THE DEVELOPMENT OF AN ENGLISH SPEAKING COURSE USING A TASK-BASED LEARNING APPROACH WITH MULTIPLE INTELLIGENCES FEATURES TO NON-ENGLISH MAJOR STUDENTS AT HEILONGJIANG INTERNATIONAL UNIVERSITY, CHINA

JIAJUN XU

I.D. No. 6119478

A Dissertation Submitted in 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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Field of Study: DOCTOR OF PHILOSOPHY IN ENGLISH LANGUAGE TEACHING

Dissertation Advisor: ASSOC. PROF. DR. JOSEPH FOLEY

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

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ABSTRACT

I.D. No.: 6119478

Key Words: MULTIPLE INTELLIGENCES; TASK-BASED LANGUAGE TEACHING; SPEAKING COURSE DEVELOPMENT

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The purposes of the study were 1) to identify the Multiple intelligences preferences of HIU students, 2) to develop a task-based English speaking course with MI features, and 3) to evaluate the extent the developed English speaking course contributes to HIU students' speaking abilities in terms of CAF. The pilot study was done to identify HIU students' preferred Multiple Intelligences with 35-item MI questionnaires. The task-based English speaking course was developed by starting with assessing needs in document surveys followed by formulating goals and objectives, conceptualizing course components, developing materials, organizing the course, designing lesson plans and the assessing instruments.

The developed task-based English speaking course was implemented with 30 experimental group students in comparison with another 30 control group students at

Heilongjiang International University, China. Data were collected through a pre-test and post-test of the experimental group students and a final test of the control group students in terms of complexity, accuracy and fluency, and were analyzed with basic statistics programs by mean value comparisons.

The results indicated that with regards to HIU students' self-perceived MI, HIU students are relatively higher in Musical, Interpersonal, Linguistic and Intrapersonal intelligences, than Visual-spatial, Bodily-Kinesthetic and logical intelligences. Musical Intelligence ranks first in both male and female students, but the other six MI are completely different in terms of sequence. As for the assessment of students speaking abilities after the implementation of the Task-based speaking course, the results indicated that there was improvement found between the pre-test and the post-test in the COMPLEXITY with the significance value of .001, while the ACCURACY significance value was .002, and the FLUENCY significance value was .001. The conclusion is that, both the identification of students' self-perceived MI and the task-based approach practices contribute to the improvement of students' speaking abilities in terms of complexity, accuracy and fluency.

From the findings, we can see that integrated strategies and instructional activities cater to the different needs of students, and a holistic and collaborative way of learning brings out the best among learners to create more active and involved classrooms. Future researches may explore new ways to find students' MI preferences to be integrated into other language skills improvements.

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PLAGIARISM STATEMENT

I, JIAJUN XU, am the author of this dissertation. This is my original study and I hereby declare that this dissertation is my own original work and was not plagiarized or copied from other sources.

Field of Study: English Language Teaching **Student's Signature.....**

Graduate School of Human Sciences **Advisor's Signature.....**

Date:

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LIST OF ABBREVIATIONS

ABBREVIATIONS

MI: Multiple Intelligences

CAF: Complexity, Accuracy, and Fluency

HIU: Heilongjiang International University, China

CHAPTER I

INTRODUCTION

The introduction provides a brief overview of the background of the study, which is followed by the rationale, the research questions, objectives, hypothesis, and then the conceptual framework, scope, and definitions of terms. Lastly, the significance of the study is discussed.

Background of the Study

English in the World

Nowadays, economic globalization and scientific and technological progress have brought people from different countries and regions together. As the most widely used language in the world, English is an important tool for international exchanges, science and technology, and cultural exchanges. Through learning and using English, people can directly understand the advances in science and technology, management experience and ideological ideas at the forefront, learn and understand the world's outstanding cultures and civilizations, and promote extensive exchanges with people of nearly all countries.

Over 2 billion people speak English, making English the language used by the largest number of speakers, and the third largest language by the number of native speakers. With 300 million native speakers, the United States of America is the largest English-speaking country. Additionally, there are 60 million native speakers in the United Kingdom, 29 million in Canada, 25.1 million in Australia, 4.7 million in the Republic of Ireland, and 4.9 million in New Zealand(Crystal, 2008).

In the European Union, English is one of 24 official languages and is widely used by institutions, and by a majority of the population as the native language in the United Kingdom and Ireland, and as a second language in other member states.

Estimates that include second language speakers vary greatly, from 470 million to more than 2 billion (*English Today*, pp. 3–6), Crystal calculates that, as of 2003, non-native speakers outnumbered native speakers by a ratio of 3 to 1 (Crystal, 2008, p. 69). With non-native speakers, English is the most widely spoken language worldwide.

Besides the major varieties of English, such as British English, American English, Canadian English, Australian English, Irish English, New Zealand English and their sub-varieties, countries such as South Africa, India, the Philippines, Jamaica and Nigeria also have millions of native speakers of dialect continua ranging from English-based creole languages to Standard English. Other countries such as Ghana and Uganda also use English as their primary official languages.

Because English is so widely spoken, it has often been referred to as a "world language", the lingua franca of the modern era (Graddol, 2007), and while it is not an official language in most countries, it is currently the language most often taught as a foreign language. It is, by international treaty, the official language for aeronautical and maritime communications. English is one of the official languages of the United Nations and many other international organizations, including the International Olympic Committee. It is also one of two co-official languages for astronauts (besides the Russian language) serving onboard the International Space Station.

English is studied most often in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 per cent in favor of English ahead of 17 per cent for German and 16 per cent for French (as of 2012). Among some of the non-English-speaking EU countries, the following percentages of the adult population claimed to be able to converse in English in 2012, 90 per cent in the Netherlands, 89 per cent in Malta, 86 per cent in Sweden and Denmark, 73 per cent in Cyprus, Croatia, and Austria, 70 per cent in Finland, and over 50 per cent in Greece, Belgium, Luxembourg, Slovenia, and Germany.

In 2012, excluding native speakers, 38 per cent of Europeans consider that they can speak English reported by European Commission in March 2015.

Books, magazines, and newspapers written in English are also available in many countries around the world, and English is the most commonly used language in the sciences, with Science Citation Index reporting as early as 1997 that 95% of its articles were written in English, even though only half of them came from authors in English-speaking countries (Graddol, 2007).

In publishing, English literature predominates considerably with 28 per cent of all books published in the world and 30 per cent of web content in 2011. This increasing use of the English language globally has had a large impact on many other languages, leading to language shift and even language death, and claims of linguistic imperialism. English itself has become more open to language shift as multiple regional varieties feed back into the language as a whole.

Even in many countries where English is a minority language, there is at least one newspaper in English. In India alone, there are three thousand magazines published in English. In many countries, television news is broadcast in English. Because of the power of television, demonstrators in every country use signs printed in English for the benefit of the international press. English for Business, Diplomacy, and the Professions English is a major language of international business, diplomacy, and science and the professions. It is the language that an Iranian businessman and a Japanese businessman are likely to use to communicate. Important commodities such as silver, tin, and hard currency are traded in English. English is also an official language, or the official language, of many international organizations, including the United Nations and many professional organizations. It is frequently the language of international conferences, and it is the language of international athletics. Throughout the world, many professional papers are published in English. Even

papers that are published in other languages often have abstracts in English. English for entertainment and popular culture have also played an important part in spreading English (Graddol, 2007).

Language is a means of communication. It is one of the codes we use to express ourselves and communicate with others. Language represents thoughts and ideas and it can be communicated through spoken, written and signed forms. Conventional symbols or sounds are also used to communicate. Language is an important part of our being, and English is one of the most important languages to learn. English is a global language that allows us to connect with people from all over the world. Billions of people speak and write English at a basic level. It is one of the six authorized languages of the United Nations. English is an extensively spoken and transcribed language. Numerous books, manuals, journals, letters and emails are written in English. If we don't know how to speak, read and write English, we are dividing ourselves away from almost half of the world's information. English is used in different expert fields such as business, information technology, medicine, science, entertainment, aviation and negotiation. The English language aids in commercial transactions throughout the globe and it is the language of business in the world. In today's world, the position of English cannot be overlooked.

English is the most widely-used and widely-learned language in societies outside its original home. English as a world language is reflective of the fact that with the globalization of the world economy and the changes that are occurring in societies through migration and social policies, English has become a basic skill in the workplace. English is now redefining national as well as personal identities at the same time as being a major tool for communication.

Task-based Approach in Second Language Teaching

The task-based approach in second language teaching was first performed by Prabhu, who published the Bangalore research report in 1982 and advanced the concept of the task-based approach (Wei, 2004). Researchers involved in task-based approach have internalized experience from language research, the research of language learning and the research of foreign language acquisition, and it is getting more and more mature together with them. Its functions and value in constructing learner-centered classrooms and language learning contexts, giving learners the chance to communicate and interact and enhancing learners' ability to deploy the target language and sort out communicative problems were highly appreciated and recognized by researchers in the area of language teaching (Lin, 2009). The task-based approach aims at presenting opportunities for learners to master language both in speaking and writing via learning activities designed to engage learners in the natural, practical and functional use of language for the meaningful purpose (Lin, 2009).

During the nineties of the twentieth century, it developed into a comprehensive structure for the communicative classroom where learners did task-based activities via cycles of pre-task preparation, task performance, and post-task feedback via language focus (Skehan, 1996; Willis, 1996). As Ellis (2003) states, task-based language teaching has been re-investigated recently from a variety of perspectives covering oral performance, writing performance, and performance assessment.

Nunan (2004) draws upon the definitions of two types of tasks given by other experts: target tasks and pedagogical tasks. Targets tasks refer to doing something outside the classroom and in the real world; whereas pedagogical tasks refer to the tasks students perform inside the classroom and in response to target language input or processing.

Nunan (2004) concludes that target tasks may be non-linguistic. He defines a pedagogical task as a classroom activity that involves a student understanding and produces the target language while focusing on conveying the meaning and not being too concerned with form.

Task-based learning benefits students because it is more student-centered, allows for more meaningful communication, and often provides for practical extra-linguistic skill-building. As the tasks are likely to be familiar to the students, students are more likely to be engaged, which may further motivate them in their language learning. According to Jeremy Harmer (2001), tasks promote language acquisition through the types of language and interaction they require. Harmer says that although the teacher may present language in the pre-task, the students are ultimately free to use what grammar constructs and vocabulary they want. This allows them to use all the language they know and are learning, rather than just the 'target language' of the lesson. On the other hand, according to Loschky and Bley-Vroman (1993), tasks can also be designed to make certain target forms, thus making it communicatively necessary for students to practice using them. In terms of interaction, information gap tasks, in particular, have been shown to promote negotiation of meaning and output modification.

Multiple Intelligence Theory

Based on his study of many people from different walks of life in everyday circumstances and professions, Howard Gardner (1983, 1993, 1999) developed the theory of multiple intelligences. The theory proposes that “we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals and an understanding of ourselves. Where individuals differ is in the strength of this intelligences and how such intelligences are invoked and combined to carry out different tasks, solve diverse problems and progress in various domains.

In Gardner's view, it is of vital importance to recognize and develop all of these varied human intelligences, and all of the combination of intelligences. These intelligences are of neutral value; none of them is considered superior to the others and they manifest a full display of learners' differences; they are understood as tools that every learner possesses to make sense out of new information which can be stored for later use. In addition, each of these frames is autonomous, changeable and trainable (Armstrong, 1999) and they interact to facilitate the solution of daily problems.

Educators have positively responded to Gardner's theory. It has been embraced by a range of educational theorists and, significantly, applied by teachers and policymakers to the problems of schooling.

There is much evidence that schools influenced by Multiple Intelligence Theory are effective (Gardner 2006:83) and with an understanding of the theory teachers can better understand the learners. They can allow students to safely discover their strengths, learn in many ways and they can help students to be in control of their learning (Guignon 1998). MI Theory provides language teachers with a variety of means to understand and categorize human intelligences, throwing light on our awareness of what makes learning possible and effective for individual students.

Teachers should build up their lessons in a way that engages all or most of the intelligences. When focusing on the students' needs, optimizes learning for the whole class. Teachers who use the Multiple Intelligence Theory see the benefits such as active learners and successful students (Nolan 2003, p.119). Gardner suggests that almost everyone can develop all intelligences if they are given appropriate encouragement, enrichment and instructions (Armstrong 2000, p. 9).

It is very important for students' self-esteem that they find their strengths and that they know how to use them. It is therefore important for teachers to know how to work with

the different intelligences and be able to use various teaching methods. The activities have to be appealing and suitable for the students. It is good to work with different intelligences together to get the students to develop the intelligences that they are weaker in. Understanding the numerous ways that students acquire knowledge enables teachers to use a variety of strategies to reach students with different types of intelligence (Campbell 2008, p. 187).

Language teachers today have to be aware that students have different strengths, learning styles and even learning potentials but with the Multiple Intelligence theory we can teach students effectively in different ways. It is a good idea to give students a Multiple Intelligence tests to see which intelligences are outstanding for each student. Then the teacher can create a learning environment that is suitable for each student. By observing the students and keeping track of how they react to different activities, it is possible to improve the teaching by appealing to the students' strengths. As long as teachers use a range of different activities according to the intelligences, there will always be a time during the day or week when students have their highly developed intelligence (s) actively involved in learning (Armstrong 2000, p. 51).

Nowadays an increasing number of college English teachers in China have adopted the task-based language teaching approach as their main teaching approach. This approach focuses on the use of authentic language and involves getting the students to do meaningful tasks using the target language (English). In practice this approach is recognized as an effective means of developing students' language output by applying a variety of meaningful tasks ranging from participating, experiencing, interacting and cooperative learning. In the process of implementing this approach, learners take advantage of their cognitive potentials and their existing resources of the target language, sensing and learning

the target language through practice. Coincidentally, the basic concepts of the task-based teaching approach conform to those of MI Theory.

Therefore, the application of MI theory into the task-based teaching approach would enable students to utilize their multiple intelligences and improve their language skills through a variety of teaching activities.

English Needs in China

College English is a course whose content must meet the needs of the country and society and the needs of students which are closely related. China's international exchanges in the 21st century have become more and more frequent and varied. The new needs of social development and internationalization of higher education due to globalization turn out to be more important. The changes in social development have created the need for changes not only in the content but also in the course objectives. College English cannot be a stand-alone course, which focuses on the rules of internal second language acquisition or foreign language teaching, but it needs to be constantly adjusted to adapt to the new needs under the new situation.

College English teaching for non-English majors is an important part of higher education in China, and it is of great significance to promote the coordinated development of college students' knowledge, ability and comprehensive quality. College English is a compulsory public basic course for most non-English majors. It plays an irreplaceable role in personnel training.

To keep up with the new developments of higher education in China, a teaching reform that could improve the teaching quality, and meet the needs of the country and society for qualified teachers in the new era needs to be established. Thus, the college English Curriculum Requirements has been drawn up to provide colleges and universities with the

guidelines for English instruction to non-English major students named College English Curriculum Requirements 2017.

In addition, the most important English tests for college students all over China, CET 4 and CET 6 which are held twice a year, have been being changed according to the needs of society since it came into being 30 years ago. Especially, the oral tests of CET4 and CET 6 have been running since 2005.

Furthermore, the reforms of the English exam for College Entrance Examinations are being carried out:

In Shanghai, since 2017, English entrance examinations are held twice a year, and apart from the one in June, another one is scheduled for January each year. The English entrance examination includes written tests and listening and speaking tests, guiding to pay attention to the cultivation of applied abilities. High school students can take the two English exams, and they can choose the better scores to be included in the total score of the college entrance examination.

In Zhejiang province, there are two examination opportunities in English and the results are valid for two years. The English tests are scheduled for two examinations each year, one in June, and the subject of the examination is limited to the college entrance examination candidates of the year, another one in October with the same subject selection.

In Beijing, from 2017 onwards, the English listening score is 30 points. The computerized exam is used. It is separated from the written test of the unified examination. It takes two exams a year. The highest listening score and the written test score from the English subject score are included in the total score of the college entrance examination. From 2021, oral English tests will be added. The total score of oral and listening exams will be 50 points and the total score of English subjects will remain unchanged.

Moreover, to adapt to the development of the entire society, *China's Standards of English Language Ability* (Ministry of Education of the Peoples Republic of China, 2018), the first English language proficiency measurement standard for Chinese English learners, was formally implemented on June 1, 2018. The aim is to guide Chinese English teaching and testing to strengthen the cultivation of students' practical language use, cultural awareness and cross-cultural communication ability. It is helpful to solve the problems of lack of English test standards and incoherence of English learning goals, to separate English teaching from testing goals。

Under the background of increasingly frequent international exchanges of various levels, increasing international influence, deepening the Belt and Road Initiative and China's ability to participate in global governance, the China Foreign Language Assessment Center of Beijing University of Foreign Studies has launched the English Test for International Communication (ETIC), which is an examination system for the certification of English communication ability. It aims to provide recruitment references for employers. In particular, it is necessary to select employees who have a global perspective, are proficient in foreign languages, are familiar with international rules, and are proficient in international negotiations.

In the design process, ETIC was recognized and supported by the Asian Infrastructure Investment Bank, the China Development Bank, the China Southern Airlines Group Corporation, as well as some international organizations, multinational corporations, foreign companies, and the human resources departments of major domestic enterprises and institutions.

English communication ability refers to the ability to use English to complete various communication tasks. It is mainly reflected in three dimensions as stipulated by the guidance in 2017: the first is international vision and capacity for consultation and

cooperation. The international perspective means that candidates can base themselves on their own country and look at the world; understand the history of the world and the international community today; pay attention to world problems and the common destiny of mankind; understand the different cultures of the world; and conduct international exchanges and cooperation with an open attitude ((Ministry of Education of the Peoples Republic of China, 2018). It is a comprehensive embodiment of knowledge, ability and quality in the context of globalization. The ability to negotiate and cooperate means that candidates should have the awareness of teamwork cooperation and win-win development. They should be able to solve problems together with others by articulating facts, exchanging opinions, and uniting and collaborating. The second is an analysis of problems and the ability to solve them. Candidates can use relevant knowledge to discover, analyze, and solve problems in real work using logical, systematic, and orderly methods. The third is cross-cultural understanding and the ability to express. Candidates can understand and respect the cultural differences of different countries, ethnic groups, and communicate effectively across these differences.

All in all, all kinds of English reforms of different levels are being carried out, which can fully explain the importance of English proficiency in China.

Background of the Institution

Heilongjiang International University (HIU) is the only language university in Heilongjiang province. HIU currently has 10,136 full-time undergraduates with 91 international students, and a total of 562 full-time teachers with more than 60 foreign expert teachers, they have more than one year of overseas study or work experience accounted for 46% of the total number of full-time teachers. HIU has 10 departments, i.e. Departments in English, Russian, Oriental, Spanish, Chinese, Art, Economic Management, Information Engineering, International Business and Software. HIU has established cooperative relations with more than 100 universities and educational institutions in more than 30 countries and

regions, including Russia, Britain, France, Germany, Spain, Italy, Japan, South Korea and Thailand. HIU will vigorously carry out exchange programs and overseas study and exchange practice programs. Every year, students are sent abroad for long-term and short-term cultural exchanges, studying, internship and employment, and foreign students are also enrolled to HIU for study and exchange.

Rationale

With the increasing demand for China's reform and opening up, international exchanges and cooperation are becoming more frequent, and students who have strong English speaking skills make them more qualified for future work and other communication activities. With the further development of China, it is more urgent for college students to improve their spoken English. With the integration of the world economy and the rapid development of science and technology, opportunities for cultural and linguistic exchanges have naturally increased.

