in the future spoken English teaching.

For the TR part

Firstly, for the TR (task repetition) section, it indicates that task type repetition can increase the spoken English fluency of minority students in this study. Consequently, this kind of task repetition can be used to apply to develop the spoken English proficiency of students. In this study, a short monologue was required to give each time as the material of task repetition, teachers, however, they are necessary to bear in mind that not all types tasks provide the same results as discussed here. For instance, Matsumara, Kawamura & African (2008) considered that monologue tasks contribute to "L2 development minimizing

individual variations in language production." (Matsumara, Kawamura & Affricano, 2008, p.26)

Further, in this study, it shows that monologue tasks can develop learners speaking performance concerning fluency. Accordingly, it is highly likely that monologue tasks can be successfully applied in task repetition in this study. Teachers should be careful in selecting tasks in different teaching contexts because other types of tasks might not provide the same results brought by monologue task repetition.

For learning strategies part

Then, the findings of the students' learning strategy use indicate that metacognitive strategies are the most frequently used strategies, followed by social and cognitive strategies and memory strategies are the least frequently used by ethnic minority university students in this study. This phenomenon should stimulate university teachers in minority regions to encourage students to use strategies in language learning. The use of strategy has been proved to be related to learners' performance by some researchers, such as O'Malley&Chamot (1990 in Zoe & Lydia, 2016). That is, learners can benefit from the teaching and learning strategies. Therefore, teachers should increase learners' awareness of strategy use and combine strategy training in their daily teaching, which can help students develop their English proficiency and performance.

Besides, the study demonstrates that social and cognitive strategies, and memory strategies are used least frequently by these minority students in the process of English speaking. Based on what has been mentioned earlier, there is a significant connection between social strategies and English performance. Therefore, teachers should pay more attention to it, and provide students with some social activities and cultivate their communicative ability by training them to use social strategies reasonably.

Moreover, the majority of the Chinese oral English classrooms lack in energy by teaching media and resource constraints, especially in the ethnic minority regions. The classroom teaching of speaking seem monotonous, mechanical, lifeless, devoid of dynamics because most of the Chinese teachers use traditional teaching mode in English classroom, that is, they put the focus on learners' writing and reading ability rather than communicative proficiency. Consequently, teachers should take some actions to build a relative interest and relax class classroom to facilitate spoken English learning, which let students speak confidently and comfortably. In this regard, learning strategies will assist students in improving their achievement in language proficiency. (Green and Oxford, 1995; O'Malley et al., 1985; Oxford, 1990 in Deanna, Evie&Alan, 2005)

Also, the role of teachers in improving learners' awareness of learning strategies is worth to be noted as well. In this study, the researcher mainly explored the strategies that minority learners selected to use in the oral English repetition task, that is, it was a unidirectional choose from learners' perspectives without training. In the future teaching process, teachers should consider teaching students the appropriate learning strategies, which can improve learning effectively. The benefits of learning strategies are in terms of "the special thoughts or behaviors that learners use to help them comprehend, learn, or retain new information," (O'Malley and Chamot, in Zoe&Lydia, 2016, p.599), and can cultivate learners' ability of autonomous learning as well (O'Malley and Chamot, in Zoe & Lydia, 2016). Accordingly, as English language teachers, it is necessary to familiarize themselves with knowledge about the language learning strategies, learners' needs and diversity of teaching methods and materials, teaching oral English in particular. Teachers should provide not only in terms of the direction of using strategies but also in terms of the ways to select the most suitable strategies by learners themselves. At last, teachers should regard strategy training as an integral part of regular class routine if possible rather than an additional activity.

For the dictation part

In this study, dictation was applied after the 4/3/2 repetition task each time as a follow-up technique. The researcher demanded that students listened to their speech records and wrote down. It demonstrates that the dictation influences developing learners' listening and speaking abilities, even in reading ability. Based on the researcher, the minority learners can understand their speech, that is, the dialect and the pronunciation of the speaker have effects on minority learners' performance of comprehension. In this regard, it need not mean that they can comprehend other listening materials. That is, the findings of this study imply that the students have difficulty in comprehending the speech of native speakers. On the other side, the researcher finds a listening deficiency of the students in this study, and this helps to explain why they are able to understand their speech rather than native speakers' speeches to a certain degree.

According to Miller (2003), more than 40% of our daily communication is spent on listening, 35% percent on speaking, about 16% percent on reading, and only 9% percent on writing. Listening remains one of the least understood processes in language learning process although it attributes a significant role in language communication and acquisition. Dictation is considered as one of the techniques used mainly to develop listening skills. Teachers should encourage students to exposure to more active or native-like communication by listening devices, for instance, videos, CDs and other materials. Besides, students should be required to listen and memorize more regular sentences, excellent dialogues, paragraphs in listening, what can develop learners' thinking and expression competence. Students can say naturally if they persist in these practices and get into the habit. In this regard, teachers should choose listening materials based on the memory limitations of the learners and implement dictation exercises which their memories can handle.

On the whole, dictation is a productive learning device for revising language skills. Learners can gain immediate feedback on the nature of their linguistic performance, and they can compare their output with the original text. Students may enjoy if dictation is reasonably lined to English language lessons, and it helps to develop four language skills in an integrative way and short-term memory of students. Besides, teachers can pay attention to learners' deficiencies in language skills based on listening activities. Accordingly, dictation should be taken more seriously not just for its own sake, but as the basis for comprehending the whole language (Miller, 2003)

The recommendations for future research

Regarding the above-discussed findings, implications of the present study, some suggestions are proposed for future research in terms of the TR with dictation intervention influencing on learners' spoken English fluency, and the learning strategies used in the spoken English learning and teaching process.

Recommendation for the TR with dictation intervention part

The findings of this study have produced some possibilities for further research. To begin with, as this study targeted that TR with dictation intervention provides positive results of spoken language development of learners in terms of spoken English fluency. However, a trade-off effect is also quite apparent in the findings. Further, there was less evidence on the positive impact of task type repetition. The present study on spoken monologue task repetition indicates that task repetition improves the spoken language production in terms of fluency, and furthermore, task type repetition may also positively affect the performance of a similar task later.

This study finds a relationship between dictation and the development of fluency. This relationship should be explored further. In particular, it will be interesting to investigate how fluency is affected by the dictation more directly. For instance, an experiment can be given with two groups (an experimental and a control group), to explore the development of learners' speaking skills based on the improvement of their listening and writing ability.

Recommendation for the FLUENCY part

Although the four different dependent variables (MLR, PTR, ALP, and R100) were carefully chosen to cover much of the constructs, other or additional measures could have given a more complete or even different picture. In this regard, more research is needed to explain the remaining variance in the fluency measures. Perhaps independent variables, either time-invariant (e.g., assertiveness) or time-varying (e.g., interest in the topic) might explain additional variance in fluency scores. Likewise, a measure of accuracy based on a count of errors may reflect a different pattern, which is needed to explore along with fluency more closely. A more detailed analysis of the errors in the data, including comparing accuracy based on some mistakes to accuracy based on error-free units, may be better able to explore learners' speaking fluency. Besides, an in-depth look at the errors might show that the type of errors (e.g., lexical, syntactic, morphological) can give a richer explanation of the findings on accuracy. It is possible that Chinese university minority EFL learners' spoken English fluency may be investigated in an understandable way including both fluency and accuracy.

Recommendation for the related studies

This study shows that there was an influence of learners' L1(native language) or L2 (Putonghua) on English speaking at various degrees from learners' perception, in terms of logical thinking or expressions and pronunciation. A follow-up study is warranted to explore the transfer of minority learners L1 (mother tongue), L2 (Putonghua) and L3 (English). A

more detailed exploration of the effects of minority EFL learners L1 and L2 on L3 learning should be conducted, which would be useful to have pedagogical applications in minority areas.