Global communication has become an irresistible historical trend. Therefore, society needs a large number of graduates who both understand business and express themselves in English. Good spoken English has become one of the most important skills for college students.

After many years of teaching at the Heilongjiang International University (HIU), during the conversation and contact with the undergraduates, the researcher finds that the students do not have enough confidence to speak English after years of studying English. For many years, the senior high school entrance examination and the college entrance examination only emphasized the written tests, ignoring the importance of spoken English teaching, causing most students to dare not to open their mouths to speak English, and lack oral communication skills and awareness in English. For them, talking with foreigners can

only be superficial and short-lasting on only a few topics and cannot go in-depth or high-level conversations. The lack of training for the students themselves has caused a serious lack of confidence in the long run, and students would be more and more reluctant to speak.

There are differences in students' personalities and learning styles. It would be difficult for students to understand the learning contents without visual aid or oral explanation. Some students may like to learn English through conversations, classroom performances, listening and singing songs. Students of the linguistic type like to learn by reading and writing, but many learners do not understand their personality traits, and blindly use the learning strategies that others think are correct and cannot find a learning strategy that suits them. Therefore, the learning effect is also half the work. If the teacher ignores the students' learning styles and personality traits and uses one model to teach, the effects would certainly be greatly reduced.

Due to the large class sizes, the only one-on-one communication activities between teachers and students in English in large classes are also limited to teachers and specific students. The class participation of most students is greatly limited, and students can only be passively seated in class, instead of actively participating. Due to the lack of teacher-student communication, teachers often do not know enough about the students' learning aptitude and can't effectively carry out individual guidance for each student, so that many students' English language learning is in a passive, blind state, and there is low learning efficiency. This teaching model has shaken the confidence of many students in learning English to a certain extent, so the quality of teaching will not be guaranteed.

Most universities in China now offer college English courses for non-English majors. The biggest drawback of this kind of course arrangement is that there is no compulsory course of spoken English, and there are no suitable spoken English materials. Therefore, it is difficult to find suitable spoken English teaching methods to improve

students' English speaking. The intensive reading textbooks used in HIU today are not suitable for spoken English teaching. The language of textbook content is not of the spoken type. The theme is relatively out of date. At the same time, the content also ignores the training of students' communication skills. There is a great difference between spoken and written languages. In spoken language, "errors", such as, repetition, hesitation, pause, etc., are all common features that can be accepted. There is no need for special correction. The intensive reading course emphasizes the accuracy of the language. Therefore, teachers often interrupt students to correct language mistakes in class. In oral classes, in order to encourage students to speak and express their ideas in English, teachers tend to pay more attention to the fluency of students in English and ignore certain errors in expression to a certain extent. The intensive class pays more attention to training students to use correct words, master grammar rules, and improve their reading and writing skills. The oral class pays more attention to the process of communication and the effect of communication. Therefore, due to the influence of the intensive reading teaching model, the students' verbal expression motivation has also been affected, resulting in a reluctance to speak English.

The examination system also has seriously affected foreign language teaching, especially the setting of the CET4 and CET6 examinations. On the one hand, the examination system in our country only focuses on the students' listening, writing and reading abilities, and the language speaking ability is seriously neglected. On the other hand, examinations provide closed standard answers, ignoring the critical thinking of students, in which multiple-choice questions account for a large proportion. Both of the above have brought a great negative impact on spoken English teaching. Hence, students' English speaking abilities become more urgent to improve than the other language skills.

Since the scores of CET 4 and CET 6 have received great attention, many teachers believe that what is tested should be taught and other areas can be ignored. This

trend has brought great harm to language teaching, as most teaching results need to be measured by the students' examination results in the context of China, and the teaching contents are also influenced by the teaching requirements. More and more people are beginning to realize that to learn a language is not only to accumulate language knowledge, but also to use the language in real-life situations.

Fortunately, many important English examinations like the college entrance exam, CET 4 and CET 6, are now being reoriented to examine students' language application capabilities. For example, CET 4 and CET 6 have added the oral exams, and the newly released ETIC exams also focus on the assessments of students' oral communication skills. China has also introduced the China Standards of English with reference to important international English tests. At present, many colleges and universities are gradually reforming English teaching curriculum or courses to adapt to the needs and developments of the changing world.

Most students have difficulties in listening and speaking, and are often reluctant to participate in conversational activities. When doing listening exercises, students often focus on each word instead of understanding the meaning of the entire sentence. At the same time, they will always try to translate what they hear into Chinese instead of expressing the meaning directly in English. Sometimes they even translate every word into Chinese, and believe that any unfamiliar word will influence their understanding of the meaning of the sentence. Therefore, the more obstacles they encounter, the more pressure they exert on themselves. When speaking English, they always organize their thoughts and ideas into Chinese before translating it into English. They are particularly concerned with the grammar and sentence structure of English, but they ignore the natural use of English. When they find they need to find the right words, they tend to lose confidence and are afraid to express themselves. In addition, they are particularly afraid of making mistakes when expressing their

ideas in English.

To sum up, improving college students' English speaking ability is an important task in college English teaching. English teachers should take students as the center in spoken English teaching, because the spoken language is best taught by teachers, and practiced by students in real-life interactions. Teachers should pay special attention to fully mobilize students' enthusiasm, and encourage students to express their views, opinions, and feelings in English in class using proper teaching methods in real-life classroom activities.

It is possible to improve oral communication ability through continuous practice in a simulated language environment in the classroom and contact with fluent English in a real-life context. As long as teachers and students work together to strengthen the teaching and learning of spoken English, the overall level of college students' spoken English will be greatly improved.

Based on the above problems, the researcher plans to set teaching goals from the perspective of social and students' needs and adapt to the sustainable development of society and students. Based on the Multiple Intelligences theory (Gardner, 1983), the researcher will identify the Multiple Intelligence preferences of students from Heilongjiang International University (HIU) to meet their preferred learning ways to organize materials and activities suitable and easier for students to learn, thus improving the learning participation and efficiency; from the perspective of classroom organization form, using the task-based activity organization and the task-based teaching; according to the teaching goals, design a variety of activity types to increase students' classroom interaction; for the differences in the foundation and learning abilities of students, the teaching goals are graded to suit different students, and the students' ability to express opinions on different topics would be enhanced.

Research Questions

To solve the problems stated above serves as the purpose of the research, and from the researcher's point of view, the solution is to design an English speaking course for HIU students.

This research was focusing on the development of task-based learning integrated with the features of MI perceived by Heilongjiang International University (HIU) students for the English speaking course using three components: complexity, accuracy, and fluency (CAF), for which the researcher will quantify their various sub-variables that influence HIU students' differing levels of proficiency.

So problems and needs being considered, the research questions are listed as the following:

1. What multiple intelligence preferences do HIU students have?
2. How can a task-based English speaking course integrated with MI preferences be developed and implemented?
3. To what extent does the developed speaking course contribute to the improvement of HIU students' speaking abilities in terms of CAF?

Research Objectives

In order to improve students' English speaking abilities, after the analysis of the students' needs and present situation of HIU, a speaking course was designed based on Multiple Intelligence theory (Gardner, 1983) and task-based teaching theory (Ellis, 2003) to explore one-course design for HIU students, and Needs Analysis was conducted to examine the needs of both society and students, and MI questionnaires were done to examine students MI preferences, which were used to design classroom tasks. The choosing of learning topics,

lesson plans and design of tasks were done, together with related course design principles and modes, to design the specific English speaking activities to meet the needs of HIU students.

So the main objectives of the study are listed as the following:

1. To identify the Multiple intelligence preferences of HIU students.

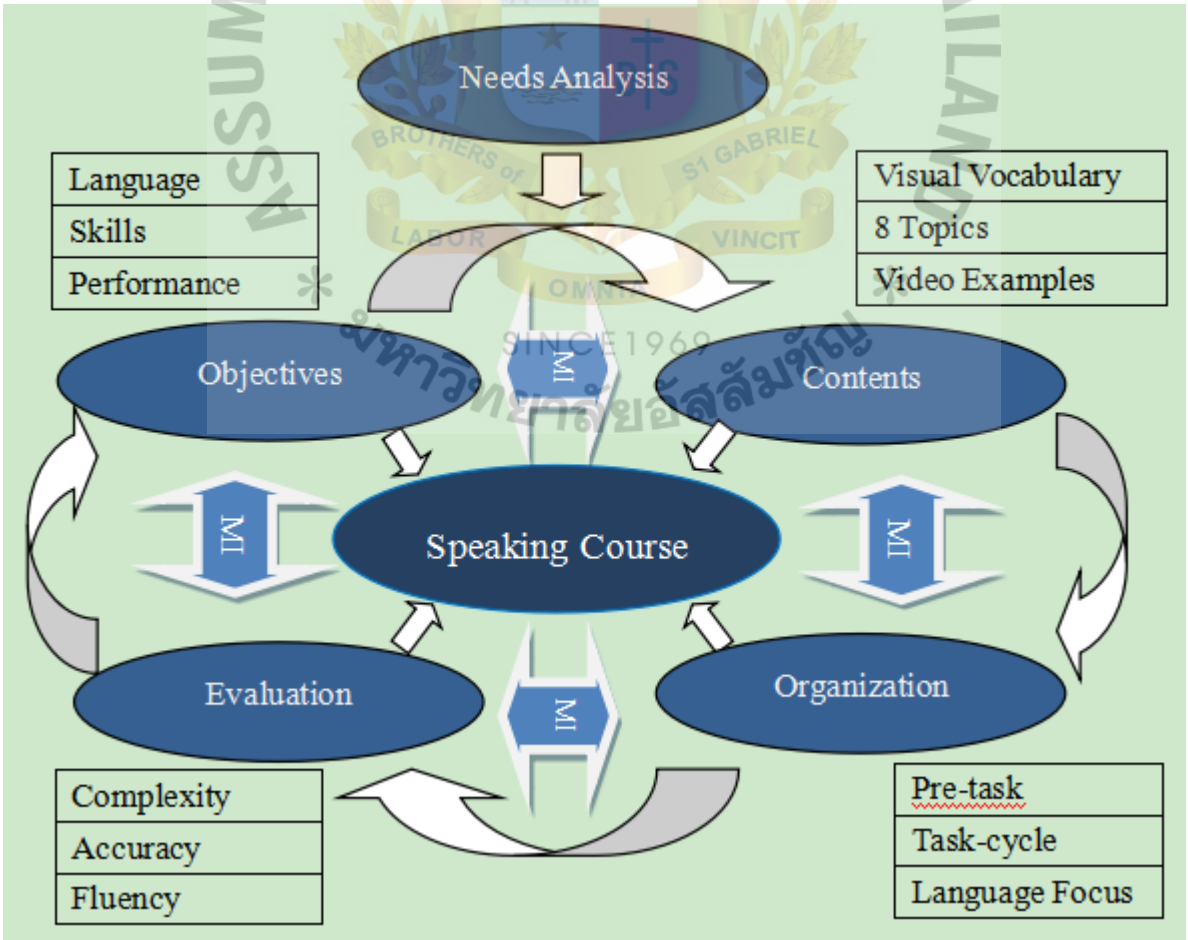
2. To develop and implement a task-based English speaking course with MI features.

3. To assess the extent to which developed English speaking courses contribute to HIU students' speaking abilities in terms of CAF.

Conceptual Framework

Figure 1.1

Conceptual Framework



To develop a task-based English speaking course, a conceptual framework in terms of the developed course was designed fit the research objectives. The goal of this conceptual framework is to build a more comprehensible concept in the context of English speaking learners in Heilongjiang International University, China.

The researcher considered all the factors involved in the conceptual framework together to serve the final goal of the English speaking course design, and some of them work mainly for particular components of the course, the details are explained as the following:

The designed English speaking courses are composed of four parts, which are objectives, contents, organization, and assessments.

Objectives mean the goals set in the research. The instruments used are mainly document surveys and interviews.

In the procedure, the researcher mainly follows the three steps: Target Situation Analysis, Present Situation Analysis, and Deficiency Analysis.

Target Situation Analysis serves the guidance of survey about the needs of the society, the university, and stakeholders in terms of students' English speaking abilities.

Present Situation Analysis in terms of surveys about HIU students' present abilities of English speaking and their present proficiency about English.

Deficiency Analysis (West, 1994) evaluates the gap between target goals or the course outcome and the students' present situation, which guide the setting of course objectives.

The objectives are composed of three parts: 1) *language abilities*, this is about looking at students linguistic knowledge like, lexical, structural knowledge, language skills

which mainly means listening and speaking skills. 2) *Performance* this is focusing on what the students are supposed to do in class, like sharing and expressing ideas, etc.

3) *Contents* are related to all the teaching materials collected for the developed English speaking course.

The collected materials used are texts or videos with subtitles about the 8 teaching topics and the topic-related vocabulary or phrases, and the applications of each topic in real-life situations, like cooking, travelling abroad, or sharing opinions, etc.

Part is also about the organization means the teaching methods employed in the present research, which is a goal-oriented communicative activity with a specific outcome, where the emphasis is on exchanging meanings not producing specific language forms (Willis, 1996). Language used would be turned into tasks while the language skills practice forms an integral part of achieving task goals. Different types of tasks are integrated into lesson plans, either closed or open ones. Real-time back-track, hesitate, pauses, and short chunks making use of common lexical phrases and other features of speaking language use are merged in different activities designed in task-based teaching.

The task-based language teaching framework is divided into three parts: pre-task, task cycle, and language focus.

Pre-task is the introduction to topic and task, the teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare.

The *task cycle* includes tasks, planning, and report. Teachers act as a linguistic advisers, giving feedback, helping students to correct, rephrase, rehearse and/or draft a report, examples will be presented if needed.

Language focus includes analysis and practice, during which students examine and discuss specific features of the important or difficult parts, teachers conduct the practice

of new words, phrases and patterns occurring in the data, either during or after the analysis if needed.

Teachers act as chairpersons, linking the contributions, summing up and giving feedback on content and form, if wished. The task components help students to develop fluency, accuracy and complexity in the target language and strategies for communication. To achieve the goals of the task, their main focus is on getting their meaning across, rather than on the form of language itself.

The use of evaluation would be conducted for the assessments of HIU students' English speaking abilities in terms of *complexity*, *accuracy*, and *fluency* (Housen & Kuiken, 2009), each of which has its sub-variables, 6 for Complexity, 6 for Accuracy, and 8 for Fluency, and the sub-variables are assigned with scores and added up accordingly.

Multiple Intelligences (MI) and its awareness are done through all the teaching and learning processes. Multiple intelligences (MI) are identified from students' self-perceived MI preferences using MI questionnaires. The identification of students' MI preferences for teachers is to raise the awareness of MI to know students better through their learning preferences to collect teaching materials and/or design teaching activities according to the target students and for students is to raise the awareness of MI to know themselves better to find better ways for learning and thinking.

Scope of the Study

Time

The designed course was carried out online from March, 2020 to June, 2020, lasting 4 months, the course was taught online once a week for 16 weeks. Altogether 10 lessons were taught. There was 90 minutes for each lesson and regarded as 2 teaching hours, So the actual total teaching time was 200 teaching hours.

Location

The research was carried out at Heilongjiang International University (HIU) in Harbin, Heilongjiang Province, North China, which awards bachelor degrees and the college English course is a required course of four terms, and the English speaking course is taught for two semesters for freshmen students.

Population

HIU non-English major students were the population of the research. Founded in 2003, Heilongjiang International University located in Harbin, China. There are 9, 200 full-time students. HIU has 30 undergraduate programs and has established partnerships with 104 foreign universities in 32 countries and regions. HIU students' English speaking abilities still have much room to improve, and they still have to practise and improve their English speaking abilities before stepping into society.

Samples

The sample used for the pilot study for the testing of reliability and validity of the MI questionnaire was 30 non-English major students from the population.

The samples used for the MI questionnaire of identifying self-perceived MI preferences for HIU non-English major students were 80 male and 80 female students from the population.

The samples used for the real teaching of the developed task-based English speaking course of the research were one class of 30 students to be the experimental group and another class of 30 students to be the control group.

The two sample classes were of the same level of English proficiency, because there were requirements of above 105 with a total score of 150 of English scores of college entrance English exam for them to be enrolled in the two classes. The grades of both groups are listed in the appendix.

Participants

The participants of this research are one teacher (researcher) who served as the English speaking course teacher, 1 administrative staff from the teacher affairs office, 2 college English teachers as the observers and 60 students among whom 30 students are for the experimental group and another 30 students for the control group.

Variables

The variables in this study are as follows:

The independent variable is the designed task-based English speaking course with MI features. And the dependent variable is the English speaking abilities of the 30 experimental group students in terms of CAF.

Definitions of Terms in This Study

The definitions of the key terms are given below:

English Speaking Course

This refers to the one-semester task-based English speaking course with 8 selected topics and the researcher-designed teaching structure based on task-based activities teaching, using classroom activities with students' identified self-perceived Multiple Intelligence dimension features to improve HIU students' English speaking abilities.

Multiple Intelligences

The multiple intelligences used in this research mainly refer to seven intelligence dimensions first written by Gardner H. in 1983. Gardner (1983) suggested that individuals have a personal intelligence profile that consists of combinations of seven different intelligence dimensions, which could be classified into three domains (analytic, interactive, and introspective), and different intelligence dimensions operate cooperatively at the same time to understand, perceive the world, express themselves, solve problems or to create

fashion products are valued in one's own culture or society (Gardner, 1983; Mckenzie, 2002). The seven intelligence dimensions include linguistic, logical/mathematical, visual, musical, bodily/kinesthetic, intrapersonal, and interpersonal intelligence, and will be assessed through MI questionnaires to see the MI dimension values of each student, which will be used for the identification of preferred MI dimensions of HIU students.

Speaking Abilities

This refers to the speaking abilities of HIU freshmen students. The research will employ the data analysis of speaking production variables under complexity, accuracy and complexity (Ellis, 2003, p. 117) to pre- and post- test the target students' speaking performances in terms of their Complexity, Accuracy, and Fluency (CAF), to see the improvement of the experimental group students.

Task-based language teaching

This refers to the teaching method employed for the English speaking course whose teaching procedure is composed of pre-task, task cycle, and language focus, and with 8 topics to the target students, within each of which there are different designed tasks especially for experimental group students based on their self-perceived multiple intelligence preferences to motivate their participation in classroom activities for more efficient learning, in addition to the general features of task-based teaching features and procedures.

Students

This refers to students at Heilongjiang International University, China. HIU students were the population of the present study, and 30 students were chosen as the experimental group, and another 30 were chosen as the control group. Both groups of students were taught by the researcher with the designed task-based English speaking course with MI features.

Significance of the Study

There are three areas to consider when weighing the significance of the study:

For HIU Students

This research aims to design an English speaking course for students at HIU. Before the carrying-out of the research, the researcher describes the English needs of the world, China, society, universities, HIU and students at HIU, and the designed course design will be done to HIU sample students to check the change with their English speaking abilities, so if the study goes well, the research will at least benefit the experimental group students, and the designed English speaking course will be improved and be done to more HIU students, even to the students outside HIU.

The topics of the designed English speaking course were carefully selected in different fields of life from the English speaking coursebook. So, the designed course also aims to improve the information getting abilities, critical thinking, creativity, and collaborative abilities, which are the foundation for people to survive in real life. So this research will not only meet the needs of students' demand for improving English speaking abilities, but also be beneficial to students for their future job hunting, most importantly, for their confidence in using English in daily life.

For HIU English Speaking Course Teachers

Normally, teachers teach according to the content of textbooks, and strictly follow the procedures of the teachers' guiding book, which may be easy for teachers to teach, but the teaching effects may not be so satisfactory. Moreover, the speaking courses at HIU are taught by international teachers, although they have qualifications, not all of them have a clear knowledge of HIU students' situations. The designed speaking course will serve as a guide for other teachers to follow. The course has flexible units and the designed tasks in

each unit are about certain popular topics, easy to carry out and in different levels of difficulties, which is convenient for students of all levels to participate, and more importantly, meet the learning preferences of HIU students for learning efficiency.

A New Referential Approach of Teaching Spoken English for ELT Study

The research will be done on the basis of the identified Multiple Intelligence preferences of students to design the classroom activities to motivate the participation and increase the efficiency in learning English, especially the spoken English, and the actual teaching of the research will be based on task-based English teaching. And the findings of the research will show the changes in terms of complexity, accuracy, and fluency before and after the research in students' spoken English. So this will be a new approach to teaching spoken English in the field of English Language Teaching, and it may also serve as a reference.

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction

The main purpose of this chapter is to review the literature that is related to the present study focusing on the development of a task-based English speaking course with Multiple Intelligence features to improve students' English speaking abilities in terms of complexity, accuracy and fluency.

Eight parts that are considered essential are presented in sequence. First, the overview of speaking abilities is presented, because speaking is regarded as the most significant ability which can help learners in acquiring a foreign language, sharing opinions, gaining more knowledge about the language, and cultivating learners' confidence to learn it, most importantly, using the foreign language as a tool for improving the communicative competence. Second, the main teaching methods in history are stated because the researcher will briefly touch upon some milestones in the development of English teaching and learning history in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for the teaching and learning of English speaking abilities. Third and fourth, the Multiple Intelligence theory and MI theory in teaching are narrated because after examining the main teaching methods, the researcher found that they have a lot to do with the Multiple Intelligences, each method mainly focusing on some of the seven MI dimensions which could meet diverse learners' needs in the way of improving potentials, and the importance and benefits of MI theory in teaching are also fully illustrated. Fifth, the task-based language teaching method is selected and accounted for because a task is intended to require students to give primary attention to meaning and to make use of their

own linguistic resources in completing open-ended tasks which are composed of content-oriented meaningful activities to result in language use in the real world, which follows learner-centered educational philosophy. Sixth, the assessment of speaking performance is stated because assessing L2 learners' spoken production with analytic rating scales can provide rich information about their language abilities across any number of different dimensions deemed relevant to the context, and measures of fluency, accuracy, and complexity obtained from learners' productions could load consistently on to separate factors in accordance with predictions. Seventh and Eighth, the MI related researches were reviewed and the correlation between MI and English language teaching and learning is discussed because MI can be integrated into English language teaching and learning to help as a building block for English acquisition, and to serve as an alternative for providing different references to help students further improve their academic achievements.

Overview of Speaking Abilities

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, 1990, p. 414), to communicate with others. In addition, using verbal and non-verbal symbols in the process of cultivating and sharing meaning is speaking. Speaking can be through both language and on-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 of meaning among interlocutors. 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.

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 and 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 skills to explore their significance in the context of foreign language learning. Brown (1991) 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 the language and cultivate learners' confidence to use it. 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 skills 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. Nevertheless, it seems to be 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 to perform the most typical social transactions. In reality, all skills that language learners use are necessary and supplementary, so that they complement one another. However, speaking is unique and different from other skills. Bygate (1987) suggests that the way language is organized in a speech 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 foreign language as a tool for improving communicative competence.

For the present study, the researcher thinks it necessary for HIU students to improve their English speaking abilities as soon as possible to meet the needs of daily communication on campus and more importantly, for future situations.

Main English Teaching Methods

The English teaching and learning methods and theories have been practiced in various adaptations and language classrooms all around the world for centuries. There are some milestones in the development of English teaching and learning history, which the researcher will briefly touch upon, in an attempt to reveal the importance of research in the selection and implementation of the optimal methods and techniques for language teaching and learning.

The history of English Language Teaching (ELT) starts in the fifteenth century. The first phase is from the beginning of the fifteenth century to the end of the eighteenth century and the second phase is from the nineteenth century. The Third and modern stage is from the beginning of the twentieth century to the present age (Richards & Rodgers, 2001).

The acronym ELT came into being after the publication of the British Council journal, ‘English Language Teaching’ in 1946. In due course English language teachers’ training programs were started to make the ELT more effective. Hornby (1954)’s writings on situational approaches brought English Language Teaching focus again on the classroom which until then depended more on theory because of the influence of Applied Linguistics.

There has been a prominent shift in the field of language learning and teaching over the years. English plays a key role in the educational system, not only as an important

subject but also as a medium of instruction. According to Richards and Rodgers (2001), during the early part of the twentieth century, the whole foundation of contemporary language teaching was developed, as applied linguistics and others sought to develop principles and procedures for the design of teaching methods and materials.

In the twentieth-century language teaching methods throughout history reflected recognition of changes in the kind of proficiency learners need, such as a move toward oral proficiency rather than reading comprehension as the goal of language study; they also reflected changes in theories of the nature of language and language learning.

The researcher listed some main English Language Teaching methods in history to illustrate the connections between them and finally lead to the current research discussed:

Grammar-translation method

According to Richards and Rodgers (2001), Grammar Translation Method approaches the language first through detailed analysis of rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language.

From the 1980s to the 1940s, *Grammar Translation Method* dominated European and foreign language teaching. In Grammar-Translation Method, the teacher's role is to explain grammar rules and the meaning of words in the learner's native language, organize practice (for example, the recitation of rules and translation), and correct learner's mistakes. Whereas, the learner's role are to pay careful attention to the teacher's explanations and corrections, memorize rules and vocabulary lists, and carefully do the practice tasks the teacher sets. Language learners are passive in language learning and teachers are regarded as an authority, i.e. it is a teacher-centered model (Ur, 1988).

The Grammar-Translation Method has been facing various attacks from reformers. Some criticize that this method often creates frustration for students by a tedious

experience of memorizing an endless list of unusable grammar rules and vocabulary, and the limitations of practice techniques never emancipate the learner from the dominance of the first language; others say that this method pays little attention to the student's communicative competence (Ezeude, 2007).

Despite the extensive criticism, the Grammar-Translation Method is still widely practiced because there is no inherent contradiction between grammar instruction and communicative approach. This type of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language (Anasiudu, 2010). Moreover, the first language, as a reference system, can dismiss the misunderstanding in the process of the second language learning. Hence, thinking about formal features of the second language and translation as a practice technique put the learner into an active problem-solving situation.

Grammar-Translation Method appears relatively easy to apply and it makes few demands on teachers, which is perhaps the exact reason for its popularity.

The Direct Method

The Direct Method came as a result of the reaction to Grammar Translation. This method tries to recreate the exposure which children have acquiring language as they grow up. It entails reenacting the Stimulus-Response approach of the first language acquisition.
In this method, everything is said in the second language. In other words, teachers adopt the second language and never used the learners' mother tongue; hence, there was no need for translations. It emphasizes spoken language and avoids vocabulary lists and explanations of grammatical rules. It is assumed that the correct rules will be picked by the learners with time. It emphasizes hearing, speaking, reading and writing at the stage of learning. Teachers use instructional materials such as charts, pictures, to make teaching and learning more vivid. It

requires teachers that are highly proficient in the target language. In this method, the learners can only be as good as the teacher (Ezeude, 2007).

The Audio-Lingual Method

The Audio-Lingual Method which was developed by Fries in the U.S.A was first employed by the U.S. in the 1940s under the Army Specialized Teaching Programme as a result of the attempt to improve on the Direct Method. The method was further improved upon in the 1950s (Ezeude, 2007).

The method uses techniques such as integrated texts, recorded dialogues, and illustrations. Its approach is psycho-pedagogy rather than linguistics. Highlights of this method include teaching speaking, reading and writing. It uses drills to teach basic grammar and vocabulary. The method was later further developed in Britain and adopted in teaching children in the school system of developing countries. Okoro (2004) cited that the Audio-Visual Method assumes that language is learned through communication, translation can be avoided if new languages are taught in situations.

The Silent Way

The Silent Way was developed by Gattegno (1972). He believed that learners should develop independence, autonomy, and responsibility.

Richards and Rodgers (2001) summarized the theory of learning behind the Silent Way as learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learned. Learning is facilitated by accompanying (mediating) physical objects. Learning is facilitated by problem-solving involving the material to be learned. Stevick (1998) described the role of the teacher in Silent Way as Teach, test, get out of the way. Learners in a Silent Way classroom had to cooperate in the process of solving language problems. While Bruner (1966) claimed that learners are principal actors rather than a bench-bound listeners. The silent way is a fairly complex method that requires the teacher to receive

extensive training in the use of the methodology. Students also need to be well versed in the use of the charts and the rods to participate effectively in the lesson. In traditional classrooms, it seems difficult to find teachers who are comfortable with the required “silence” of the silent way, thus limiting the number of teachers available to teach employing the method.

Total Physical Response

The total physical response (TPR) method was developed by psychologist Asher (1977). This method is based on the principle that people learn better when they are involved physically as well as mentally.

In TPR, teachers can use pictures, objects, and realia for students to manipulate as they respond non-verbally. Students are required to respond non-verbally (physically) to a series of commands. As the teacher gives a command and the students respond physically, the teacher ascertains students’ comprehension of the command. Commands become more complex as the students continue to develop listening comprehension and knowledge of the subject matter. Once students can respond to a series of commands and can give the commands themselves, the teacher can introduce the reading and the writing aspects of language. The emphasis in TRP is on listening comprehension until oral proficiency is developed (Ezeude, 2007).

However, it is recognized that TPR is most useful for beginners, though it can be used at higher levels where preparation becomes an issue for the teacher. It does not allow students to express their thoughts creatively. The nature of TPR places heavy emphasis on the use of the imperative mood such as sit down and stand up. These features are of limited utility to the learner, and can lead to a learner appearing rude when attempting to use their new language.

Communicative Language Teaching Method

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. It encourages activities that involve real communication and carry out meaningful tasks. It believes that language is meaningful to the learner supports the learning process. Language learners are expected to be negotiators, teachers to be an organizer, a guide, an analyst, a counselor, or a group process manager focusing on the learning experience in addition to the learning of the target language (Nunan, 1996).

CLT takes pedagogical ideas from a wide range of methodological approaches and it is therefore adaptable to a range of different learner needs and styles. It emphasizes functions rather than forms of language with lessons and organized concepts.

This method emphasizes language use and the process of communication. CLT adopts role play, simulation, drama, storytelling, group activities, dialogue, and conversation. It is essentially learner centered focusing on the learner and his communicative needs. Ezeude (2007) observes that the scope of the CLT had been expanded by the mid-70s by both British and American proponents who now see it as an approach not just a method.

Suggestopedia

Suggestopedia was developed by Bulgarian psychiatrist–educator Lozanov (1988), who wanted to eliminate the psychological barriers that people have to learn. Lozanov (1988) asserted that language learning can occur at a much faster rate if we help students remove their psychological barriers to learning which cause their inefficiency. This fear of failure hinders the full use of the mental powers that we have. Lozanov also claimed that by using this method one can teach languages approximately three to five times as quickly as conventional methods.

In suggestopedia, the classroom atmosphere is crucial. Creating a relaxed, nonthreatening learning environment is essential for its success. The goal is that students will assimilate the content of the lessons without feeling any type of stress or fatigue. Dialogues are presented to the accompaniment of music. Students just relax and listen to them being read and later playfully practice the language during an activation phase (Lozanov, 1988).

The teacher assumes a role of complete authority and control in the classroom. Students are encouraged to be child-like, take mental trips with the teacher and assume new roles and names in the target language to become more suggestible.

Eclecticism

This method depends on the personal qualities of the teacher and his ability to get on well with the students. It does not follow any single method but uses a selection of techniques and adopts any technique or procedure. It believes that methods are complementary. It holds that each method is in itself incomplete. Its weakness is ubiquity and lack of confidence. Larsen-Freeman and DeCarrico (2002) observed that pedagogical grammars are typically more eclectic, drawing on insights from formal and functional grammars as well as work on corpus linguistics, discourse analysis and pragmatics.

Before a teacher puts one method into practice, he always needs to consider his/her students, the conditions of instructions, and the broader socio-cultural context.
A particular method cannot always be a prescription for success for everyone. One method that works well with a certain group of students may not be suitable for some others.
The most important thing that each teacher should always bear in mind is that each method has its strengths and weaknesses and that learners are so versatile and Different methods, or parts of methods, may be practiced in different contexts (Prabhu, 1990).

Davies (2007) observes that the history of language teaching is the history of methods and notes that different methods emerge and disappear and at the end of the day if

one looks carefully, it would be observed that a method had recycled itself after a decent interval. He further notes that since reliance on a particular method would likely lead to failure. This means all methods are inevitably challenging when these are new or revived alternatives.

The methods of language teaching are not static but dynamic. Ezeude (2007) captures that Teaching and learning have their definite approaches and methods. These are dynamic and keep changing or improving with time. These constant changes in approaches and methods are functions of improvement on language teaching gadgets as a result of daily advancement in science and technology.

Multiple Intelligences Theory

Multiple Intelligences (MI) theory assumes that people have a full range of intelligences, and individuals differ. Most people can develop each intelligence to an adequate level of competency. Intelligence usually works together in complex ways and there are many ways to be intelligent within each category.

Larsen-Freeman and Anderson (2011) state that teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are not taken into consideration by many teachers in the classroom situations, and activities can be categorized and used in the classroom according to students' intelligence. The researcher assumes that if teaching methods are integrated with students' MI preferences, it may be easier and faster for students to grasp certain knowledge or skills, or at least both teachers have the awareness of multiple intelligences to meet the students' needs of individual development.

The notion of general intelligence had been broadly accepted by psychologists when Howard Gardner introduced the Multiple Intelligences (MI) theory in his 1983 book,

Frames of Mind, proposing that there are several independent ability areas. Gardner (1993) described intelligence as a bio-psychological potential that could be influenced by experience, culture, and motivational factors. He defined intelligence as the ability to solve problems, or to fashion products, that are culturally valued.

Howard Gardner's theory of Multiple Intelligences (MI) has transformed some fundamental beliefs about teaching and learning. This study attempts to focus on the implications of Gardner's theory for higher education in English speaking. The research also suggests factors within the current environment that make it particularly important to examine the implications of meeting diverse learners' needs in the way of the combination of MI dimensions and task-based teaching and learning activities to improve university student's speaking abilities.

Intelligence is a bio-psychological predisposition that can be encouraged by the natural environment; the intelligence will not evolve to its potential without development (Gardner, 1993).

The contribution of Gardner's theory is the pluralistic view of the mind; it invites us to recognize and nurture varied human intelligence. Some individuals finish schooling without ever having felt like an expert in any area; this can lead to low self-esteem and lifetime problems in achievement. Applied MI theory can provide students with a period in their schooling where they feel expert, increasing self-esteem among a broader group of students.

The seven bits of intelligence posited by Gardner are: musical, bodily-kinesthetic, logical-mathematical, spatial, linguistic, interpersonal, and intrapersonal. He is open to the possibility that others exist, such as existential intelligence or the ability to engage large questions about the existence (Armstrong, 2003).

In order to be considered intelligences, several criteria had to be met: being an identifiable and separate function of the brain, a bio-psychological predisposition, found across cultures and over time, and supported by evolutionary biology and cognitive research. Musical intelligence is the ability to be sensitive to pitch, melody, rhythm, and tone. Bodily-kinesthetic intelligence relates to the ability to use the body skillfully and handle objects adroitly. He suggests that expressing an emotion in a dance, playing a game skillfully in sports, or creating a new product or invention is evidence of the cognitive features of body usage (Gardner 1993, p. 19). Athletes, dancers, and craftspersons are often associated with this form of intelligences.

Logical-mathematical intelligence is familiar to most of us; it is the ability to handle chains of reasoning and to recognize patterns and order (Hoerr, 2000). Gardner notes that this form of intelligence is often labeled scientific thinking (Gardner, 1993).

Linguistic intelligence is another form of intelligence that provides the basis for I.Q exams. It is sensitive to the meaning and order of words. Great writers and speakers are often associated with this form of intelligence.

Spatial intelligence is a less familiar area; it is the ability to perceive the world accurately and to create or transform aspects of that world. Engineers, architects, navigators, and chess players all demonstrate this intelligence.

Interpersonal intelligence is the ability to understand people and relationships and can be found among religious and political leaders, counselors, and teachers. It is the core capacity to notice distinctions among other people, such as contrasts in their moods, temperaments, motivations, and intentions.

Intrapersonal intelligence relates to accessing one’s emotional life as a means to understand self and others.

Most people exhibit several intelligences, not just one; in fact, Gardner specifically states that “all humans possess certain core abilities in each of the intelligences” (Gardner, 1993, p. 28). Even though all humans partake in eachintelligence to some degree, certain individuals have more potential in particular intelligences. Some intelligences arise at an early age such as logical-mathematical and musical, while others appear to arise more gradually such as the personal intelligences.

Some critics claim that intelligences are really what are commonly called gifts or talents (Morgan, 1992). Gardner (1993) agreed, but then would want linguistic and logical-mathematical ability also labeled talents, rather than being elevated for no particular reason.

Others claim that general intelligence such as critical thinking, reflectiveness, or memory does exist and that this theory fails to acknowledge this important general intelligence (Morgan, 1992). Gardner notes that his reading of the evidence suggests there is not a content-independent knowledge base, yet this is still open to debate with no definitive evidence.

Assessment of Multiple Intelligences

Gardner (1999) has claimed that Linguistic and Logical/Mathematical intelligences are the domains most highly valued in school and most heavily represented on traditional intelligence tests. The challenge, he has said, is to develop assessment tools that are *intelligence fair*. That is, a measure that do not assess intelligence through the lens of verbal, or any other ability. A difficulty with the measurement of the intelligence domains is that Gardner believes that not only should the assessment be intelligence-fair, but that it should reflect an individual's success in completing culturally- valued tasks that rely on particular intelligences (Gardner, 1999), rather than the completion of paper-and-pencil tests. Given Gardner’s (1999) contention that the performance of real-life activities necessarily employs the combination of two or more intelligences, the assessment would seem to be an

impossible task. In addition, Gardner has emphasized the importance of having tests administered with familiar materials. For example, Gardner (1999) suggested that Musical intelligence could be tested by exposing a person to a new melody, then exploring how quickly they learn to sing, recognize, and transform it. He has also noted that in working with preschoolers, he has had children take apart and reassemble pencil sharpeners and doorknobs to assess Logical/Mathematical, Spatial, and Bodily-Kinesthetic intelligence.

Gardner (1993) stated that he and colleagues were engaged in efforts to create operational definitions and diagnostic procedures for each intelligence area. Although he admitted that it could be difficult to define and assess Intrapersonal and Interpersonal intelligences. In 2005, there still did not appear to be standardized testing instruments for the multiple intelligences. Existing measures, such as *Teele Inventory of Multiple Intelligences* and the *Multiple Intelligences Developmental Assessment Scales* (Shearer, 1996) are self-report inventories rather than maximum-performance tests, and typically include items related to interests and learning preferences rather than abilities alone.

Gardner (1993, 1999) has repeatedly stated that MI theory is quite distinct from learning style, in that learning styles are horizontal, cutting across intelligence domains, whereas each intelligence is content-specific.