Besides, the most notable issue is the role of ELF in the development of Chinese communicative society. In today's China, English is gradually regarded as a lingua franca (ELF) than a foreign language (EFL) by Chinese university students. "This is accompanied by the vigorous spread of English along with the increase of Chinese engagement in globalization and the Internet where English resources are available." (Wang, 2015, p.87) In this regard, the role of English has been transferred as the medium of communication between Chinese speakers, who have excellent English proficiency. More international events and conferences have been holding in minority regions in China, Chinese university students among these areas have more opportunities to experience or witness the use of ELF than before (Wen, 2012). In the context of this study (HU), there are increasing numbers of international students who are learning Chinese at HU. In this regard, English becomes a medium of communication between Chinese teachers and students from different countries. Therefore, it would be interesting to conduct a further study on the use of English as a lingua franca in teaching Chinese as a foreign language, as well as Chinese university students' ELF awareness.

ASSUMPTION UNIVERSITY OF THAILAND
SINCE1969
มหาวิทยาลัยอัสสัมชัญ

Summary of the Chapter

In this chapter, the researcher first reviews the research findings in the way of giving answers to the researcher questions. Also, the researcher discusses the implications that this research can offer in the pedagogical aspects. Moreover, the suggestions for future studies are provided in terms of the TR impacting on the minority university students' spoken English

fluency with an emphasis on expanding to cover both accuracy and fluency. Lastly, the researcher suggests that the teachers and students should focus on the role of English in the context of minority regions with an emphasis on exploring the development of ELF.

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APPENDICES

APPENDIX A

SILL Questionnaire (20 item was selected) (Oxford, 1989)

Strategy Inventory for Language Learning (SILL)

This form of the strategy inventory for language learning (SILL) is for students of a second language (SL). Please read each statement and fill in the bubble of the response (1, 2, 3, 4, or 5) that tells HOW TRUE THE STATEMENT IS. 1. Never or almost never true of me 2. Usually not true of me 3. Somewhat true of me 4. Usually true of me 5. Always or almost always true of me. Answer in terms of how well the statement describes you. Do not answer how you think you should be, or what other people do. There are **no right or wrong answers** to these statements.

Cognitive strategies

1. I say or write new EL words several times.

2. I try to talk like native EL speakers.

3. I practice the sounds of EL.

4. I use the EL words I know in different ways.

5. I start conversations in the EL.

6. I watch SL language TV shows spoken in EL or go to movies spoken in EL.

Comprehensive strategies

1. When I can't think of a word during a conversation in the EL, I use gestures.

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2. I make up new words if I do not know the right ones in the EL.

3. I try to guess what the other person will say next in the EL.

4. If I can't think of an EL word, I use a word or phrase that means the same thing.

Metacognitive strategies

1. I try to find as many ways as I can to use my EL.

2. I pay attention when someone is speaking EL.

3. I look for people I can talk to in EL.

Affective strategies

1. I try to relax whenever I feel afraid of using EL.

2. I encourage myself to speak EL even when I am afraid of making a mistake.

3. I notice if I am tense or nervous when I am studying or using EL.

Social strategies

1. I ask EL speakers to correct me when I talk.

2. I practice EL with other students.

3. I ask for help from EL speakers.

4. I ask questions in EL.

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APPENDIX B

A Questionnaire of Students Selecting (Pre-study)

1. Are you ethnic minority?

A. Yes B. No (which one:)

2. The score of your entrance examination in ENGLISH:

A.80-100 B. 101-120. C. 121 and above

3. The score of your entrance examination in SPOKEN ENGLISH:

A. 60-70 B. 71-80 C. 81 and above

4. When you began learning English?

A. before primary school B. primary school C. middle school

5. When you began using Putonghua?

A. before primary school B. primary school C. middle school

6. How is the standard of your Putonghua? (taking the Putonghua Proficiency Test as the criterion)

A. under Upper Second-Class

B. Upper Second-Class

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C. Upper Second Class and above

7. How many native languages (mother tongues) you can speak?

A.1 B. 2. (they are:) C. 3 and above (they are:)

8. Do you want to try a technique to practice your English speaking within several months?

A. Yes B. No

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APPENDIX C.

Focus-group Discussion Questions

1.From your own experience, what is the most obvious change or improvement from 4 mins to 2 mins in the 4/3/2 technique task speaking in this study?

在 4/3/2 这个练习方法的过程中，从 4 分钟到 2 分钟变化最大的是什么方面？（比如词汇，句子，语感或者是内容的熟悉度等等）

2.Is there any influence of the materials (vocabulary, sentences structure or key words) that teacher provided in the 4/3/2 technique task speaking? Is it helpful? In which aspects? Could you give examples?

在这次的 4/3/2 口语练习中，老师提供的每一个话题的单词和句型对口语练习对你有帮助吗？体现在哪些方面？可以举一两个简单的例子说明一下吗？

3. From the very beginning to the end, any changed you have made on your notes taking with time? For example, the changes of amount, content or key words on your notes.

在 4/3/2 练习中，从第一周到后期的几周，自己记得笔记内容有所改变吗？比如开始阶段写很多内容，到后期减少，或者是选择记录的内容上有所改变（开始写句子，后来写单词；或者开始写段落，后来逐渐精简成句子，只写关键词等等的变化）

4.In the process of Spoken English learning or practicing, do you think that techniques (4/3/2 technique in this study) will help to improve your speaking ability? (e.g. Pronunciation, sentence structure, vocabulary, fluency, etc.)

在口语练习中，你觉得用适当的技巧或者方法能提高口语能力吗？（比如这次的 4/3/2/练习法）练习后你觉得在哪些方面提高了？可以举例子说明吗？（比如发音，句

子结构，词汇的使用，语感，流利程度，语言组织或者是对于特定的话题怎么样去描述等等的能力）

5. You were required to listen to your own speaking recordings every time, and then wrote them down in this study. Do you think is it useful? Especially for your speaking?

老师让你们每一周都听自己说的内容，并写下来，你觉得对你有用吗？哪些地方得到提升？那你觉得对口语的提高有用吗？

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APPENDIX D.

Examples of monologue topics selected from College Oral English I.

Topic 4.

Describe one of your favourite TV programme

You should say:

What the name of the programme is;

What it is mainly about;

How often you watch it;

What are the features of this type of programme

and **explain why you like it.**

Vocabulary

music programme	cross-talk	documentary programme
news report	interview	quiz/intelligence show
real show	sports report	talk show
travel programme	variety show	

Sentences

1. television is an inescapable part of modern culture. We depend on TV for entertainment, news, education, culture, weather, sports and even music, since the appearance of music videos.

2. TV enriches people's leisure time, making it possible to get amusement at home.

3. TV enables young people to share cultural experiences with others.

4. Shared viewing gives family members of all ages an opportunity to spend time together.

5. TV helps viewers to shake off the pressure and tension because it does not always ask for much thinking.

Topic 5.

Describe one of your favorite tools in your daily life

You should say:
What it is;
what the function it is;
What you usually do with it;
And explain why it is useful and you like it.

Vocabulary

mobile phone	air-conditioner	coffee maker
dishwasher	DVD player	electric shaver
dryer	fridge	juice maker
hair dryer	home theatre	massage chair
washing machine	microwave oven	stereo system

Sentences

1. The mobile phone is multi-functional. Not only a communication tool, it is also a plaything.
2. It can receive and store multimedia message.
3. It can also be used as a mobile hardware.
4. With the monternet function, the Internet becomes accessible at finger points.
5. It comes with a set-in digital camera. I can snapshot wherever I go.
6. The mobile phone is such a miracle! It turns the vast world into a tiny village.

Topic 7

Describe one of your interesting travel (or your dream place)

You should say:

When you took the travel;

Where the place you visited was;

What you did during the trip;

And explain why it was interesting.