Below, the seven *intelligences* as conceptualized by Gardner (1993) are described in detail, to identify the range of abilities subsumed by each domain and of examining the cognitive demands of tasks assessing these abilities.

Based on this analysis, the tasks to be assessed as indicators of the various intelligences will be identified.

Linguistic Intelligence

Gardner has described Linguistic intelligence as sensitivity to spoken and written language and the ability to use language to accomplish goals, as well as the ability to learn

new languages. Lawyers, public speakers, writers, and poets all possess high levels of linguistic intelligence, according to Gardner. Factors identified by Carroll in the language domain include language development, printed language comprehension, lexical knowledge, reading comprehension, reading speed, spelling ability, grammatical sensitivity, foreign language aptitude, oral production, writing ability, and others. Carroll noted that measures of language skills are substantially correlated with other cognitive abilities and that vocabulary measures are among the best predictors of general intelligence.

Spatial Intelligence

Gardner defined Spatial intelligence as the ability to recognize both large and small visual patterns. He has noted that navigators and pilots would possess spatial intelligence, as would sculptors, surgeons, chess players, and architects.
Gardner (1983) suggested that spatial ability comprised several underlying capacities, such as the ability to accurately perceive visual stimuli, to transform and modify one's initial perceptions, and to re-create visual stimuli in the absence of such stimuli. He described spatial capacities as being important to the recognition of objects and scenes, orienting oneself, and working with graphic depictions, such as diagrams and maps. While spatial ability is primarily perceived and expressed through the visual modality, Gardner noted that spatial tasks can be tactile as well.

Logical/Mathematical Intelligence

Gardner described Logical/Mathematical intelligence as the ability to study problems, carry out mathematical operations logically and analytically, and conduct scientific investigations. Gardner identified mathematicians, logicians, and scientists as professionals who would possess high levels of this intelligence. The numerical facility, on the other hand, appears to measure a different aspect of mathematical ability. The numerical facility is measured with tasks requiring participants to quickly perform simple arithmetic computations,

such as addition, subtraction and multiplication. The numerical facility is also related to working memory as well as perceptual speed.

Interpersonal Intelligence

According to Gardner (1983), an individual who is high in Interpersonal intelligence understands the intentions, motivations, needs, and desires of others, and is capable of working effectively with them. Gardner stated that teachers, clinicians, salespeople, politicians, and religious leaders all use Interpersonal intelligence. Interpersonal intelligence appears to be closely related to the construct of emotional intelligence. Indeed, Gardner (1999) claimed that emotional intelligence was a combination of intrapersonal and interpersonal abilities. Davies, Stankov, and Roberts reported that emotional intelligence questionnaires were problematic in that they appeared to be tapping into personality, but that objective measures currently in use have poor reliability. The authors concluded that emotion perception might be the only aspect of emotional intelligence that could meet the criteria to be considered a trait.

Intrapersonal Intelligence

Gardner described Intrapersonal intelligence as the ability to understand and have an effective working model of oneself Intrapersonal intelligence includes the awareness of one's desires, fears, and abilities, and also using this information to make sound life decisions. From Gardner's description, it appears that having a clear conception of oneself is a key component of Intrapersonal intelligence. Intrapersonal intelligence, as described by Gardner, seems to be somewhat related to metacognition in general and self-monitoring in particular. That is, the individuals with high intrapersonal intelligence should be aware of what they know as well as what they do not know.

Bodily-Kinesthetic Intelligence

Gardner (1999) described this intelligence as the potential of using the whole body or parts of the body in problem-solving or the creation of products. Gardner identified not only dancers, actors, and athletes as those who excel in bodily-kinesthetic intelligence, but also craftspeople, surgeons, mechanics, and other technicians.

Musical Intelligence

Gardner suggested that musical intelligence was parallel in structure to Linguistic intelligence, and that it would be reflected in the performance, composition, and appreciation of musical patterns. Gardner (1999) cited the existence of music prodigies and savants as evidence that musical ability is‘intelligence’ in its own right and many musical savants have unusual memory, which might explain their skillful musical performance

Self-Estimated Multiple Intelligences

Intelligence is a mixture of several abilities that are all of the great value in life. It would be ridiculous to think that intelligence could be measured on a single scale. People are intelligent in different ways and possess a set of intelligences, not just one type or level of intelligence.

Multiple intelligences (MI) are part of a person make-up that could be hard to determine. In fact, there is no precise assessment that can provide a comprehensive survey on students’ multiple intelligences besides observation (Armstrong, 2008). My argument however, for university students, the most likely first step to understand or know their MI is to do the self-perceived survey of their multiple intelligences as they likely know their intelligence better than those who observe them.

Measures of self-estimated ability were included in the current study to assess self-reported intelligence. The first measure was a direct self-rating scale in which participants received a brief description of ability, and ranked themselves. This direct method

is similar to that used by Fumham and colleagues (Fumham, Clark, & Bailey, 1999; Fumham et al., 2002) who showed participants a normal distribution with a mean of 100 and requested that participants indicate their self-estimated IQ for ability.

Intelligence traditionally has been defined in terms of Intelligence Quotient (IQ), which measures a narrow range of Verbal/Linguistic and Logical/Mathematical abilities (Gardner & Hatch, 1989). The popular definition of intelligence is what is measured in an IQ Test, which has basically been how intelligence is viewed (Fellenz & Conti, 1989).

Scores from standardized intelligence tests (IQ scores)are often used to define one's intelligence level. It is, however, becoming increasingly accepted that they do not reveal the complete picture and only provide a snapshot of a person ability in the area under examination so that, for example, someone who has scored highly on a verbal test can only be said to have a high verbal IQ and someone who has scored highly on a mathematical test can only be said to have a high numerical IQ. Obviously, the more different types of disciplines that are tested and examined, the more accurately the intelligence level of the individual can be assessed.

Intelligence Quotient (IQ)tests help predict future performance or potential in many areas, but they do not provide us with other information, such as the ability to connect with other people emotionally or the performing of creative tasks that involve the use of imagination.

While IQ testing is broadly based on the principle of a measurable and genetically inherited intelligence which is cast in stone for every individual and does not increase throughout adulthood, there is now another school of thought which believes there are many more different types of intelligence, some of which could be as a result of our upbringing and development and some of which could be the result of a natural talent with which we are born.

Gardner (1993) argues that humans possess a number of distinct intelligences beyond verbal and logical abilities that appear in different skills and abilities. All human beings apply these intelligences to solve problems, invent processes, and demonstrate their creativity (Gardner & Hatch, 1989).

The theory of multiple intelligences (MI) advocates that the traditional view of a single general intelligence is too narrow and that human have multiple intelligences. By expanding our definition of intelligence to include multiple intelligences we can identify, appreciate and nurture more of our strengths.

This is important as it would be as rare for any one individual to be endowed in all the different intelligences. The fact is that no-one is talented in every domain and no-one is completely incapable in every domain. We all tend to be aware of some of our abilities and limitations.

The main lesson to be learned from this is that people can be intelligent in many different ways. It is completely wrong to write off or even put down someone who has scored badly in an IQ test which, after all, has only provided us with one type of information about that individual. All of us have the potential for achievement in some kind of intelligence and we also possess the potential for improvement in many other areas.

In the present study, students would likely become more engaged in learning as they use learning modes that match their intelligence strengths. In addition, students' regular reflection on their learning broadens their definitions of effective and acceptable teaching and learning practices. Students' increased engagement and success in learning stimulate teachers to raise their expectations, initiating a powerful expectation-response cycle that can lead to greater achievement levels for all.

Multiple Intelligences Theory in Teaching

Multiple intelligence as a philosophy guiding instruction is hardly a new concept. Virtually all the pioneers of modern education developed systems of teaching based upon more than verbal pedagogy. The 18th century philosopher Rousseau declared in his classic treatise on education, *Emile* that the child must learn not through words, but through experience, not through books but through *the book of life*. The Swiss reformer Pestalozzi emphasized an integrated curriculum that regarded physical, moral, and intellectual training based solidly on concrete experiences. While the founder of the modern-day kindergarten Froebel, developed a curriculum consisting of hands-on experiences with manipulative (gifts), playing games, singing songs, gardening, and caring for animals. In the 20th century, innovators like Maria Montessori and John Dewey evolved systems of instruction based upon multiple-intelligence-like techniques, including Montessori's tactile letters and other self-paced materials, and Dewey's vision of the classroom as a microcosm of society.

Many current alternative educational models essentially are multiple-intelligence systems using different terminologies and with varying levels of emphasis upon the different intelligences. Cooperative learning, for example, seems to place its greatest emphasis upon interpersonal intelligence, yet specific activities can involve students in each of the other intelligences as well. Similarly, *Suggestopedia*, a pedagogical approach developed by the Bulgarian psychiatrist Lozanov uses drama and visual aids as keys to unlocking a student's learning potential, yet it seems that in this approach music plays the greatest role in facilitating learning, students listening to music as an integral part of their instruction.

MI theory essentially encompasses what good teachers have always done in their teaching: reaching beyond the text and the blackboard to awaken students' minds. MI theory also provides a way for all teachers to reflect upon their best teaching methods and to understand why these methods work or why they work well for some students but not for

others. It also helps teachers expand their current teaching repertoire to include a broader range of methods, materials, and techniques for reaching an ever wider and more diverse range of learners.

There are key points in MI theory (Armstrong, 1994, p.11) that emphasizes each person seven intelligences, most people can develop each intelligence to an adequate level of competency, intelligences usually work together in complex ways, and there are many ways to be intelligent within each category.

Most people can develop all their intelligences to a relatively competent level of mastery. Whether intelligences develop depends on three main factors; 1) biological endowment which includes hereditary or genetic factors and insults or injuries to the brain before, during and after birth. 2) Personal life history includes experiences with parents, teachers, peers, friends, and others who either awaken intelligences or keep them from developing, and 3) cultural and historical background which includes the time and place in which you were born and raised and the nature and state of cultural or historical developments in different domains, (Armstrong, 1994, p. 21）

MI theory offers a model of personal development that can help educators can be understood how their learning style affects their teaching style in the classroom. Further it opens the gate to a broad range of activities that can help us develop neglected intelligences, activate underdeveloped or paralyzed intelligences, and bring well-developed intelligences to even higher levels of proficiency.

A person’s “weak” intelligence may turn out to be her strongest intelligence, once given the chance to develop. A teacher in an MI classroom contrasts sharply with a teacher in a traditional classroom. The teacher in MI classroom continually shifts her/his method of presentation from linguistic to spatial to musical and so on, often combining intelligences in creative ways.

The theory can be implemented in a wide range of instructional contexts, from highly traditional settings where teachers spend much of their time directly teaching students to open environments where students regulate most of their learning. Even traditional teaching can take place in a variety of ways designed to stimulate the seven intelligences. The teacher who lectures with rhythmic emphasis (musical), draws pictures on the board to illustrate points (spatial), makes dramatic gestures as she talks (bodily-kinesthetic), pauses to give students time to reflect(intrapersonal),and asks questions that invite spirited interaction (interpersonal) is using MI principles within a teacher-centered perspective.

Students benefit from instructional approaches that help them reflect upon their learning processes (Marzano, 2009). When students engage in this kind of meta-cognitive activity, they can select appropriate strategies for problem-solving. They can also serve as advocates for themselves when placed in new learning environments.

There are several teaching tools in MI theory that go far beyond the traditional teacher-as-lecturer mode of instruction. The following table presents some recommendations for MI teaching methods:

Table 2.1

A Quick Summary of MI Teaching Methods (Armstrong, 1994, p. 52)

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	Lectures, discussions, word games, storytelling, choral reading, journal writing, etc.	Books, tape recorders, stamp sets, etc.	Read about it, write about it, talk about it, listen to it
Logical-Mathematical	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Calculators, math manipulatives, science equipment, math games, etc.	Quantify it, think critically about it, conceptualize it
Visual-Spatial	Visual presentations, art activities, imagination games, mind-mapping,	Graphs, maps, video, LEGO sets, art materials, optical	See it, draw it, visualize it, color it,

Table 2.1 (cont.)

	metaphor, visualization, etc.	illusions, cameras, picture library, etc.	map it
Bodily-Kinesthetic	Hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises, etc.	Building tools, clay, spots equipment, manipulatives, tactile learning resources, etc.	Build it, act it out, touch it, get a "gut feeling" of it, dance it
Musical	Superlearning, rapping, songs that teach	Tape recorder, tape collection, musical instruments	Sing it, rap it, listen to it
Interpersonal	Cooperative learning, peer tutoring, community involvement, social gatherings, simulations, etc.	Board games, party supplies, props for role plays, etc.	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Individualized instruction, independent study,options in course of study, self-esteem building, etc.	Self-checking materials, journals, materials for projects, etc.	Connect it to your personal life, make choices with regard to it

On one level, MI theory applied to the curriculum might best be represented by a loose and diverse collection of teaching strategies such as those listed above. In this sense, MI theory represents a model of instruction that has no distinct rules other than the demands imposed by the cognitive components of the intelligences themselves. Teachers can pick and choose from the above activities, implementing the theory in a way suited to their own unique teaching style and congruent with their educational philosophy. On a deeper level, MI theory suggests a set of parameters within which educators can create new curricula. In fact, the theory provides a context within which educators can address any skill, content area, theme, or instructional objective, and develop at least seven ways to teach it. (Armstrong, 1994, p. 57)

MI theory, while not providing a classroom management scheme per se, offers teachers a new perspective on the many kinds of management strategies that they have used to keep the peace and ensure a smoothly running learning environment. Perhaps the best illustration of MI theory's utility in the area of classroom management can be seen in the

ways in which teachers have sought to gain their students' attention at the beginning of a class or a new learning activity.

Teachers need to discover ways of being cuing students not simply through the spoken word, but through pictures or graphic symbols (spatial), gestures and physical movements (bodily-kinesthetic), musical phrases (musical), logical patterns (logical-mathematical), social signals (interpersonal), and feeling-toned stimuli (intrapersonal). MI theory suggests that no one discipline approach is best for all; in fact, the theory suggests that teachers need to match different discipline approaches to different kinds of learners. The following table presents the strategies for managing individuals of three kinds of students:

Table 2.2

MI strategies for Managing Individual Behaviors (Armstrong, 1994, p. 104)

	Aggressive student	**Withdrawn Student**	**Hyperactive Student**
Linguistic	Bibliotherapy on theme of anger	Introspective novel involving friendship (e.g., The Secret Garden)	Books on theme of hyperactivity
Logical-Mathematical	Dreikurs' logical-consequences System	Interactive computer network,chess club, etc.	Quantification of time-on-task
Spatial	Use of metaphor (e.g., favorite animal), visualizing defenses	Movies on theme of withdrawn child who meets a friend	Video games that help develop focus and control
Bodily-kinesthetic	Role play aggressive behavior and try out alternatives	Pairing with trusted person for walks, sports, games, etc.	Progressive relaxation, yoga, hands-on learning
Musical	Harmonizing music	Energizing music	Soothing, calming music
Interpersonal	Matching with child of similar choleric temperament	Group counseling	Leadership role in cooperative learning group
Intrapersonal	Time-out, contracting	One-to-one counseling/psychotherapy	Quiet-time focusing exercises

In the present study, according to all the discussions above, the author employed MI theory in the process of materials collecting, activities designing, homework assigning, and etc. whose purpose is to raise the awareness of MI both for teachers to know better their students in teaching and for students to know better themselves in learning.

Task-based Language Teaching

The emergence of the Task Based Approach is connected to what became known as the " Project" (Prabhu 1987) initiated in 1979 and completed in 1984. The word "task" is often used here to refer to the special kind of activities carried on in the classroom. Prabhu (1987:21) defined task as "An activity which required learners to arrive at an outcome from given information through some process of thought, and which allowed teachers to control and regulate that process, was regarded as a 'task'". Nunan (1989:10) defined task as "A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language; while their attention is principally focused on meaning rather than form". And J. Willis (1996:23) defined as "a task is an activity where the target language is used by the learner for a communicative purpose (goal) in order to achieve an outcome".

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. To achieve the outcome of tasks requires students 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. Ellis (2003: 89) believed that TBL is teaching and learning a language by using language to complete open-ended tasks. He claimed that TBL follows learner-centered educational philosophy. TBL offers content-oriented meaningful activities.

This definition proposed by Ellis (2003) embodies the six criteria features of a task which can be stated as follows:

- A task can be considered as a work plan.
- In a task, the main focus is on meaning.
- A task includes everyday processes of language use.
- A task can comprise any of the four language skills.
- A task involves cognitive processes.
- A task has a clearly defined communicative result.

The purpose of this study involves learners' speaking skills, which is required to fulfill the tasks using their Multiple Intelligence preferences to learn to remember in order to convey information to communicate and gain task goals. In this regard, this study adopted Ellis' definition.

Various designs have been proposed (e. g. Prabhu 1987; Skehan 1996; Willis 1996). As stated by Willis (1996), Prabhu (1987) and Nunan (1989), the task based learning framework contains three main stages for language learning that can be stated as follows; pre-task, task-cycle (task) and post-task stages (language focus). Willis (1996), indicated that these phrases are planned very carefully to produce the most satisfactory conditions for language acquisition, and thus offers valuable learning opportunities to match different types of learners.

These phases reflect the chronology of a task-based lesson. The first phase is "pre-task" and concerns the various activities that teachers and students can undertake before they start the task. The second phase, the "during task" phase, centers on the task itself and affords various instructional options. The final phase is "post-task" and involves procedures for following-up on the task performance.

Ellis (2003) noted that in task based language teaching, usually familiar tasks to a learner's everyday life are used, and that may include the imitation of activities.

The Pre-Task Stage

In the pre-task phase, learners prepare for the task completion (Willis, 1996; Ellis, 2006 & Skehan, 1996). Willis (1996) demonstrated that one of the activities in this stage is introducing the target language to the learners or providing the learners with language support. Willis (1996) stated that “this language support can be about vocabulary or forms that are necessary for the task completion” . He believed that the goal of tasks is to provide a real intention for language use and to create a natural context for language study. In the pre-task, the teacher familiarizes the class with the topic and the task activating topic-related words and phrases.

According to Ellis (2003), the pre-task phase can also include playing a recording of people doing the task which provides the learners a clear model of what will be expected from them. The learners can take notes and spend time getting prepared for the task.

The Task-stage

Prabhu (1987) demonstrated that in Task-Stage, the learners perform the activity by themselves. The learners complete the task in pairs or small groups while the teacher frequently observes them (Ellis, 2003, p. 263). This stage provides the learners with speaking and writing contact with chances for them to learn from each other. The learners then make a plan on how to tell the other groups about what they did and how it went. Then they report on the task orally or in written form, and compare notes on what has happened (Willis, 1996).

According to linguists, there are three components of a task cycle such as; the task (activity), planning (where learners plan their reports efficiently and maximize their learning opportunities) and report. Similarly, Candlin (1987) stated that tasks can be significantly structured based on systematic components including goals (the general aim for the task), input (verbal or non-verbal materials that learners can manipulate), setting (environment in which the task is performed), activities (the things participants will be doing in a given setting), roles of both the teacher and learner, and feedback of the task evaluation.

The Post-Task Stage

The Post-task phase is the stage after the main activity is accomplished. The post-task stage provides a closer examination and analysis of some of the specific aspects taking place in the language used during the task cycle (Skehan, 1996).

Willis and Skehan (1996) demonstrated that at this stage, first, the learners may do a public performance, where they do the task again with the class, another group, or teacher as the audience. Therefore, the learners have another chance to interact in the target language. Secondly, learners may have focused language activities such as consciousness-raising activities, the practice of sentences, phrases, words, and patterns. Thirdly, the learners can participate in the correction of both content and language. Finally, the teacher may provide feedback about the learners' language accuracy.

Ellis (2003) believed that the emphasis of Task-Based Learning is on the completion of tasks that engage learners to use the target language in lifelike situations in which, learners acquire excellent communication and social interaction skills.

The notion of this approach is to help learners to learn the target language by being exposed to meaningful task-based activities. They do tasks in pairs or, in small groups after which they provide a report and submit their findings to the class in written or spoken form.

The present study will make use of the task-based language teaching and learning approach together with multiple intelligences dimensions to design classroom teaching and learning activities to engage students in completing the goals of each task, during which the students could improve their speaking abilities in daily communication.

Assessment of Speaking Performance

In many educational contexts, the assessment of the second language (L2) speaking performances relies on the use of rating scales to award scores to language learners based upon criteria deemed most appropriate to the purposes of the assessment. Composed of a specified range of hierarchical descriptors intended to represent distinct levels of ability within a domain, rating scales can be holistic, awarding one score based on an overall impression, or analytic, awarding scores across a number of criteria (Ellis, 2009). Analytic rating scales, may be more commonly known as scoring rubrics, are particularly appealing in many L2 performance assessment situations because they can provide a great deal of information about learners' language abilities across a number of different dimensions with relatively little investment of time or specialized knowledge required (House & Kuiken, 2009). Furthermore, the use of analytic rating scales can help keep assessment efforts closely aligned with teaching and learning objectives and provide meaningful feedback to not only instructors and administrators, but the learners themselves.

Aside from discourse analytic measures, L2 performance assessment research offers a parallel, if not complementary, an avenue for measuring the central dimensions of L2 speaking abilities through the use of analytic rating scales. Assessing L2 learners' spoken production with analytic rating scales can provide rich information about their language abilities across any number of different dimensions deemed relevant to the context.

Furthermore, when employed using appropriate methods of analysis, data collected from analytic rating scales can provide information regarding the relative ease or difficulty of tasks, task conditions, and performance criteria as well as the influence of factors. Finally, the use of analytic rating scales by human raters assessing L2 speaking output in real-time can more realistically approximate how learners' abilities may be perceived by others outside of the testing situation (Larsen-Freeman, 2009).

Although analytic rating scales are widely used in L2 performance assessments, their many benefits cannot be merely assumed from their use alone, especially when employed in high-stakes testing situations or fine-grained research studies. Whether created through experts' intuitive judgments or the adaptation of existing rating scales from one assessment context to another, it is essential to investigate the utility of rating scales empirically in order to make sure that the data they provide is of the highest quality (Bond & Fox, 2015).

Despite general agreement among cognitively oriented researchers that the central dimensions of L2 speaking proficiency can be productively captured by the notions of complexity (the relative elaborateness and variety exhibited in the grammar and vocabulary used), accuracy (correctness or degree of deviancy from the norm), and fluency (ease or smoothness of speech), collectively referred to as CAF (Housen et al. 2012), both theoretical and practical concerns as to how this multilayered construct should best be conceived, operationalized, and measured. In second language acquisition (SLA) research, task-based researchers have employed a variety of discourse analytic measures in the analysis of L2 spoken output with the aims of quantifying the degree to which various CAF subcomponents are influenced by various tasks conditions at differing levels of proficiency.

With more attention being paid to dialogic speaking tasks conducted in pairs or groups in recent years, researchers such as Nitta and Nakatsuhara (2014) have proposed adding measures of interactional competence or interaction, such as turn length, to their discourse analytic measures in an attempt to better represent the co-constructed nature of dialogic speech. Put another way, Ockey and Li (2015) characterized interactional competence as an individual's underlying ability to actively structure appropriate speech in response to incoming stimuli, such as information from another speaker, in real-time (p. 5). As such, interactional competence encompasses more than merely the ability to take turns, it

also involves the ability to appropriately engage with others and develop topics in a given context.

The measurement of language production, especially oral production, has long proved problematic for researchers. A major difficulty has been establishing a unit of analysis that can serve as a basis for assessing other, more specific features, for example, clausal complexity. The lack of an established unit makes it difficult to compare results across studies. This problem is exacerbated by the failure of many researchers to provide full and explicit definitions of their chosen unit of measure. To overcome this problem, Foster, Tonkyn, and Wigglesworth (2000) have proposed the analysis of speech unit (AS-unit), which is defined as: an *AS-unit* is a single speaker's utterance consisting either of an independent clause, or sub-clausal unit, together with any subordinate clause(s) associated with either.

They go on to provide careful definitions of *independent clause*, *subclausal unit*, and *subordinate clause*. Such a unit, if adopted by task-based researchers, will go a long way to overcoming the problem referred to above.

Researchers have used a wide range of specific measures to quantify learner production. In an early study, for example, Tong-fredericks (1984) measured the number of words learners produced per minute of speaking, such as the frequency of turns, and the amount of self-correcting. Berwick(1990), in addition to the measures of interaction, also examined a number of variables relating to language production for example, exophoric reference, for example, the use of context-bound referential pronouns such as *this* and *these*, and anaphoric reference, for example, the use of pronouns to refer back to some previously mentioned referent. Brown (1991) measured task performance in terms of repetitions, prompts, rephrasing, repairs, instructional input, i.e. when one interlocutor explained something to another or save an example, and hypothesizing.

Newton and Kennedy (1996) investigated task- based Production in terms of specific linguistic features, prepositions, and conjunctions, to a large extent, the measures or production have been intuitively chosen as data-driven, rather than theory-based.

An exception is Skehan, Skehan(1996) distinguishes between fluency, accuracy and complexity, drawing on his theoretical claims about a dual competence system and trade-offs in learners' focus of attention.

Inevitably this will involve a degree of interpretation of the results, as many of the original studies were not explicitly constructed with these three general categories in mind. Nevertheless, the danger that this approach entails is, hopefully, more than offset by its explanatory power. The following table classifies some of the specific measures used in the various studies in terms of fluency, accuracy, and complexity (Ellis, 2003, p. 117).

Table 2.3

A Classification of Production Variables Used in Task-based Research

Dimension	Measures
Fluency	Number of words per minute
	Number of syllables per minute
	Number of pauses one/two second(s) longer
	Mean length of pauses
	Number of repetitions
	Number of false starts
	Number of reformulations
	Length of run, i.e. number of words per pausally defined unit
	Number of words per turn
Accuracy	Number of self-corrections
	Percentages of error-free clauses
	Target-like use of verb tenses
	Target-like use of articles
	Target-like use of vocabulary
	Target-like use of plurals
	Target-like use of negation
	Ratio of indefinite to definite articles

Complexity	Number of turns per minute Anaphoric reference (as opposed to exophoric reference) Lexical richness, e.g. type-token ratio proportion of lexical verbs to copula Percentages of words functioning as lexical verbs Percentages of occurrence of multi-propositional utterances Amount of subordination (total number of clauses divided by total number of c-units) Frequency of use of conjunctions Frequency of use of prepositions Frequency of use hypothesizing statements

Skehan and Foster (1997) report the results of such an analysis. Measures of fluency, accuracy, and complexity were obtained from learners' performance of three different tasks loaded consistently on separate factors following predictions. This suggests that these dimensions of performance are indeed distinct and that they can be measured separately.

A key question is whether such measures as those shown in Table 2.3 do distinguish fluency, accuracy, and complexity. Do they measure what they purport to measure? One way of demonstrating this is through a factor analysis of a range of measures purporting to measure the three aspects of language production.

The present research employed most of the specific measures listed in Table 2.3 to measures the target students' speaking abilities.

Complexity, accuracy and fluency (CAF)

SLA researchers now agree that L2 proficiency and L2 performance are multi-componential constructs, which could be thought of as having three principal dimensions: complexity, accuracy and fluency (Ellis, 2008, 2009a; Ellis & Barkhuizen, 2005; Housen & Kuiken, 2009; Larsen-Freeman, 2009; Norris & Ortega, 2009; Pallotti, 2009; Skehan, 1996, 1998, 2009a; Skehan & Foster, 2001). What distinguishes complexity from accuracy may lie in the fact that the former pertains to restructuring that normally happens as a result of

learners' tendency to take risks; however, the latter is related to learners' attempts to control existing knowledge and to avoid producing erroneous forms (Ellis, 2008). Fluency, according to Segalowitz (2007), could be conceived of as having two key aspects: one aspect is 'access fluidity', which deals with learners' ability to link words and expressions to their meaning, and the other aspect is 'attention control', which pertains to the process through which a language user focuses and refocuses attention in real-time while the message is being communicated. Reviewing recent studies on the CAF triad (and in particular the special issue in Applied Linguistics on CAF, 2009) reveals some signs of maturity in this line of enquiry. These signs include the recognition that:

1. complexity, accuracy and fluency are themselves multidimensional and multifaceted constructs, each representing an array of sub-constructs (Housen & Kuiken, 2009); in particular, fluency needs to be assessed using measures which present a subtler and deeper characterization of this construct (Skehan, 2009a);

2. even if measures used to assess CAF sub-constructs do not always show differences among groups of participants, they still may be scientifically valid and informative; this is related to what Pallotti (2009) labels 'the necessary variation fallacy';

3. some measures used to assess the sub-constructs of CAF triad may tap the same Facet of a construct and thus may cause, what Norris and Ortega (2009) call, redundancy in measurement; therefore, it is advisable to use complementary and distinct measures for assessing each principal construct; and, finally,

4. the CAF triad and development should be kept distinct; whereas CAF refers to the facets of performance, development is essentially a process (Pallotti, 2009).

Measurement of the Variables

There are various measures available to assess the CAF triad (see Ellis, 2005, 2008, 2009). However, SLA researchers are now recommended to know and, still better,

report what facets of complexity, accuracy and fluency they intend to measure (Norris & Ortega, 2009). Using multiple measures for assessing each dimension of performance (CAF) may yield a more valid and comprehensive picture of a construct if and only if the measures are used in different facets of the construct in question.

In the present study, in choosing the measures for assessing the CAF triad, two guiding principles were taken into consideration:

- To reach more comparable results, it is advisable to use the same measures used in the previously conducted research (Ellis, 2005); and
- To avoid redundancy in measurement, each measure must tap a specific facet or sub-construct of the principal construct in question and that to assess each sub-construct, using one measure will suffice.

Under the guiding principles, the measuring variables under CAF were chosen and tagged to suit the present study:

under Complexity, six variables were chosen and tagged: Number of turns per minute (NTPM), Lexical richness (percentages of lexical to structural words) (LR), Percentages of words functioning as lexical verbs (FLV), Amount of subordination (total number of clauses divided by total number of c-units) (AS), Frequency of use of conjunctions (FUC), and Frequency of use of prepositions (FUP).

Under Accuracy, six variables were chosen and tagged: Number of self-corrections (NSC), Percentages of error-free clauses (PEFC), Target-like use of verb tenses (VT), Target-like use of articles (A), Target-like use of plurals (P), and Ratio of indefinite to definite articles (RIFA).

Under Fluency, eight variables were chosen and tagged: Number of words per minute (NWPM), Number of syllables per minute (NSPM), Number of pauses (over one second) (NP), Mean length of pauses (in second) (MLP), Number of repetitions (NRP),

Number of reformulations(NR), Mean Length of run (MLR), and Number of words per turn (NWPT).

Previous Related Researches on Multiple Intelligences

Identifying MI dimensions

McClellan (2006) did a research to develop a valid and reliable instrument for identifying Multiple Intelligences. Items were developed by field testing with 168 college students, and responses from 874 community college students were factor analyzed to develop a 27-item indicator to identify Multiple Intelligences preferences of adult learners.

Although Gardner does not provide any information on the relative size of each category of Multiple Intelligences, the study shows that they are not equally distributed. Moreover, while the traditional schooling system depends on the intelligences of Visual and Verbal, these are among the least preferred by the adult learners. The most preferred Multiple Intelligences are ones that allow the learner to be actively and emotionally involved in the learning; these are Bodily-Kinesthetic and Musical.

The MI theory provides practitioners with another tool to help them address the individual differences in their students. In addition, the results from this study provide an initial guide for how frequently teachers can expect to encounter each of the Multiple Intelligences among their students.

Strengths of MI on Effects of Teaching

Tajularipin et al. (2010) conducted a research on the strengths of Multiple Intelligences on the effects of teaching. They investigated the multiple intelligences profile of science and mathematics secondary school teachers, the teaching strategies based on multiple intelligences that were applied by science and mathematics teachers, and the relationship between the multiple intelligences profile of science and mathematics teachers with the

teaching strategies based on multiple intelligences applied in the classroom. 174 respondents were chosen randomly from various secondary schools in peninsular Malaysia. Questionnaires were used to investigate the level of multiple intelligences and teaching strategies. Correlation analysis was applied to investigate the relationship between multiple intelligences and teaching strategies. Teaching strategies based on multiple intelligences suggested teaching science and mathematics in multiple ways. Teachers' profiles of multiple intelligences assisted them to obtain a better understanding of their potential intelligences and interests in enhancing their teaching strategies.

They found that the awareness of the different intelligences and the different teaching strategies can optimize learning motivation and enhance memory in accelerating the learning process.

Multiple intelligence theory provides a platform and guidance to teachers to use integrated strategies and instructional activities to cater to the different needs of students in terms of intelligence profiles, learning styles and learning preferences.

Multiple Intelligences and Task-based Language Teaching and Learning

Many scholars believe that MI can be integrated to English language teaching and learning as this helps as a building block for English acquisition, enhancement of all intelligences and serve as an alternative for providing different assessment to help students further improve their academic achievements (Gardner, 2011; Luo, 2018). According to them, acknowledging multiple intelligences and using them as a tool to organize diversify of teaching and learning methods could help to avoid the 'one size fits all' teachers' mentality to develop students' leaning abilities (Jones, 2017; Spirovska, 2013). Robinson (2015) claimed that integrating different intelligences such as, linguistic intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence

are beneficial to students simply because each intelligence has its own strength. For instance, promoting linguistic intelligence can be beneficial to students in developing their oral and written communication; musical intelligence can be good in developing students' vocabulary skills and even pronunciation as students while musical intelligence might be able to foster students' critical or logical thinking (Gardner 2011). As for spatial-visual intelligence, information technology provides different learning resources that are useful to students learning, using visuals for example are other ways to help learners develop their language especially English ability.

Accordingly, Spirovska (2013) argued that MI has different benefits in the English language classroom. However, teachers should adopt a student-centered approach to teaching and learning and employ a dynamic and non-conventional way of teaching. For this manner, students will be able to bring out the best of their capacities and abilities (Zhang, 2017). Consequently, when learners exhibit different abilities, teachers should know how "to adapt, create and innovate different types of activities" that could match their strengths and learning styles (Massanet-Oliver, 2018, p.16). By doing so, multiple intelligences can be a good tool to develop better understanding and "appreciation of students' individual preferences" with regard to learning and to raise awareness of students individuality (Spirovska, 2013, p.6). Being able to know which intelligences help a learner better, students can work on the areas where they have found difficulties and exploit what they are very good at. Creating different activities which are affective and engaging, therefore, are likely to benefit students since these will prevent boredom (Luo & Huang; 2019; Sedov, 2019). This is the reason why, in English language teaching and learning, a non-conventional classroom and teachers who are not afraid to innovate are likely to benefit MI approach.

Since, collaborative learning focuses on student-centered approach, sharing ideas and expertise are some of the strengths of MI once implemented in the English language

classroom. Teachers have big role to play in students learning process, when implementing the MI approach to teaching, hence, teachers should not focus on the failure of their students but on their strengths and abilities so students will be motivated to engage in the class (Shearer, 2020).

Teachers have to use different methods and activities to meet the needs of all students, not just those who excel in reading and writing. MI theory can be used in many different ways and works well in the entire school system. It offers opportunities for students to use and develop all the different intelligences, not just the ones that they excel in. It also offers different learning styles and methods as well as various activities.
Each of the intelligences is prospective in every learner and it is part of the teacher's job to look after and help children to develop their own intelligences (Nolan 2003, p. 119).

It is interesting to see that acknowledgement of the theory exists within many different language teaching methods. For example the Silent Way emphasizes the development of student's inner thinking (Intrapersonal Intelligence). Total Physical Response emphasizes language learning through physical action (Bodily-Kinesthetic Intelligence) while Suggestopedia emphasizes the use of music (Musical Intelligence) to deepen understanding of learning. The Communicative Approach as well as cooperative learning stresses the importance of interpersonal relationships (Interpersonal Intelligence) (Lin, 2005).

Task-based language teaching is learner-centered, providing learners with opportunities to participate in a series of teaching communicative tasks through meaning-focused activities in the classroom. In the course of carrying out the tasks, the learners give full play to their cognitive ability utilizing participating, experiencing, interacting, communicating and cooperating, mobilizing their existing target language resources to perceive, understand and apply the target language in practice.

Multiple intelligence Theory indicates that teachers should integrate more intellectual activities in all aspects of teaching, and effectively mobilize students with different intellectual tendencies. It is also learner-centered, emphasizing the learning process to develop students' multiple intelligences through a variety of teaching activities, which is in line with the mission of TBL.

The author holds that with the application of the task-based approach to language teaching, the improvement of students' language ability and the development of multiple intelligences would be in step with each other. Therefore, the combination of Multiple Intelligence Theory and Task-based language Teaching can inculcate students' multiple intelligences in English teaching practice, and improve students' English ability naturally in multiple intelligences activities.

Summary of the Chapter

On the basis of literature reviews of all MI-related researches, there are few studies with the combinations of MI theory and Task-based language teaching, especially with the effects of both on the speaking abilities. The present study focuses on the development of a Multiple Intelligences based speaking course to see the effects of task-based MI teaching activities on students' speaking abilities in Heilongjiang International University, China.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an overview of the research methodology employed in this study. It begins with research design, population and participants, research instrument, data collection procedures, data analysis, a summary of the research process, and then the pilot study.

Research Design

The research was carried out into three main stages:

The first stage consisted of a survey of the principles and modes of course design, and the decision of related structure about course design and the final draft of the developed speaking course design; the second stage is the implementation of the developed course, in the meanwhile, related data were collected, and certain plans were adjusted accordingly; the third stage is the data analysis, the researcher made full use of the collected data to make a conclusion and find the pros and cons of the research for future research and study.

For the first stage, surveys were carried out by target situation analysis, present situation analysis and deficiency analysis which is also called gap analysis. During the target situation analysis, the researcher browsed related official documents, papers, journals and reports to investigate the English needs and requirements of society and university together with interviews needed, which served for the decision of goals and objectives of the research; for the present situation analysis, the researcher carried out questionnaires and interviews with teachers, students and administration staffs, and browsed related university records of students' English scores to evaluate the present levels of students at HIU, especially the

English scores of the college entrance examination, most importantly, the researcher also did the pretest of experimental group students' speaking abilities using production variables in terms of complexity, accuracy, and fluency, and the survey of Multiple Intelligence preferences of the students at HIU using MI questionnaires.

According to the results from the survey, the researcher used the task-based teaching theories and principles to design the course goals and objectives, the teaching process, teaching procedures. Based on identified students' MI preferences and task-based teaching structure, the researcher designed the task-based lesson plans.

For the second stage, it was the implementation stage of the designed speaking course. The speaking course was taught online, so the teaching process was recorded both video and audio, which was easier for the researcher to collect and analyze students' performance later on. All the data needed were collected through online teaching software with both audio and video files.