Vocabulary

The categories of travel

cycling tour backpack travel camping

charter tour cruise (乘船巡游) driving tour

excursion/outing（短途） leisure travel outbound tourism/travel

package tour self-guided tour solo/independent travel

walking tour

The scenic spots

appealing isolated breath-taking

enchanting/charming/alluring/fascinating soothing

delightful refreshing secluded spectacular

The benefits of travel

1. travel cleanses the mind, touches the soul and lightens the heart.

2. Travel can make new friends and re-connecting with that old one. Yourself/

3. Travel makes us relax and take life easy.

4. Travel meets our desire to discover and explore.

5. Travel offers one long night-on-the-town, and an escape from the monotony of our daily lives.

6. Travel offers us a chance to learn about the history and past culture by visiting museums, archaeological sites or old towns, forts and other such kind of places.

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Topic 8.

Describe one of your favorite meal/dishes or a special meal you had.

You should say:

What is it?

Where it comes from? (China, Korea, Japan, Mexico, or ethnic minority dishes, etc)

What are the ingredients?

When you first had it?

and explain why it is special and why you like it.

Vocabulary

Chinese dishes

braised pork with soy source fried leek dumplings

fried bread sticks fried pork fillet slices with sweet and sour sauce

stir-fried pork shreds with chili sauce spring roll

"cross-bridge" rice noodles eight-treasure rice pudding

fried rice with eggs instant boiled sliced mutton

stir-fried diced pork ball with brown sauce Tofu pudding

Wonton soup

Western food

Sandwich hamburger Pizza hotdog salad porkchop fried chicken ham pie pancake steak

The tastes of food

appetizing bitter flat fragrant sour sweet spiced

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seasoned tasteless oily delicious/tasty bland/light

salty

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Topic 9.

Describe one of your favorite form of transportation.

You should say:

What it is;

How often you use it;

What the benefits are;

And predict how it will change in the future.

Vocabulary

The form of transportation

walking aeroplane ferry boat maglev (magnetically levitated train)

trolleybus taxi/cab coach subway/underground

tram train motorbike/motorcycle electric motor car

Sentences

The features of different forms of transportation

1. Riding a bike offers personal mobility and freedom.

2.Riding a bike, you needn't worry about looking for a parking place.

3.Besides individual health benefits, riding a bike has lots of strong points. Best of all, it will contribute to reducing air and noise pollution, reducing energy consumption, and ultimately helping save the environment.

4.A private vehicle provides the rider with more mobility, comfort and privacy.

5.The subway is obviously the fastest and safest form of commuting traffic.

6. Unlike a plane, the train's soft seats and berths are more comfortable, as well as roomier. Adjustable footrests, tables and chair recliners are all within easy reach.

7. Planes are known for long security lines and strict rules for carry-on items. Trains, however, have every short line.

The benefits of public transportation

1. To ensure safety
2. To save money
3. To ease traffic congestion
4. To improve air quality
5. To reduce energy consumption

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Topic 10.

Describe one of your best friends/teachers/neighbors/classmates.

You should say:

Who is the friend/teacher/neighbor/classmate?

How did you know each other?

What does he/she look like?

What is his/her special character?

What did you do together? (or a special thing you did together)

And explain why you like him/her?

Vocabulary

acquaintance	affectionate	amicable	caring
able	active	ambitious	aspiring
dynamic	considerate	emotional	enthusiastic
faithful	frank	forceful	generous
frugal	gentle	helpful	honest
humorous	intimate	liberal	patient
loyal	sociable	sympathetic	talkative
thoughtful	trustworthy	sincere	independent
industrious	spirited	virtuous	steady

Sentences

The importance of friendship

1. I consider friendship to be the most important things in life.
2. Friendship provides a critical buffer against stress and helps to protect against psychological

and psychiatric problems.

3. Difficulty in making and keeping friends leads to feelings of low self-esteem and these feelings usually continue into adulthood.

4. Friendship is a wonderful thing and is vitally important for personal growth and success.

5. A good friendship is one where you accept and forgive faults, understand moods, and don't feel hurt if a friend doesn't feel like seeing you.

How to choose friends

1. As the saying goes: "a friend in need is a friend indeed." This is partly true, as a real friend should be able to share your happy moments--without feeling jealous.

2. A good friend listens to you, really cares, always shows a interest in you, puts your needs first and is there for you when you need him or her the most.

3. A good fiend is one who's selfless, understanding, and genuine; he or she shouldn't be a hypocrite.

4. A good friend should be considerable, understanding, willing to help, kind and trustworthy.

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APPENDIX E

Lesson Plan A (Experimental Group A)

TIME	STEPS		ACTIVITIES	NOTES
10:00am	**Pre-speaking**	Lead in	a. Introduce topic to students; b. Offer students with relevant speaking materials about each topic (including vocabulary, sentence structures and requirements); c. Offer students 8-10 minutes to prepare the speaking	Teacher use both Chinese and English to explain the background information, vocabulary and sentence structure.
10:20am		**4 minutes**	Students try to talk about the topic about 4 mins based on the requirement of each topic, and students can use vocabulary and sentences that teachers provide or use their own knowledge storage only.	Without interruption and hints from teacher in principle
		Break (2 minutes)	Offer students 2 mins to modify their speaking, in terms of vocabulary, sentences or structures, etc.	Teacher answer students' questions, in terms of vocabulary, sentences, etc.
10:40am	**While-speaking** (4/3/2 technique)	**3 minutes**	Students try to speak about 3 mins but have to maintain the content basically consistent; they can speed up the speaking or simplify the content (eg. combine repeated sentences into one sentence)	Same as 4 minutes
		Break (1 minutes)	Again, offer students 1 mins to modify their speaking, in terms of vocabulary, sentences or structures, etc.	Same as 2 minutes' break

Lesson Plan B (the Control Group B)

TIME	STEPS	ACTIVITIES	NOTES
10:00am	**Lead in**	a. Introduce topic to students;	Teacher use Chinese to help students learn new words and explain sentences structure (Grammar, etc.)
	(20 mins)	b. Let students learn read new words and sentences.	
10:20am	15 mins	a. Students are provided time to remember and practice new vocabulary and sentences, and then practice by themselves;	
		b. Students are required to prepare several sentences based on new words and specific sentence pattern on coursebook.	Teacher linger around in classroom to answers students' questions (words pronunciation, sentences structures and other related knowledge on topic)
10:35am	5 mins	a. Teacher help students reviewing new words and sentences;	
		b. Students answer in chorus.	
10:40am	**While-speaking**	Students practice prepared sentences in pairs in the form of conversation.	
	(5mins)		
10:55am	10 mins	Teacher pick up a few pairs of students to present their conversation	Other students are listeners
	Post-speaking	Students are required to preview new lesson on coursebook	

APPENDIX F.

Bio data of students and teachers.

Table 1. Group A&B students.

Student	Age	Minority Group	NMET Score	Entrance Oral English Test Score
A	19	Hani	108	79
B	18	Yi	112	68
C	18	Yi	102	65
D	19	Hani	119	71
E	21	Hani	107	76
F	20	Hani	114	67
G	19	Yi	106	60
H	21	Hani	121	65
I	18	Yi	102	63
J	18	Yi	111	60
K	20	Hani	109	71
L	18	Yi	112	64
M	19	Yi	106	68
N	19	Hani	119	66
O	19	Hani	112	60
P	20	Yi	102	65
Q	19	Hani	114	62
R	20	Yi	116	60
S	19	Yi	111	71
T	19	Hani	103	62
U	19	Hani	111	60
V	19	Yi	123	69
W	19	Hani	112	63
X	19	Yi	122	60

Table 2. Teachers' information.

Teacher	Name	Sexuality	Age	Year of teaching	Subjects of teaching
Teacher A	Tan Chu	Female	28	2	Oral Language, College English
Teacher B	Liu Ling	Female	32	3	Oral Language, English Writing, Comprehensive English.

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APPENDIX G.

The scores of Group A&B students' TR and LSs.