For the third stage, the researcher analyzed the data collected to make a conclusion about this research from the perspectives of the improvement of the students' English speaking abilities, the limitations of the research, and the advice for the future research plans.

According to the above mentioned stages of research design, the researcher presented the research methodology in the order of each research objective:

Research objective 1: To identify HIU students' self-perceived Multiple Intelligence preferences.

There were two parts in Objective One:

The first part was to identify the types of self-perceived Multiple Intelligence dimensions of HIU students and the sequence of them. The methodology is as the following:

The population was the non-English major students of Heilongjiang International University, China.

The sample was the 80 male and 80 female students who participated in answering the 35-item questionnaire about MI preferences.

A 35-item multiple intelligences questionnaire was downloaded from the free website: https://www.businessballs.com/self-awareness/howard-gardners-multiple-intelligences/.

Before the data collection, the MI questionnaire was tested in terms of reliability and validity. The researcher employed the tested Multiple Intelligences Questionnaires to examine the types of self-perceived multiple intelligence dimensions that the target students have and the sequence of MI dimension preferences.

After the collection of the data, the researcher used the statistical software to analyze the data to see the mean values of each dimension and sequence them. The mean values of each MI dimension serve as the reference for the researcher to decide which of the seven dimensions would be mainly used for the English speaking course design.

The second part of Research Question One was to examine the differences of the types of multiple intelligence preferences of male and female students.

Later, the researcher used data analyzing software program to compare the mean values to find the sequence of the MI preferences of each gender to see the gender differences in MI dimensions to serve as references for the research. Some necessary discussion was done according to the data collected.

Then the answers to the second part of Research Question One would be collected and the researcher would find out the MI preferences of male and female HIU students and their sequences, which served as the further references for the decision of HIU students' MI preferences for the research.

Research Objective 2: To develop and implement a task-based English speaking course with MI features.

The methodology was:

The population was the non-English major students in Heilongjiang International University, China.

The sample was the 30 experimental group students and the 30 control group students chosen from HIU non-English major students using purposive sampling.

In order to achieve the Objective 2, the research was carried out in the following steps in terms of objectives, contents, organization and evaluation:

Objectives

The goal of the developed English speaking course was to improve HIU students' English speaking abilities in terms of complexity, accuracy, and fluency. The goal was realized by achieving the topic objectives in the procedures of teaching.

Heilongjiang International University (HIU) in North China awards bachelor degrees. The English speaking lessons were taught for two semesters, and taught by qualified international teachers from both native and non-native English speakers. There were 16 weeks in the second semester. Eight topics were chosen as the teaching topics, which were the same as other English speaking classes at HIU.

The 8 chosen topics are listed here in the following:

Table 3.1

Teaching Topics list

Getting to know	Food and Cooking	Weather and Climate	Jobs
Hobbies and Interests	Transportation and Travel	Animals and Nature	Sports

The objectives of each topic were listed as the following:

Table 3.2

Objectives of Each Topic

Topic	Objectives
Getting to Know	• Mastering the spoken language and skills in expressing his or her personality; • Sharing and presenting their understanding about their personality (pros and cons).
Food and Cooking	• Mastering the spoken language and skills in ordering food in four kinds of restaurants; • Sharing and presenting how to cook their favorite food through real-life videos.
Climate and Weather	• Mastering the spoken language and skills in expressing and talking about the weather in different seasons; • Sharing and presenting their solutions about extreme weathers through real-life videos to know that climate changes, culture changes, and we have to adjust to nature.
Jobs	• Mastering the spoken language and skills in job hunting; • Sharing and presenting what they would do to get their dream jobs by watching the video about HR's secrets of job recruitment; • Thinking about what success means by watching Arnold's speech about the rules of success.
Hobbies and Interests	• Mastering the spoken language and skills in expressing hobbies and interests; • Knowing the differences among hobbies, jobs, careers,and vocations by watching videos; • Sharing and presenting what their hobbies are and what they will do to balance their future jobs and hobbies.
Transportation and	• Mastering the spoken language and skills in distinguishing road signs when driving and in airport English about world traveling;

Table 3.2 (cont.)

Travel	• Sharing and presenting what life they choose to live when retiring and why by watching introductions of places around the world.
Animals and Nature	• Mastering the spoken language and skills in distinguishing and naming animals; • Sharing and presenting what they think about the relationship between humans, animals and nature by watching a video named “10 Incredible Relationships Between Animals and Humans.
Sports	• Mastering the spoken language and skills in expressing sports they like; • Sharing and presenting what they think about the spirit of sports; • Knowing the spirit of sports in a new way: respect and perseverance.

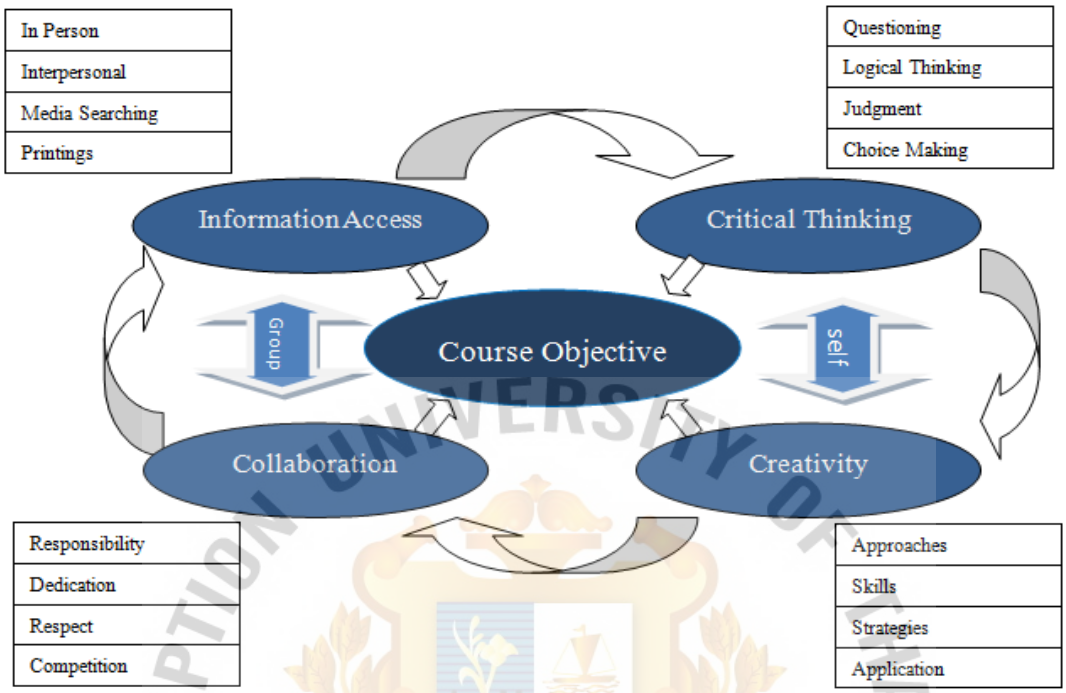
Contents

According to the objectives of different topics, the researcher searched different kinds of sources to choose proper materials for the teaching.

In order to achieve the goals of the speaking course in terms of CAF, the materials for teaching activities were also chosen to improve students’ abilities in terms of information access, critical thinking, creativity and collaboration, which would be used in the task cycle period and also be merged into different activities in the teaching of different topics accordingly, which is shown in the following figure:

Figure 3.1

Materials Chosen Objectives



The target students were different in MI preferences, which were identified and so were the MI differences in male and female students. So when selecting teaching materials, the identified MI preferences of the target students were considered. For different topics, different teaching activities were organized, even for the same topic, the differences between students in their MI preferences were also considered when the tasks were assigned or chosen by students themselves. And the teaching materials of the typical situations of the related topics were searched and selected for the teaching.

The materials found for different topics were listed as the following:

Table 3.3

Contents for Each Topic

Topic	Contents
Getting to Know	• 100+ Adjectives to Describe Personality and Character; (video with subtitles) • Self-introduction;(video with subtitles) • Being an Introvert is a Good Thing;(video with subtitles) • Who Is the Right Person for You (Personality Test);(video with subtitles)
Food and Cooking	• Ways of Cooking Vocabulary with Picture, Pronunciation and Definition; (video with subtitles and pictures) • Ordering food in English; (video with subtitles) • How to cook the best restaurant style fried rice; (video with subtitles)
Climate and Weather	• How to talk about WEATHER in English - grammar, adjectives, verbs, nouns & idioms;(video with subtitles) • What Causes Day Length to Change from Summer to Winter;(video with subtitles) • Extreme weather needs extreme solutions;(video with subtitles)
Jobs	• List of Jobs and Occupations- Learn Different Types of Jobs with Pictures;(video with subtitles) • List of Professions- Useful Jobs Vocabulary and Job Names in English with Pictures;(video with subtitles) • 7 Secrets to Hiring Great People;(video with subtitles) • Arnold Schwarzenegger This Speech Broke The Internet AND Most Inspiring Speech- It Changed My Life;(video with subtitles) • STOP wasting your life (2020).(video with subtitles)
Hobbies and Interests	• Hobbies and interests- English Language;(video with subtitles) • Hobbies, Jobs, Careers, & Vocation;(video with subtitles) • students hobbies and interests.(video with subtitles)
Transportation and Travel	• Transportation Vocabulary;(video with subtitles) • Useful Phrasal Verbs for TRAVEL in English;(video with subtitles) • Airport Vocabulary - English for Travel;(video with subtitles)

Table 3.3 (cont.)

	• Step by Step Guide for Airport English;(video with subtitles) • The 10 Countries To Live or Retire.(video with subtitles)
Animals and Nature	• List of Animals! Learn 100+ Animals with Pictures;(video with subtitles) • 10 Incredible Relationships Between Animals And Human;(video with subtitles) • Dear Future Generations- Sorry.(video with subtitles)
Sports	• List of Sports- Types of Sports and Games in English ;(video with subtitles) • 20 BEAUTIFUL MOMENTS OF RESPECT IN SPORTS;(video with subtitles) • I Did Murph Workout for 30 Days, Here's How My Body Changed.(video with subtitles)

Organization

In view of the basic features of the English speaking course, the author employed the task-based teaching methods for the English speaking course. And then the researcher employed the task-based English speaking course teaching structure.

The organization of the teaching followed the structure of "A Framework for Task-Based Learning" (Jane Willis, 1996, p. 155), which is listed in Appendix B.

The framework consists of three stages: pre-task, task cycle and language focus

The pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases.

The task cycle offers a holistic experience of language in using whatever language they already know and the language newly learned in order to carry out the task. Feedback from the teacher is given if necessary, at the planning stage or after the report. So the three basic conditions for language learning (exposure, use and motivation) are provided with a natural progression from the holistic to the specific.

During the Language focus stage, the specific features of the language forms which were contextualized and meaning-carried in the task were practiced or analyzed for a closer study. Some explanations were given for clarification.

The organization of the task-based English speaking course was listed as the following:

Table 3.4
Framework of the Task-based English Speaking Course

Objectives	Tasks	Teaching Procedures	Teaching Methods (Teacher)	Learning Methods (Students)
Information Getting Critical Thinking /Creativity Skills/Strategies Application	Pre-task Task Cycle Language Focus			

Evaluation

The evaluation here means the assessments of students' English speaking abilities in terms of CAF. In the present study, in choosing the measures for assessing the CAF triad, under the two guiding principles which were

1) to reach more comparable results, it is advisable to use the same measures used in the previously conducted research, and

2) to avoid redundancy in measurement, each measure must tap a specific facet or sub-construct of the principal construct in question and that to assess each sub-construct, using one measure will suffice.

The researcher set the goals of the speaking course to improve students' English speaking abilities in terms of complexity, accuracy and fluency, which would be divided into different variables according to Ellis (2003). The data for the variables were collected and calculated by statistic software as the results of the students' English speaking abilities and

the production variables of CAF were shortened and listed in brackets followed (Ellis, 2003, p. 117).

Table 3.5

The Variables for Assessment of the Outcome

Complexity	• Number of turns per minute (NTPM) • Lexical richness (percentages of lexical to structural words)(LR) • Percentages of words functioning as lexical verbs (FLV) • Amount of subordination (total number of clauses divided by the total number of c-units) (AS) • Frequency of use of conjunctions (FUC) • Frequency of use of prepositions (FUP)
Accuracy	• Number of self-corrections (NSC) • Percentages of error-free clauses (PEFC) • Target-like use of verb tenses (VT) • Target-like use of articles (A) • Target-like use of plurals (P) • Ratio of indefinite to definite articles (RIFA)
Fluency	• Number of words per minute (NWPM) • Number of syllables per minute (MSPM) • Number of pauses (over one second) (NP) • Mean length of pauses (in second) (MLP) • Number of repetitions (NRP) • Number of reformulations (NR) • Mean length of run (MLR) • Number of words per turn (NWPT)

When the goals, teaching structure, and the topics were ready, the researcher designed English speaking lesson plans with task-based activities catering for students' MI preferences in the sequence of teaching procedures of pre-task, task circle and post-task.

Before the actual teaching, the pretest of experimental group students was to be done first, which means the assessments of the students speaking abilities were recorded

through the teaching software, Ding Talk, and assessed in terms of complexity, fluency, and accuracy.

In the carrying out stage, although the teaching had to be taught online because of the COVID-19, the actual teaching was carried out according to the research scheduled by the researcher as the course teacher for both the experimental group and the control group students, the designed course for the experimental group, and the normal course which is same as the other classes for the control group. In the 4th week and the 8th week, two colleague teachers were invited to the experimental group class to observe and give timely advice on the teaching. The suggestions were also from the students occasionally. Their opinions about the teaching activities and the designed procedures were seriously considered for the adjustment of the teaching, and minor adjustments were done accordingly.

Research Objective 3: To evaluate the extent the developed speaking course contributes to the improvement of HIU experimental group students' speaking abilities in terms of CAF.

The populations were the non-English major students in Heilongjiang International University, China.

Research instruments were data analysis software.

The samples were still the 30 experimental group students and the 30 control group students.

After the actual teaching stages, all the data needed were collected.

For the experimental group students, the pretest speaking scores and post-test speaking scores were analyzed by data analysis software, reliability, validity, correlation and multiple regressions and paired T-test were done in terms of complexity, accuracy, and fluency to see the changes of the speaking scores between pretest and post-test of the experimental group students.

For the control group students, the teaching was also done online and recorded, and the scores of the final speaking test in terms of complexity, accuracy, and fluency were also collected and analyzed by data analysis software, independent T-test was done to see the changes of the speaking scores between the experimental group students' post-test and the control group students' final test in terms of CAF.

Most importantly, the post-test scores of the experimental group students and the final scores of the control groups students were compared, and the results were vital for the researcher to check the extent the designed MI based speaking course contributes to the improvement of the experimental group students' speaking abilities.

Population

The research was carried out in Heilongjiang International University where the researcher works, and the students were recruited from all parts of China, and most of them were from Heilongjiang Province.

The freshmen students were in their second term at university, and the one sample classes were chosen purposefully from Grade 2019 students. The sample class was a standard class with 30 students of Chinese major studying English speaking course as a requisite in their curriculum list and served as the experimental group. Another standard class with 30 students of business major studying English speaking course as a requisite in their curriculum list served as the control group and both of the two class students met the minimal requirements of College English Entrance scores, i.e. above 105 with full score 150.

According to the curriculum, the English speaking courses were taught by teachers from native or non-native English speaking countries and are taught for two semesters, the present study was the second term for the freshmen students.

The actual implementation of the English speaking course lasted from March to June in 2020, and the course consisted of 10 periods of teaching with each period 90 minutes which is regarded as 2 teaching hours. The total teaching hours was 200 teaching hours with 8 topics.

Students were the main part of the research, they were being interviewed, observed and asked to complete some questionnaires about their needs, wants, MI dimensions, and assessed what they had gained from the course. And all the collected data were used for the design of the course, and the evaluation of the course outcome.

Colleague teachers were also important, because he/she was the executive of the speaking course. He/she would also be the important data source, and the timely provided data about the teaching would be used in the adjustment of the course procedures.

The administrative staffs were the source data providers about the teaching policy and overall basic requirements of the English courses, whose requirements must be seriously considered and met.

The teachers of the College English Department who were teaching all the non-English major students at HIU would be the main data source about the present situation of the students' learning characteristics, average competency, and their classroom performance, which also serves as a reference to the details of the course design.

Sample

The samples of the research were one class of 30 students to be the experimental group and another class of 30 students to be the control group.

The two sample classes were more or less of the same level of English proficiency, because there are requirements of above 105 with total score of 150 of English

scores of College Entrance English Exam for them to be enrolled in the two classes, and the English scores of their college entrance exam were listed in the appendix.

Research Instrument

The instruments adopted to collect data included questionnaires, interviews and surveys, observations, video records and data analyzing software.

Questionnaires mean the collection of data about Multiple Intelligence dimensions from HIU students to identify HIU students' MI dimension preferences and the differences of male and female students, which served for the speaking course design. The MI questionnaires are 35-item, every 5 questions for 1 of the 7 MI dimensions and each question scored 1 to 5 from strongly disagree to strongly agree, which are listed in the appendix.

Interviews and surveys mean the collection of data about the needs and want of students' speaking abilities from China's official documents of English proficiency requirements, interviews of one HIU administrative staff and two college English teachers, and the surveyed files data for the objectives set.

Observations mean the collection of data about the students' performance in the speaking course the researcher observed and video recorded, and the colleague teachers' observation of the course teaching for providing the opinions and recommendations for the adjustments of the course teaching.

Records mean the audio recordings of the experimental students' performance in the speaking course teaching, and their performances in pre- and post- tests.

Data analyzing software refer to the software programs to evaluate the reliability, validity, correlations, paired T-test assessments and independent T-test of the collected data.

All the instruments used for the research are listed in the following table:

Table 3.6

Summary of Instruments and Purposes

Instruments	For purpose	Remark
Questionnaires	• Multiple intelligences dimensions sequence • Students' Self-perceived MI dimensions	
Interviews	• Needs and wants from HIU administrative staff, teachers, and students for objectives setting and course topics design, • suggestions and opinions during the course development	
Observations	• classroom performance; • teaching adjustments	
Records	• Experimental Students' performance in pre- and post- tests and classroom performance • Control Group students' final test	
Data analyzing software	• Reliability • Validity • Correlation • Paired T-test • Independent T-test	

Validity and Reliability

When choosing an instrument, or developing a new instrument, for a study, a researcher is expected to consider the relevance of the instrument to particular research questions (National Research Council Committee on Scientific Principles for Educational Research, 2002) as well as the quality of the instrument. Quality may traditionally be understood in terms of such notions as reliability and validity (Taber, 2013).

Reliability is one of the key metrics for judging data quality. Reliability can be defined here as the degree to which a measurement or calculation can be considered accurate

or the extent to which an experiment, test, or measuring procedure yields the same results on repeated trials (Merriam-Webster). It is common to see the reliability of instruments used in published science education studies framed in terms of a statistic known as Cronbach's alpha. This is described as "one of the most important and pervasive statistics in research involving test construction and use" (Cortina, 1993, p. 98). Also, this is commonly used to report the intended measurements of attitudes and other affective constructs cited as an indicator of instrument's quality.

In the present study, the researcher used Cronbach's Alpha as the indicators to test the reliability of the instruments used in the study, i.e. the 35-item MI questionnaires, was used to test the variables of complexity, accuracy and fluency.