Table 1. The scores of students' TR in Group A

	PreSs	PrePsTs	PrePT	PreRTs	PreTT	PosSs	PosPsTs	PosPT	PosRTs	PosTT
Sub-a										
Zhu	446	54	90.6963s	13	245s	473	38	50.289s	9	252s
Wang	416	45	91.834s	5	237s	444	29	48.5342s	4	249s
Wang	551	71	101.287s	13	271s	562	56	69.376s	8	256s
Hu	353	45	106.8062s	8	250s	382	39	77.352s	5	239s
Sub-b										
Meng	441	49	87.652s	11	263s	491	31	36.224s	7	245s
Li	396	42	69.43s	6	220s	464	29	46.53s	5	241s
Fei	308	52	119.087s	17	205s	392	48	80.23s	12	239s
Gu	389	37	69.223s	10	219s	434	23	37.766s	8	244s
Sub-c										
Yang	329	51	112.103s	3	236s	622	37	39.289s	2	243s
Liu	404	67	100.749s	8	209s	468	44	68.5342s	1	249s
Sheng	504	28	57.377s	7	211s	522	23	28.9058s	4	246s
Chen	320	47	84.031s	4	251s	345	30	67.296s	3	242s

Table 2. The scores of students' TR in Group B.

	PreSs	PrePsTs	PrePT	PreRTs	PreTT	PosSs	PosPsTs	PosPT	PosRTs	PosTT
Sub-a										
Qu	500	57	89.5423s	11	251s	487	66	91.102s	9	248s
Ding	352	53	79.34s	8	204s	359	49	77.9s	9	229s
Ke	442	45	80.69s	6	211s	451	46	91.234s	4	219s
Li	395	41	54.287s	4	227s	401	39	67.89s	6	231s
Sub-b										
Wang	508	54	82.463s	11	261s	511	52	80.764s	8	258s
Xie	397	45	59.876s	4	233s	402	49	41.91s	5	244s
Li	466	43	76.5s	4	241s	471	37	59.9s	2	238s
Guo	417	44	100.8062s	10	209s	503	47	94.46s	11	252s
Sub-c										
Zeng	429	51	84.453s	8	245s	412	47	61.91s	6	251s
Lu	504	62	101.102s	7	250s	518	54	90.761.s	8	248s
Liu	384	40	49.77s	7	221s	393	31	39.53s	6	242s
Wu	420	47	60.302s	13	249s	427	39	47.296s	10	248s

Table 3. The scores of students' TR in Group A.

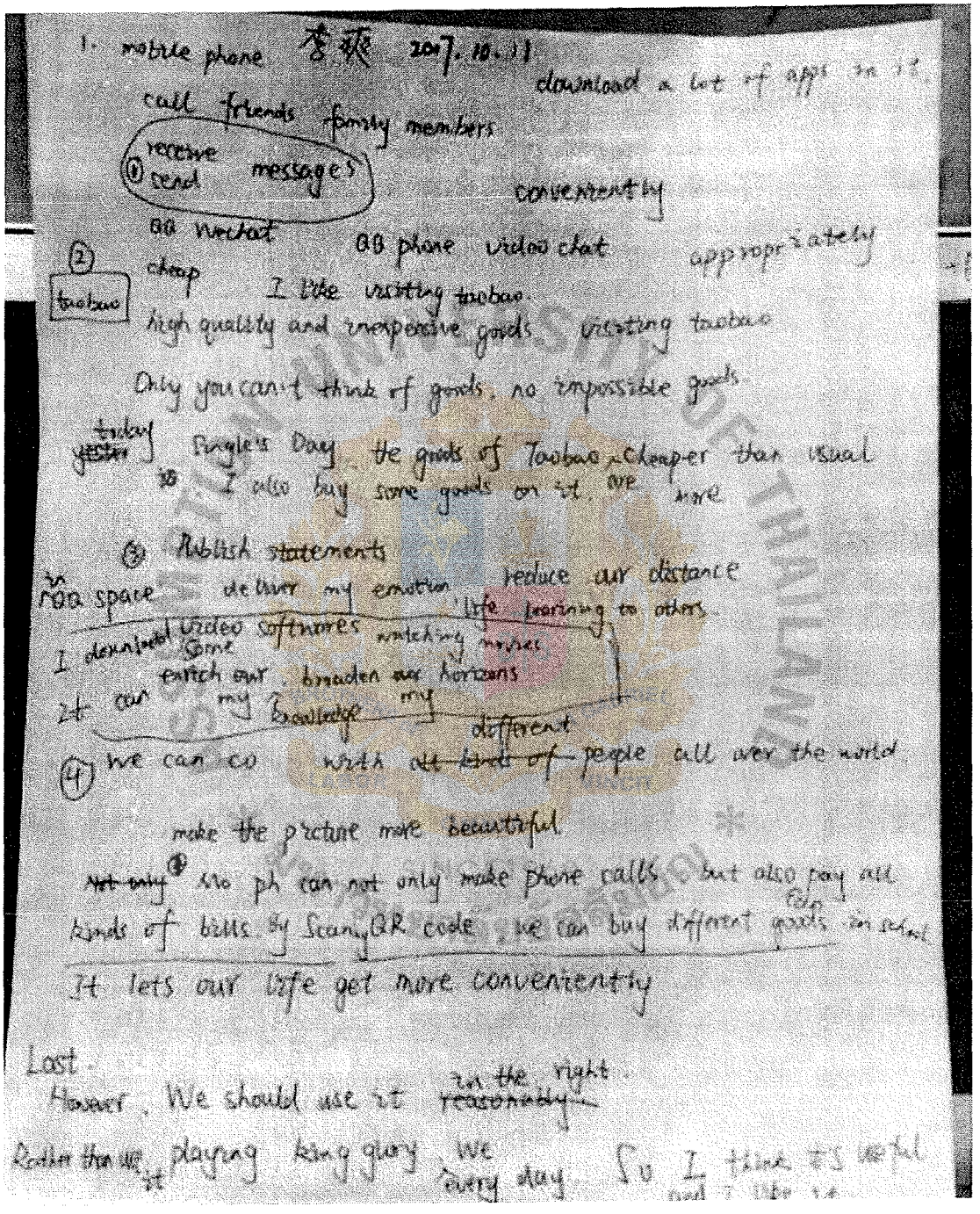
Sub-a	PA:MemoS	PB:CogniS	PC:CompS	PD:MetaS	PE:AffeS	PF:SocaS
Zhu	0	4.33	3	2	2	2
Wang	0	4.33	2.75	2.5	3.33	2.215
Qu	0	2.67	2.5	1.67	2.67	1.5
Hu	0	4.17	3.25	2.3	2	2
Sub-b						
Meng	0	4.17	3.33	2.33	2.67	2
Li	0	3.17	2.5	1.67	2.7	1.75
Fei	0	3.33	2.25	2.67	2	2.25
Gu	0	3.67	3	2.33	3.67	2.5
Sub-c						
Yang	0	4	4.25	3.67	1.33	3.25
Liu	0	3.67	3.5	3.67	1.67	2.75
Sheng	0	4	3.25	2	2	3
Chen	0	4	2	3	1.33	4
MeanScore	0	3.7925	2.965	2.484166667	2.204	2.5

APPENDIX H

Students' manuscripts

Student J's manuscripts

a.



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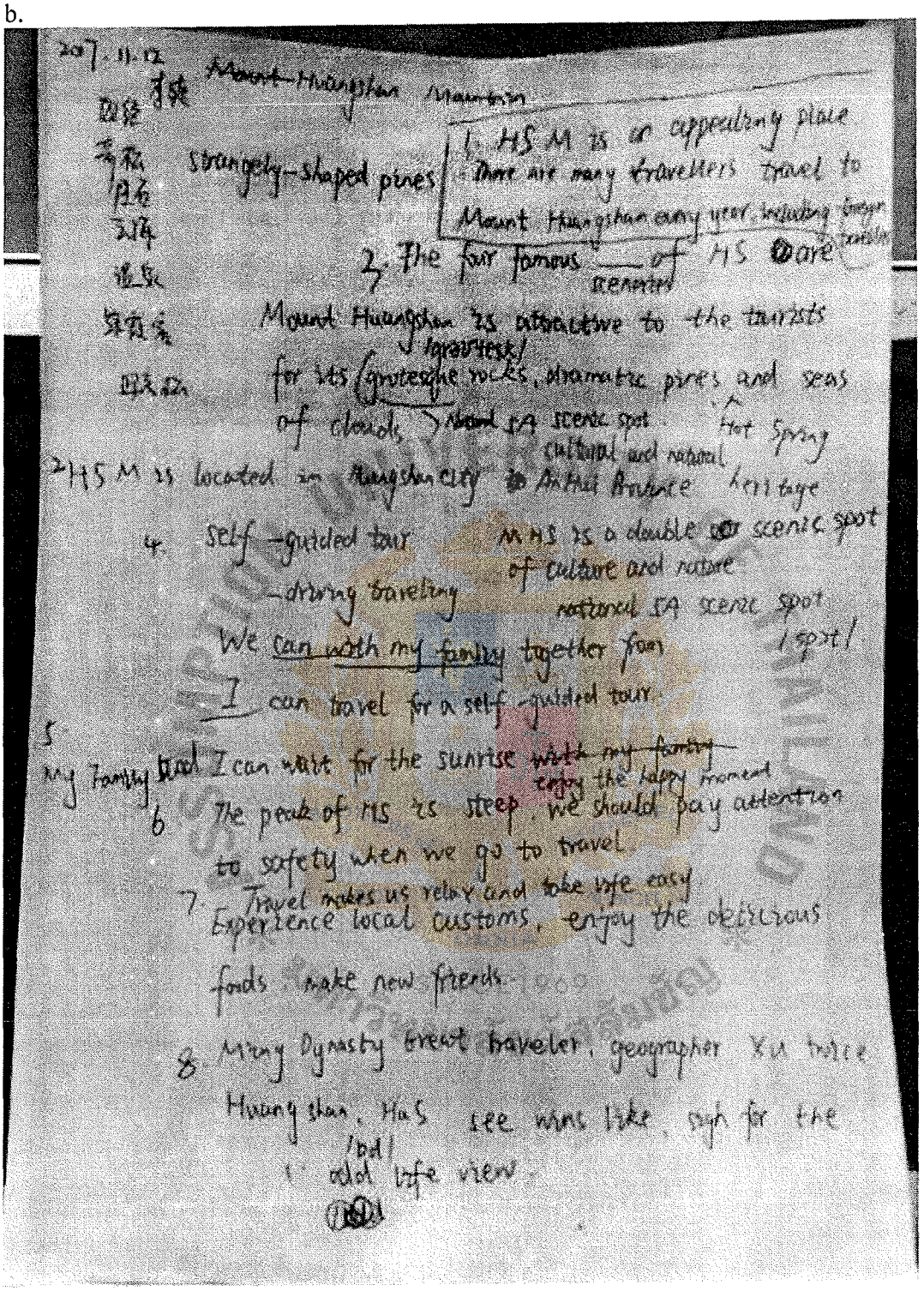

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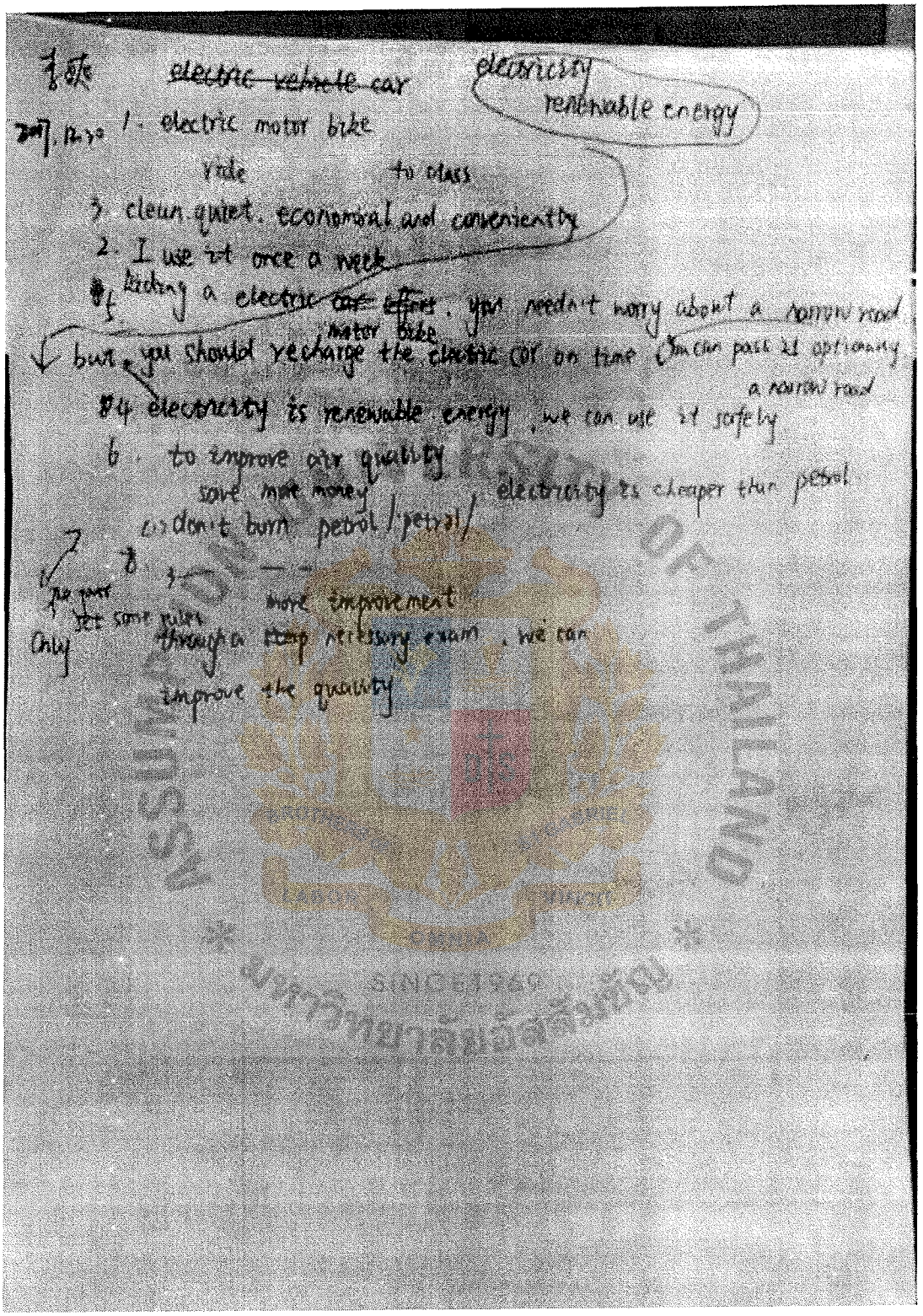

~~electric vehicle car~~ electricity renewable energy

1. electric motor bike

ride to class

3. clean quiet. economical and conveniently

2. I use it once a week

4. Riding a electric ~~car~~ ~~effort~~ motor bike, you needn't worry about a narrow road

but you should recharge the electric car on time (you can pass it optionally a narrow road