Validity gives meaning to test scores. Validity evidence provides the reassurance that the assessment measures what it purports to measure. It describes the degree to which someone using an assessment can draw specific, realistic conclusions about individuals or populations from their test scores. As Messick (1989, p. 13) pointed out, "Validity is an integrated evaluative judgment of the degree to which empirical evidence and the theoretical rationales support the adequacy and appropriateness of inferences and actions based on test scores or other modes of assessment."

The researcher used the software program to test the construct validity of the instruments, i.e. the 35-item MI questionnaires, and the testing variables of complexity, accuracy and fluency.

Before the testing of the reliability and validity of the instruments used in the present study, the researcher also tested the normal distributions of the collected data to serve as the prerequisite procedures.

The Data Normal Distribution Testing

The Normal Distribution Test was done to test if the data follow the normal distribution. The following is the distribution of P-P Graph of the pre-test data in terms of CAF (Complexity 1, Accuracy 1, and Fluency1):

Figure 3.2

Complexity P-P Graph of the Pre-test Data

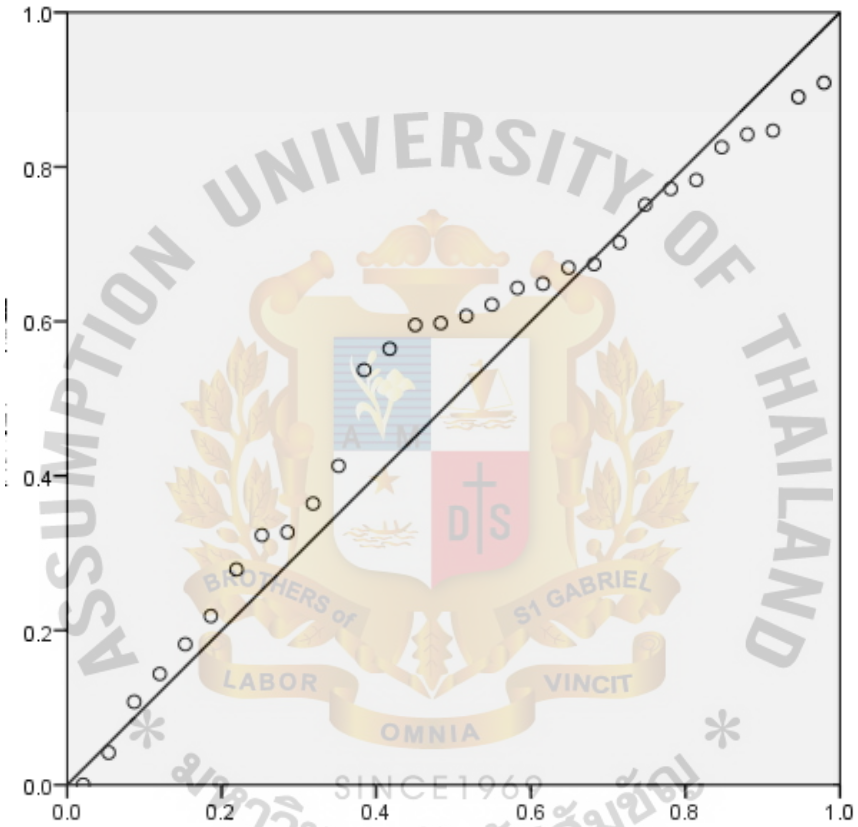


Figure 3.3

Accuracy P-P Graph of the Pre-test Data

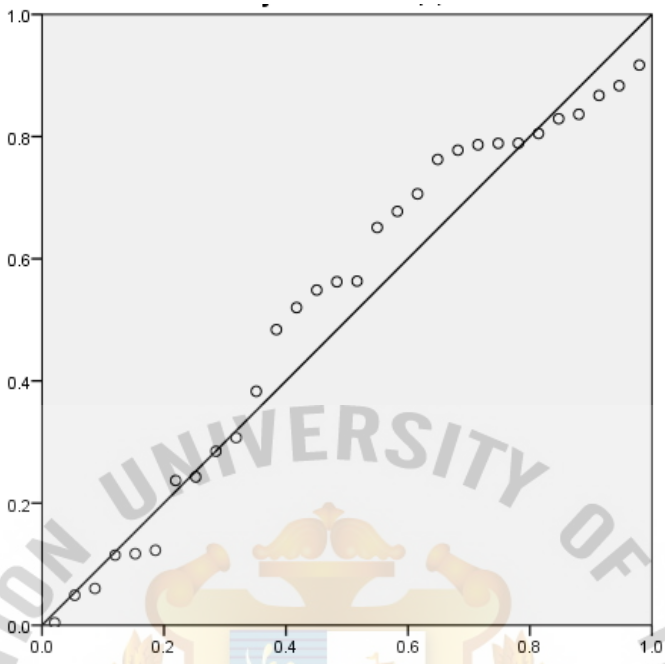
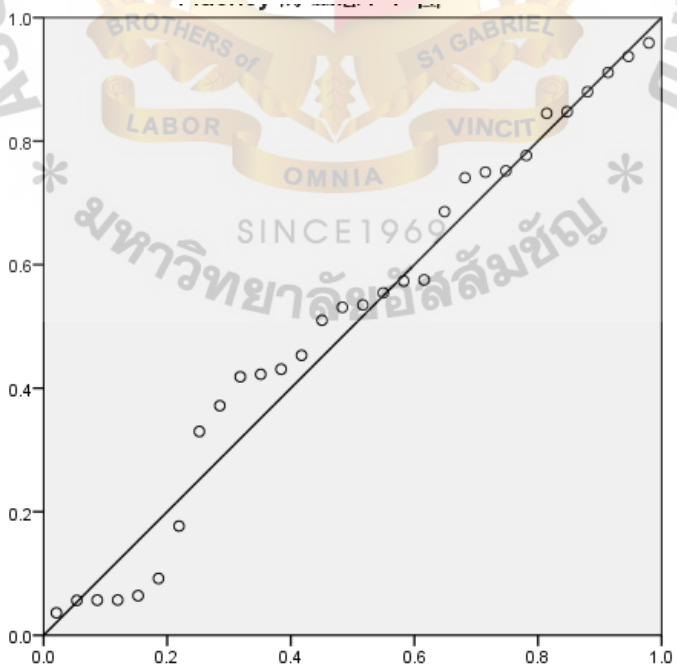


Figure 3.4

Fluency P-P Graph of the Pre-test Data



From the graphs, we can see that the distribution of the pre-test data is normal, which could also be confirmed by the following table in terms of the testing value using Kolmogorov-Smirnov:

Table 3.7

Kolmogorov-Smirnov Testing of the Pre-test Data

	Fluency1	Accuracy1	Complexity1
N	30	30	30
Kolmogorov-Smirnov Z	.649	.708	.933

And the following is the distribution of P-P Graph of the post-test data in terms of CAF (Complexity 2, Accuracy 2, and Fluency 2):

Figure 3.5

Complexity P-P Graph of the Post-test Data

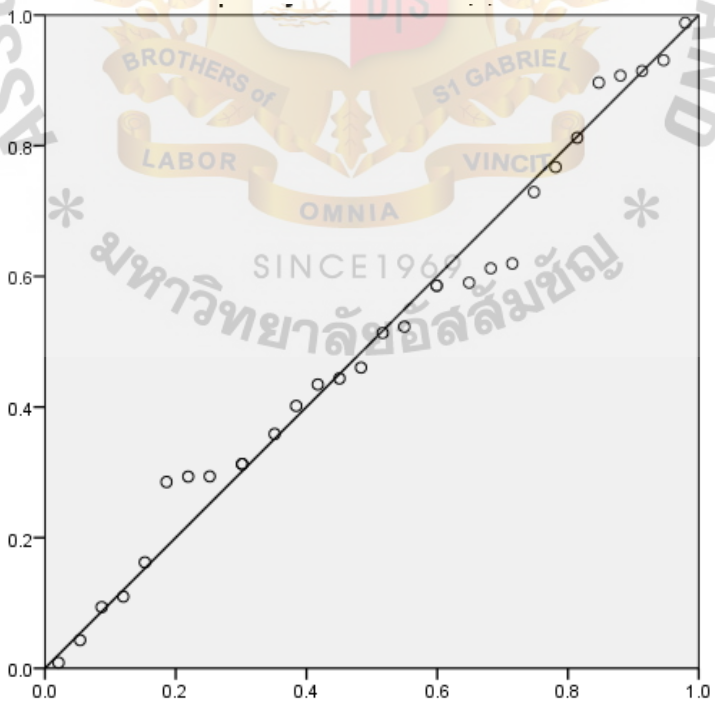


Figure 3.6

Accuracy P-P Graph of the Post-test Data

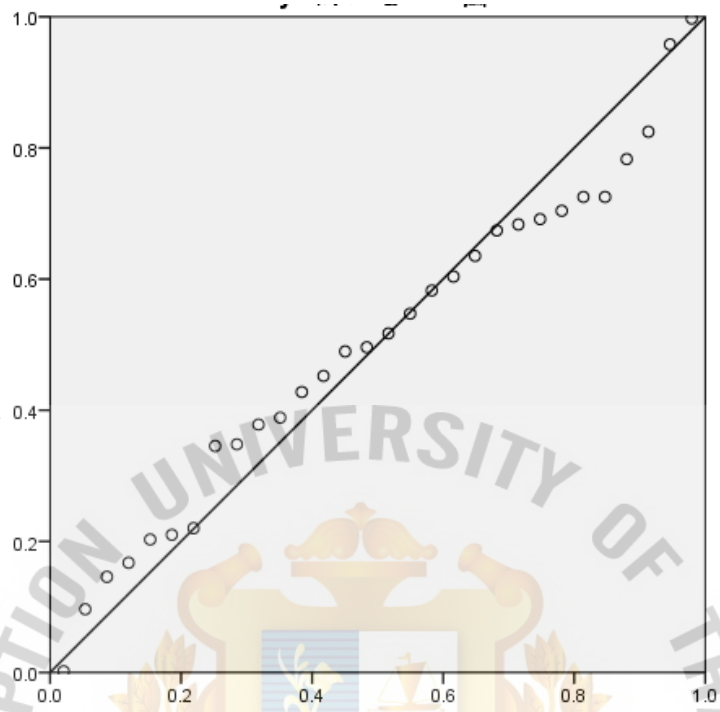
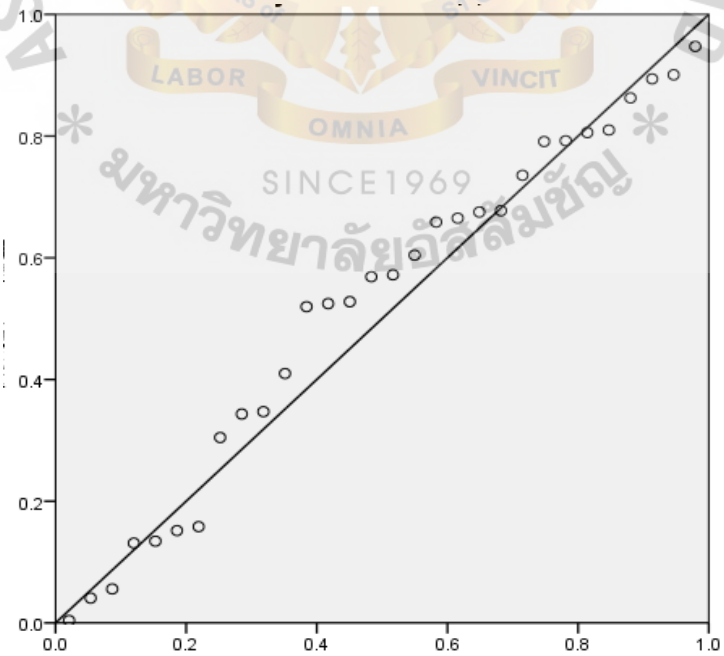


Figure 3.7

Fluency P-P Graph of the Post-test Data



From the graphs, the indication is that the distribution of the post-test data is normal, which can also be confirmed by the following table in terms of the testing value of Kolmogorov-Smirnov:

Table 3.8

Kolmogorov-Smirnov Testing of the Post-test Data

	Fluency2	Accuracy2	Complexity2
N	30	30	30
Kolmogorov-Smirnov Z	.838	.775	.649

So, from the data above, we can see that both of the pre-test and post-test data were normal distribution, which could serve as the foundation and prerequisite for the following steps of data analysis.

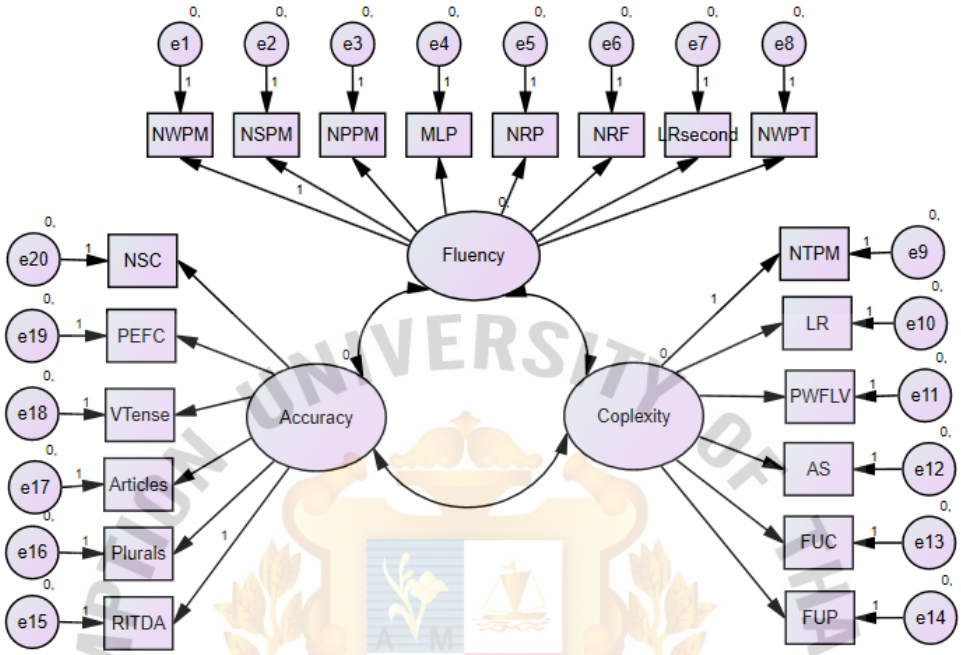
The construct validity of the instruments in terms of CAF

The sub-variables under complexity, accuracy and fluency have already been illustrated in the above chapters, but the construct validity of the instruments has to be tested before doing the comparison of the data.

The construct of the variables under CAF are shown in the following graph:

Figure 3.8

The Construct of the Variables under CAF



From the graph, we can see that 6 variables are under complexity, 6 variables are under accuracy, and 8 variables are under fluency, the results from the testing of the construct validity are shown as the following table:

Table 3.9

Construct Validity of the Instrument

Model	GFI	IFI	CFI
Default Model	.950	.986	.982
Saturated Model	1.000	1.000	1.000

From the table above, we can see that the GFI (Goodness-of-Fit Index) is .950, IFI (Incremental Fit Index) is .986, and CFI (Comparative Fit Index) is .982, and so all the observed values are above .90, which indicates that the construct validity of the instruments was acceptable.

The Reliability of the Instruments

In order to test the reliability of all the variables of the instruments in terms of CAF, the Cronbach's Alpha was done, and the results are shown as the following table:

Table 3.10

Reliability of the Instrument

Cronbach's Alpha	Items
.773	48

We can see that the Cronbach's alpha is .773, which is considered acceptable, so the reliability of the instruments was acceptable.

Collection of Data

Data were collected from late February to the end of June, 2020 in HIU. And the procedures are presented in the following table:

Table 3.11

Data Collection Procedures

Stages	Content	Participants	Instruments	Objectives	Remarks
Stage One Preparation (February 2020)	A request letter Relevant Literature Review Data surveys	HIU authority The researcher Websites; Papers; HIU documents	interview Books; Journals: Websites Document survey	Permission and Collaboration Conceptual Framework Course Objective setting;	
Stage Two Actual Teaching	Speaking Abilities	experimental group students	Speaking test procedures in terms of complexity, accuracy and	Pre-test about students' speaking abilities in terms of CAF	

Table 3.11 (cont.)

			fluency (CAF)		
(March to June, 2020)	Teaching Adjustments Speaking Abilities	2 colleague staff Both control group and experimental group students	Interviews Speaking test procedures and assessments in terms of complexity, accuracy and fluency (CAF)	Adjustments of Teaching Both experimental and control group Students' speaking abilities in terms of CAF	2 times

As shown in the table above, the data collection items would be carried out in the following steps:

During Stage I, First, one survey would be done about the teaching requirements of HIU in the college English teaching. The interviewee would be one staff in the teaching affairs' office who is in charge of teaching management. And then, the needs and wants of the society and students by means of documents survey and related literature review in journals and magazines, which serves for the setting of course framework, i.e. the objectives, contents, teaching framework and assessments.

During Stage II, the actual teaching stage, for an experimental group with the designed English speaking course utilizing task-based teaching approach, and for the control group students through normal teaching same as other classes, one pretest about the 30 experimental students were done in terms of complexity, accuracy and fluency using the teaching procedures of self-introduction, topic discussion and free talk, and the data collected would be stored for later analysis. During the teaching, two college staff would be invited to the class for observation two times, and the recommendations would be stored for

adjustments of the real teaching. At the end of the real teaching, one post-test to the 30 experimental group students and one final test to the 30 control group students would be done about the speaking abilities in terms of complexity, accuracy, and fluency employing the same procedures as the pretest. And the results were stored for later analysis.

Data Analysis

During the analysis, the data were organized categorically and chronologically, reviewed repeatedly. The recorded videos of teaching and assessments would be transcribed and reviewed.

In addition, the data analysis was aided by the use of computer programs to facilitate the recording and analysis of textual data. Meaningful data chunks were identified, retrieved, isolated, grouped and regrouped. Categories or code names were entered timely, and codes were added, changed or deleted accordingly.

Interviews and questionnaires were conducted to collect both quantitative and qualitative data to answer research questions and to test hypotheses.

The analysis of pretests and post-tests of speaking abilities, observations, interviews, and suggestions from students, teachers and professors were based on the recordings. The students' recordings were saved as both audio and video files.

For these audio and video file documents, a free software program named "Adobe Premiere Pro CS4" was adopted to do the segmentation. It picks up the pause time/times, sample length and length of the pause, etc. according to both audio and video files.

Summary of the Research Process

The research was carried out in three stages, the preparation stage, the implementation stage and the data analyzing and dissertation writing stage.

For the preparation stage, first, the researcher got the permission to conduct the study from the Teaching Affairs Department and interviewed teaching requirements. Next, the relevant literature to establish the conceptual framework of this study was done to get the resources and the survey about the needs and wants of society and Heilongjiang International University for college students' English abilities was done. And the pilot study of testing the validity and the reliability of the MI questionnaires was done, so was the questionnaires about Multiple Intelligences dimensions from HIU students. And then, the course components were designed including the objectives, the course materials were chosen according to the chosen topics, the lesson plans were designed according to task-based teaching framework of pre-task, task-cycle, and language focus, the activities with MI features included, and the assessing of speaking abilities in terms of CAF was also designed.

For the course implementation stage, the designed task-based English speaking course with MI features was taught according to the teaching schedule, which included the pre-test about the 30 experimental group students' present abilities by speaking tests evaluated by CAF, the observations about the online speaking course teaching and adjustments, the post-tests about the 30 experimental group students and the other 30 control group students' final speaking abilities.