5. electricity is renewable energy, we can use it safely

6. to improve air quality

save more money, electricity is cheaper than petrol

(:) don't burn petrol /petrol/

8. 3 — —

more improvement

through a ~~stop~~ necessary exam, we can improve the quality

Only

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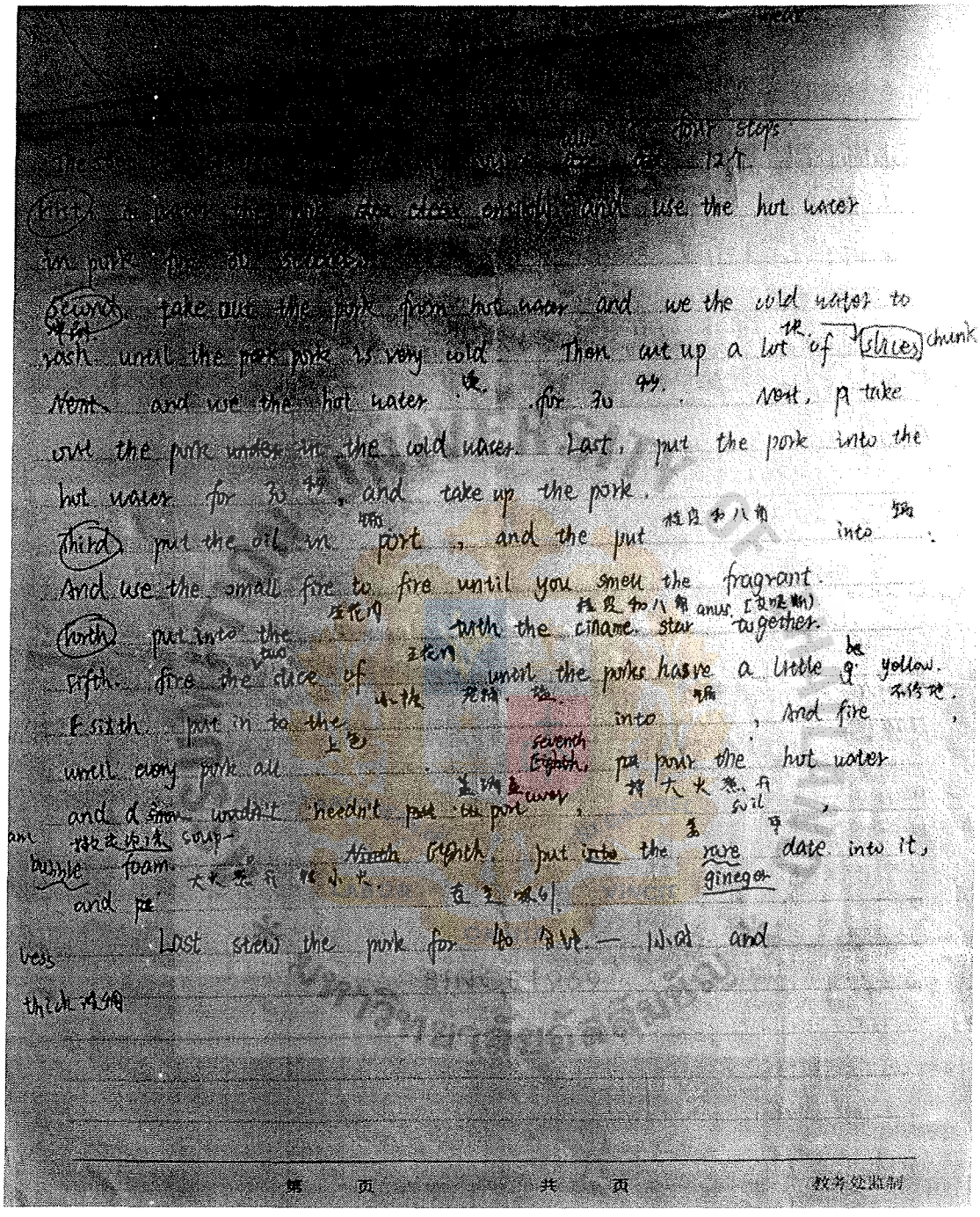
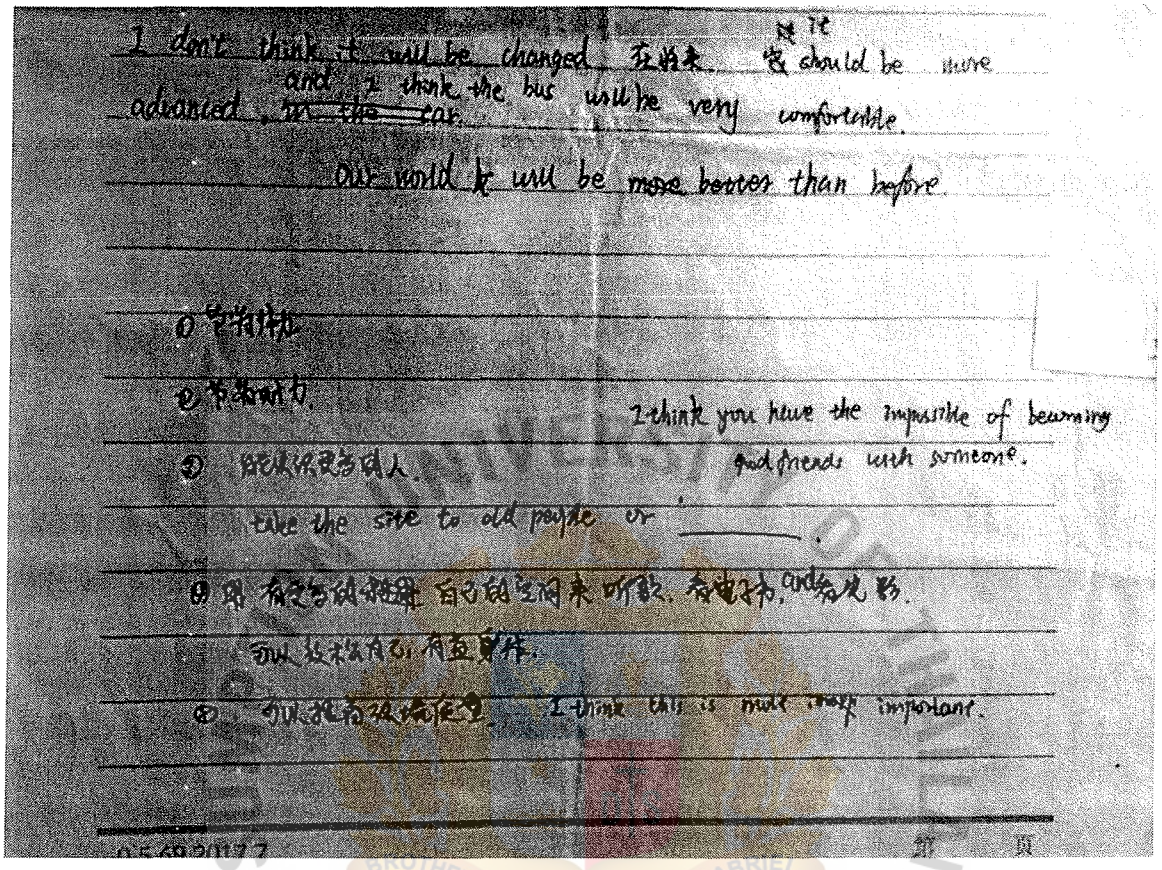
Student K's manuscripts





I don't think it will be changed 在将来 ~~它~~ it should be more advanced, and I think the bus will be very comfortable. ~~in the car.~~

Our world ~~k~~ will be more better than before.

① 节省体力

② 节省时力

I think you have the impossible of becoming good friends with someone.

③ 能以识更多的人

take the site to old people or _____.

④ 用有更多的能量 自己的空间来听歌、看电子书、and看电影。

可以放松自己，有益身体。

⑤ 可以提高强境质量。 I think this is more ~~imp~~ important.

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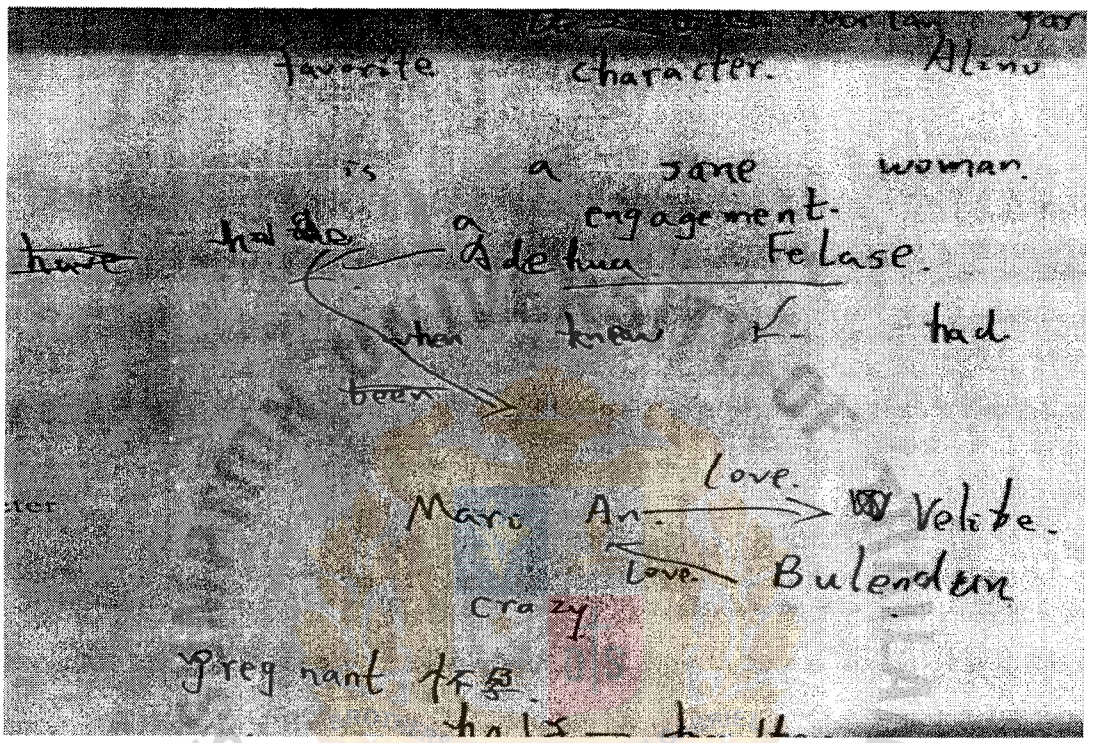
Student A's manuscripts

a.



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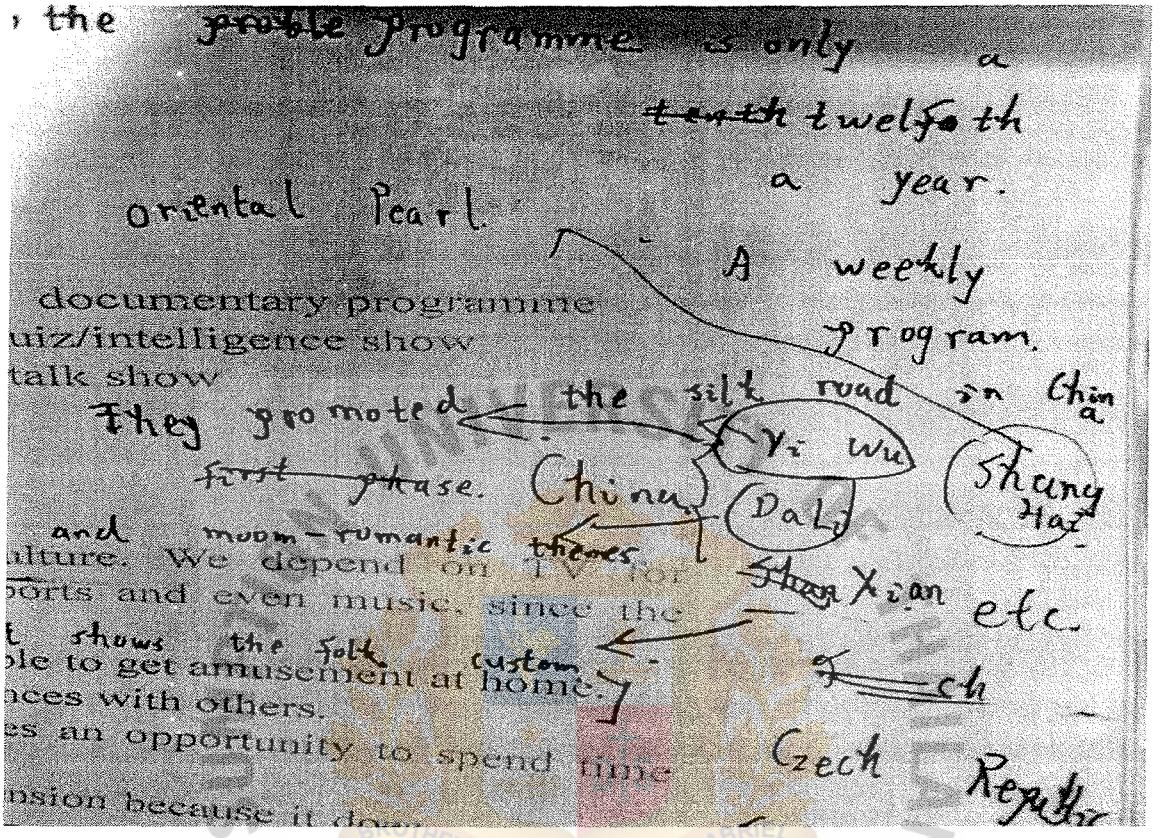
the ~~proble~~ programme is only a ~~tenth~~ twelfoth a year.

Oriental Pearl

A weekly program.

documentary programme
uiz/intelligence show
talk show

They promoted the silk road in China

~~first phase.~~ China

Yi Wu

Shang Hai

Dali

and moom-romantic themes

~~Shan~~ Xian etc.

ulture. We depend on TV for
ports and even music, since the
t shows the folk custom
ble to get amusement at home.
nces with others.
es an opportunity to spend time
nsion because it do

~~Ch~~

Czech Republic

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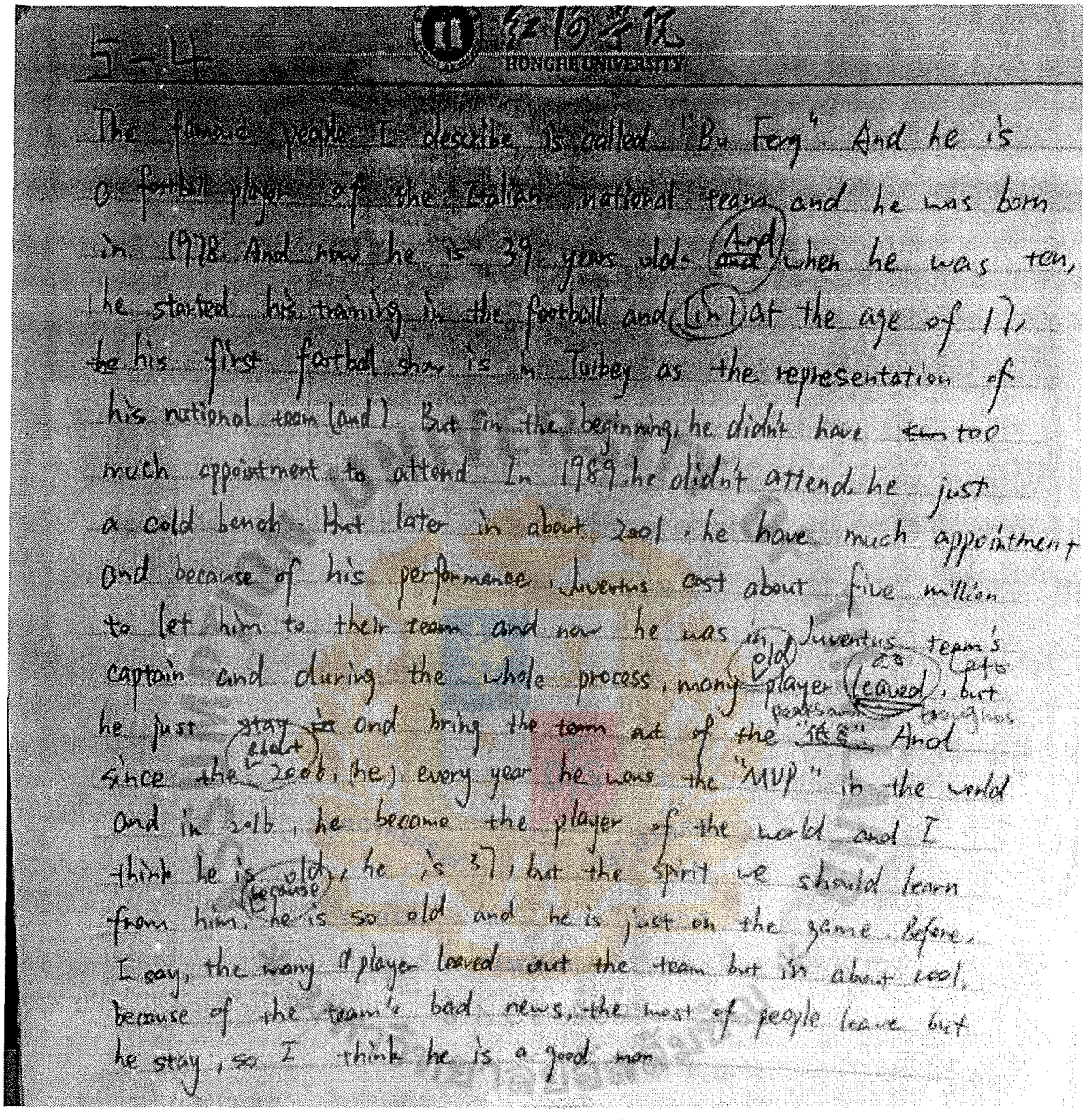
Student G' manuscripts



5-4

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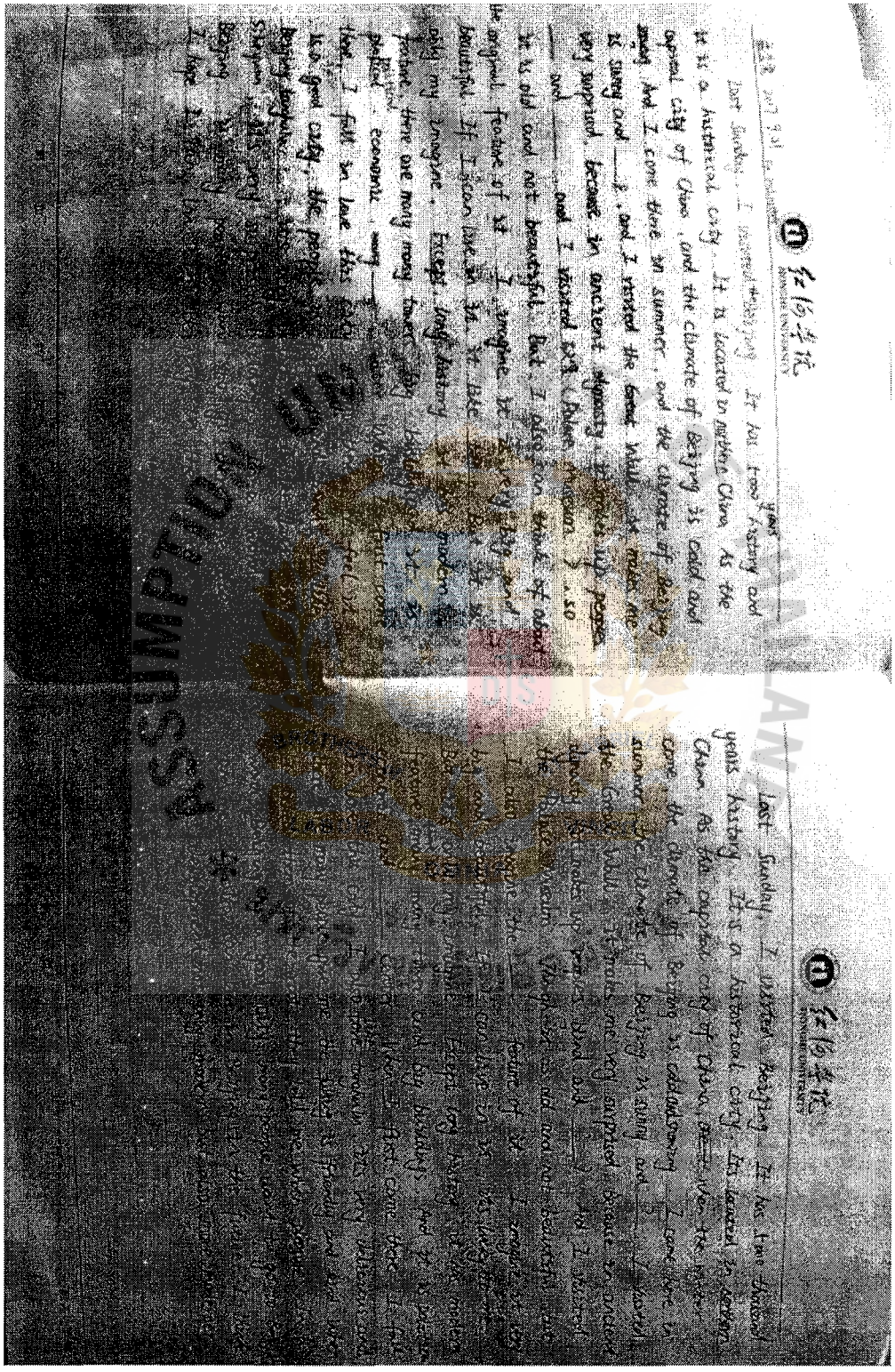
The famous people I describe is called "Bu Feng". And he is a football player of the Italian national team and he was born in 1978. And now he is 39 years old. And when he was ten, he started his training in the football and (in) at the age of 17, his first football show is in Turkey as the representation of his national team (and). But in the beginning, he didn't have too much appointment to attend. In 1989 he didn't attend, he just a cold bench. But later in about 2001, he have much appointment and because of his performance, Juventus cost about five million to let him to their team and now he was in Juventus team's captain and during the whole process, many old player leaved, but he just stay and bring the team out of the "低谷". And since the about 2006, (he) every year he wons the "MVP" in the world and in 2016, he became the player of the world and I think he is old, he is 37, but the spirit we should learn from him, because he is so old and he is just on the game. Before, I say, the many player leaved out the team but in about 2001, because of the team's bad news, the most of people leave but he stay, so I think he is a good man.

Student D and **F**'s manuscripts



My favorite movie is «3 idots». Our teacher organized us watching the movie two weeks ago. To begin with, we don't want to go Boyuan floor. But our classmates tell us the teacher in the classroom. So we hurry up go to Boyuan floor. However, we don't go there, we go to (Lemon age). And my doormates and I go to the Lemon age, buy some fruits, like watermelon and grape. Later, we go to the dormitory. So, I dowload the film in my phone. So I watch the film. The film is the true story of three young people on their way to school. Their name's are Farhan, Rajiu and Rancho. The film is adapt from the best selling novel «Five People» by Chetan Bhagat. It's an Indian film. In India, every family hopes their sons or girls become engineers or doctors. But the three young boys they have their own dreams. But their family hope them become engineers. In the school, the headmaster is very strict, their headmaster pays attention to grades, don't care for practice. However, Rajiu is the Rancho a boy who likes machine. So, he usually helps Farhan and Rajiu Rancho

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APPENDIX I to **APPENDIX K** are in the attached CD

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