For the analyzing and writing stage, the results of pre-test and post-test of students' speaking abilities in the experimental group students were statistically analyzed, and so was the other related data analysis. And the dissertation was written according to the guidelines and the template from School of Human Resources at Assumption University.

The research process was also shown according to research objectives in the table below:

Table 3.12

Summary of Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Method of Data Analysis	Expected Results
1. To identify the Multiple intelligence preferences of HIU students.	HIU students (N=160)	Multiple Intelligences Questionnaires (7×5=35 items)	Mean and SD scores Comparisons of the seven Multiple Intelligences Dimensions	Self-perceived MI preferences and the sequence; The MI differences between male and female students
2. To develop and implement a task-based English speaking course with MI features?	Experimental Group Students (N=30) who are non-English major students at HIU	a. Course goals setting (conceptual framework design) b. Task-based Teaching methods setting (literature review) c. Lesson structure design (literature review) d. Topics setting e. Task-based activities design catering for MI dimension features (literature review) f. Actual teaching and adjustments (observations and interviews)	a. Data recorded by Ding Talk and Data Analysis by Adobe Premiere CS4 (both audio and video files)	The positive contributions of the designed task-based English speaking course to the experimental group students' speaking abilities
3. To assess the extent the developed English speaking course contributes to HIU students' speaking abilities in terms of CAF?		a. Pretest and post-test of students' speaking abilities in terms of CAF; b. Mean and SD scores Comparisons of both pretest and post-test of English speaking scores of the experimental group students by Paired T-test (N=30)	Mean and SD scores Comparisons of both pretest and post-test of English speaking scores of the experimental group students by Paired T-test (N=30)	There is statistically significant difference between the pretest and post-test of the experimental group students' speaking abilities at a significant level of .05.

Pilot Study

Rationale

Intelligence is defined as general cognitive problem-solving abilities. It is a mental ability that involves perceiving, analyzing, reasoning, learning, critical thinking, and so on. American Psychologist Howard Gardner originated the Theory of Multiple Intelligences for the first time in 1980s. He proposed seven basic intelligences in the beginning and then added two more to the list. The present research only focuses on the seven intelligences, and the seven intelligences are listed as: linguistic intelligence, logical mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence.

The contributions of MI theory lie in the fact that all people have the full range of intelligences, and no two individuals are the same in having the potential profiles, everyone is intelligent in his or her own way. Peoples' intelligences can be changed, and they develop and grow, and work together.

Richards and Rodgers (2001) stated that MI model refers to a learner-based philosophy that human intelligences have multiple dimensions that must be acknowledged in education. Ibnian and Hadban (2013) investigated the implications of multiple Intelligences Theory in ELT field, and they concluded that it is possible to motivate students in ELT classes by making use of the different intelligences dimensions and providing students with tasks and activities, which will affect their learning positively. Larsen-Freeman and Anderson (2011) stated that teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are not taken into consideration by many teachers in the classroom situations, activities can be categorized and used in classroom according to students' intelligences dimensions.

Multiple Intelligences (MI) theory assumes that people have a full range of intelligences and individuals differ. Although there have been many studies conducted related to MI, there are still questions that need answers in the context of students who are learning English as a Foreign Language (EFL) in China. Many teachers believe that identifying these intelligences has a big impact on students learning skills. Identifying these intelligences, however, is not easy if observation or identification comes from the teachers. The identification of students' MI is better from the students themselves, i.e. self-reported or self-perceived. So, this pilot study was conducted to test the reliability and validity of the Multiple Intelligences questionnaires.

Purpose of the Pilot Study

The researcher did the pilot study to test the reliability and validity of the Multiple Intelligences questionnaires.

The 7-dimesion multiple intelligences questionnaires with 35 items, each 5 of which testing one dimension, were downloaded and employed. The instrument in its various versions has been downloaded and used tens of thousands of times by teachers, trainers, managers, academics, and researchers all around the world since 2005, and has not generated any complaint or criticism about its reliability and suitability for purpose. Additionally, this webpage featuring the instrument download links has been highly ranked (top five or so in Google's listings for keywords such as 'multiple intelligence tests') for several years and remains so.(https://www.businessballs.com/self-awareness/howard-gardner-s-multiple-intelligences/)

Participants of the Pilot Study

The pilot study was carried out among non-English major students at HIU. All the participants were volunteered and given the necessary background information for the purpose. 30 HIU non-English major students participated actively in the pilot study.

Instruments

A 35-item multiple intelligences questionnaire was employed to identify the self-perceived Multiple Intelligences (MI) of students who are studying at Heilongjiang International University. The questionnaire which has 7 parts that cover students' self-perceived MI was completed by the participants. To complete the 35 Likert questions, the participant students were asked to read and answer each question. This took an average of 15 minutes to answer the questionnaires. The 5 Likert Scale scaling was used ranging from 1-strongly disagree to 5-strongly agree.

Validity and Reliability of the instruments

To determine the validity, the construct validity was tested, and to determine the questionnaire reliability, Cronbach's alpha was used.

After collecting the data from the questionnaires, the validity and reliability were tested.

Construct Validity:

Table 3.13

Validity of MI Questionnaires

	CFI	NFI	IFI
HIU students	.765	.677	.768

From the table above, we can see the CFI (Comparative Fit Index) value was .765, NFI (Normed Fit Index) was .677, and IFI (Incremental Fit Index) was .768, the value of which were the nearer to 1 the better, and which were acceptable in this study.

Reliability:

Table 3.14

Reliability of MI Questionnaires

	Cronbach's Alpha	Number of Items
HIU students	.917	35

From the table we can see that the Cronbach's Alpha was .917 (above 0.90), which meant that the reliability was acceptable.

As for the correlation of questions in the questionnaire that contribute to the same MI dimension, the calculated results were as the following:

Table 3.15

Correlation value of questions in each intelligence

MI Preference	Question N. & Correlation Value				
Linguistic	Q3 (.687*)	Q6(.604*)	Q10(.682*)	Q14(.590*)	Q30(.622*)
Logical-mathematical	Q26(653*)	Q23(.618*)	Q18(.684*)	Q15(.542*)	Q13(.664*)
Musical	Q1(.448*)	Q2(.762*)	Q5(.760*)	Q24(.783*)	Q33(.794*)
Bodily-kinesthetic	Q25(.785*)	Q21(.577*)	Q16(.680*)	Q7(.778*)	Q4(.720*)
Visual-spatial	Q9(.637*)	Q11(.673*)	Q12(.582*)	Q22(.656*)	Q29(.677*)
Interpersonal	Q35(.651*)	Q32(.676*)	Q31(.649*)	Q20(.656*)	Q8(.607*)
Intrapersonal	Q17(.626*)	Q19(.600*)	Q27(.653*)	Q28(.564*)	Q34(.632*)

* Significant Correlation at the 0.01 level (2-tailed)

As the correlation value of each item was significant at 0.01 level (2-tailed), thus the validity of the questionnaire was acceptable.

Summary of the Chapter

This chapter presented the methodological background employed in this research

and introduced details information about the procedures and data collection as well as various issues including research design, population, sample, research instruments, validity, reliability and data analysis.

The research instruments included questionnaires, interviews, class observation, audio and video recording, and the data analysis software. The participants were 60 HIU non-English major students, 1 English speaking teacher (the researcher), 1 administrative staff from the teaching affairs office, and 2 colleague college English teachers in the college English department at Heilongjiang International University, China.

The data collection was conducted twice, first at the preparations stage and pilot study, second, at the actual teaching stage in May to June, 2020.

The pilot study was conducted to examine the reliability and validity of the questionnaire to find out whether this instrument was effective or not.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

Introduction

This chapter reported the results of the research findings for research objectives 1, 2, and 3, which also answered the research questions in this study; and then presented the results of both descriptive and quantitative data analysis. The first research question reveals the identification of HIU students' preferred MI dimensions. The second research question reveals the procedures of the development of the designed task-based English speaking course. The third research question reveals the improvement of HIU students' English speaking abilities in terms of complexity, accuracy and fluency.

First, the three research objectives were restated as the following:

1. To identify the multiple intelligence preferences of HIU students;
2. To develop and implement task-based English speaking course with MI features;
3. To evaluate the extent the developed speaking course contributes to the improvement of HIU students' speaking abilities in terms of CAF.

The Findings of Research Objective 1

In order to find out HIU students' self-perceived Multiple Intelligences and their MI preferences, descriptive statistics were used by finding the mean value of each MI dimension, which was listed here in the following:

Table 4.1

Descriptive Statistics of Mean Value of Each Multiple Intelligence

MI Type	No. of Students	Mean Score	SD	Sequence
Linguistic	160	14.45	3.14	3

Table 4.1 (cont.)

Logical	160	13.46	3.19	7
Music	160	15.66	3.90	1
Bodily-kinesthetic	160	13.62	3.58	6
Visual-Spatial	160	14.00	3.04	5
Interpersonal	160	14.57	3.25	2
Intrapersonal	160	14.39	3.07	4

From the table above we can see that the Mean (M) and Standard Deviation (SD) scores of MI varied from M=13.46 with the SD=3.19 to M=15.66 and SD=3.90. The Musical intelligence has the highest Mean (M) =15.66 and SD=3.90. This was followed by the interpersonal, linguistic, intrapersonal, visual-spatial, bodily-kinesthetic, and the logical-mathematical respectively. The scores of Musical Intelligence (MI) indicated that students perceived themselves as Musical MI dominated. People who are high in Musical intelligence tend to be good at responding to musical instruments and can easily imitate pitch and words they hear (Gardner, 2011). As Chinese learners tend to be influenced by Grammar Translation or Audio-lingual in China context, perhaps, utilizing this intelligence to develop their vocabulary acquisition through music can be their strength. Music can be used in an educational context to develop and express students' ideas through exploration and exploitation of the oral-aural channel (Gardner, 2011, p.129 cited in Massanet-Oliver, 2018, p. 12).

On the basis of the descriptive statistics of the mean value of each MI dimension, 80 male and 80 female data were calculated to see the differences between male and female HIU students:

The mean value in males and females is listed as the following table:

Table 4.2

Descriptive Statistics of Multiple Intelligences of Males and Females

MI Types	Gender	Number	Mean	SD	Sequence
Linguistic	male	80	14.91	3.69	4
	female	80	14.31	3.00	2
Logical*	male	80	14.60	3.81	6
	female	80	12.86	2.75	7
Musical	male	80	16.70	4.26	1
	female	80	15.75	3.86	1
Bodily-kinesthetic*	male	80	15.10	4.28	3
	female	80	12.93	2.81	6
Visual-spatial	male	80	14.41	3.67	7
	female	80	13.86	2.72	5
Interpersonal*	male	80	15.64	4.09	2
	female	80	13.94	2.67	4
Intrapersonal	male	80	14.64	3.73	5
	female	80	14.24	2.46	3

* Significant Difference at the 0.01 level (2-tailed)

In order to identify HIU students' self-perceived MI differences between male and female students, 80 male and 80 female students were tested. From the table above, we can see that male student's self-perceived MI is higher than females in all seven intelligences. Among seven intelligences, male students indicated that their highest self-perceived MI is Musical intelligence with M=16.70, SD=4.26 and their lowest self-perceived intelligence is Visual-spatial intelligence with M= 14.41, SD=3.67. Similarly, female students highest self-perceived MI is Musical intelligence with M=15.75, SD=3.86 and the lowest self-perceived MI is *Logical Intelligence* with M=12.86, SD=2.75.

The Standard Deviation (SD) of MI among male students is also higher than female students. As illustrated, the highest MI SD among male students is *Bodily-kinesthetic*

Intelligence with SD=4.28 while the female students are *Musical Intelligence* with SD=3.86. Among the intelligences, the Visual-Spatial intelligence is the lowest among male students with SD= 3.67 while the female students show that Intrapersonal Intelligence is the lowest with SD=2.46.

For further comparison between two genders, the sequence of self-perceived MI for both genders is also listed as the following table:

Table 4.3

Comparison between Male and Female Multiple Intelligences Order

	Total		Male		Female	
Order	**MI**	**Mean**	**MI**	**Mean**	**MI**	**Mean**
1	Musical	15.66	Musical	16.70	Musical	15.75
2	Interpersonal	14.57	Interpersonal	15.64	Linguistic	14.31
3	Linguistic	14.45	Bodily-Kinesthetic	15.10	Intrapersonal	14.24
4	Intrapersonal	14.39	Linguistic	14.91	Interpersonal	13.94
5	Visual-spatial	14.00	Intrapersonal	14.64	Visual-spatial	13.86
6	Bodily-Kinesthetic	13.62	Logical	14.60	Bodily-Kinesthetic	12.93
7	Logical	13.46	Visual-spatial	14.41	Logical	12.86

Based on the table above, it indicated that both male and female students have high self-perceived *Musical intelligence* while their other self-perceived MI varies.

Interestingly, it was found in the findings that there are significant differences between male and female MI in terms of the three MI, the logical intelligence, bodily-kinesthetic intelligence and interpersonal intelligence where the males always show HIGH in these three intelligences.

People who are high in logical-mathematical are perceived to be good with abstract entities of numbers. In addition, these individuals tend to question and answer their

limits by exploring, analyzing, categorizing and working in different ways. Nonetheless, people who are high in bodily-kinesthetic intelligence tend to use non-verbal communication or body language often to communicate, whereas, interpersonal intelligence involves the moods in communication or how a person interacts with others. People who are HIGH in interpersonal intelligence tend to have good relationships with others. They are good at teamwork and they have a willingness to learn and exchange feedback from them. They also tend to express themselves and discuss their ideas clearly with others.

Conclusion of the findings of Research Question 1

The purpose of this was to identify the self-perceived MI of Non-English students at Heilongjiang International University (HIU) to provide teachers a better understanding of their students to help them develop their learning ability by creating materials and activities that provide learners' opportunity to process information based on their distinct intelligences.

From the findings presented, we can see that HIU non-English major students are relatively higher in Musical, Interpersonal, Linguistic and Intrapersonal intelligences, than Visual-spatial, Bodily-Kinesthetic and logical intelligences.

Furthermore, the findings also indicated that male and female HIU students differ in the sequence of their self-perceived multiple intelligence preferences. Male students' MI sequences are Musical, Interpersonal, Bodily-kinesthetic, Linguistic, Intrapersonal, Logical, and Visual-spatial. Female students' MI sequences are Musical, Linguistic, Intrapersonal, Interpersonal, Visual-spatial, Bodily-kinesthetic, and Logical. From the differences, we can see that Musical Intelligence ranks first in both male and female students, but the other six MI are different in terms of sequence, and the Logical, Bodily-kinesthetic, and interpersonal intelligences vary significantly between the two genders at the level of .001(two-tailed).

In order to be further to present the MI dimensions the experimental students presented in class when they were talking about certain topics, the researcher examined the

details of the records of students' each topic discussion, by calculating the key words which represent certain MI dimensions, i.e. talking about languages, reading, translation, or story-telling can represent LINGUISTIC, talking about numbers like ages and frequency, calculating, or problem solving can represent LOGICAL-MATHEMATICS, talking about listening to music, singing songs, or playing musical instruments can represent MUSICAL, playing ball games, swimming or doing gym can represent BODILY-KINESTHETIC, talking about graphs, movies, art activities or visualizations can represent VISUAL-SPATIAL, talking about friendship, teamwork, collaborations, conflicts or sharing with other people can represent INTERPERSONAL, and talking about independent, personal, affections, moods, or actions can represent INTRAPERSONAL. All the students were required to express their opinions, and the students' keywords about the topic discussed in the whole class were calculated and noted down.

The following table indicates the calculations of MI dimensions revealed in the topics the experimental students talked about in class :

Table 4.4

MI Calculations in Each Topic

No.	Topic	Linguistic	Logical-mathematics	Musical	Bodily-Kinesthetic	Visual-Spatial	Interpersonal	Intrapersonal	Total
1	Is introvert a bad thing?	5	20	8	7	15	17	19	91
2	What is your dream job? Why?	26	1	4	9	7	10	8	65
3	How do you prepare for the job?	24	4	4	18	4	10	8	72
4	The place I want to go most	2	2	3	1	56	3	7	74

Table 4.4 (cont.)

5	What is your favorite sports? Why?	2	4	3	60	6	28	30	133
6	Self-introduction and free talk	14	34	20	28	39	21	11	167
	Total	73	65	42	123	127	89	83	602

It is revealed from the table above that when talking about the advantages and disadvantages of “Introvert”, a speech of “Being an Introvert is a good thing” was first presented, and then students were given time to talk about themselves. Most of the students’ key words fall on Logical-mathematics (21.98%), Visual-spatial (16.48%), Interpersonal (18.68%), and Intrapersonal (20.88%), most of logical-mathematics are about students’ age and number of family members, most of Visual-spatial are about movies, tourist sites, or descriptions of scenery, most of the *interpersonals* are about friendship, teamwork or communications, and most of the *intrapersonals* are about self-reported personalities, understanding of people or things, or self-reflection.

When talking about “Dream Jobs”, more of the keywords fall on Linguistic (40%), and then the Interpersonal (15.38%). Most of the Linguistic are about Chinese language and language teaching skills, because the students’ major is Chinese Education, most of the Interpersonal are about the importance of communication abilities, the spirit of teamwork, friendship or sharing. To the researcher’s surprise, some students’ dream jobs are dancer, painter, or vet.

When talking about “Preparation for Job Hunting”, more of the keywords fall on Linguistic (33.33%) and Bodily-Kinesthetic (25%), and then the interpersonal (13.89%). Linguistic is about the expressions of Chinese major related jobs or skills and abilities, like Chinese teacher, reading or translating, Bodily-kinesthetic is mainly about the planning or activities to be done for the intended jobs, like promoting exchanges, or helping people, Interpersonal is mainly about new workmates or friends.

When talking about “the Place to Go”, mos of the keywords fall on Visual-spatial,(75.68%). Visual-spatial is mainly about the countries, cities, historical places or tourist sites, the scenery, the environments, the food, the fruits, and their descriptions. When talking about “Favorite Sports”, most of the keywords fall on Bodily-Kinesthetic (45.11%), and then the interpersonal (21.05%) and the intrapersonal (22.56%). Bodily-kinesthetic are mainly about sports like running, ball games, swimming, skating, cycling, or gym workouts, Interpersonal are about family members, partners, friends, or teammates, with whom the students do sport. Intrapersonal is about the keywords of advantages the students get from sports, like a strong will, confidence, relaxation, or good health.

When doing “self-introduction” and free talk, more of the keywords fall on Visual-spatial (23.35%), Logical-mathematics (20.36%), and then Bodily-kinesthetic (16.77%). Visual-spatial is mainly about the movies, the cartoons, the tourist sites, the foods. Logical-mathematics are mainly about the ages, the frequency or the number of people. Bodily-kinesthetic is mainly about the sports and hobbies they mentioned,

As for the total calculations of the MI, more of the key words fall on Visual-spatial (21.10%), Bodily-kinesthetic (20.43%), followed by Interpersonal (14.78%) and Intrapersonal (13.79%), the rest are Linguistic (12.13%), Logical-mathematics (10.80%), and Musical (6.98%), which means students have more words to articulate about Visual-spatial and bodily-kinesthetic than Interpersonal and Intrapersonal, and Linguistic, Logical-mathematical and Musical come last.

The Findings of Research Objective 2

To present the findings relating to the English speaking course developed to enhance HIU students’ English speaking abilities in terms of CAF, the findings of research

objective 2 were the developed task-based English speaking course which is presented in terms of objectives, contents, organization, and evaluation.

The goal of the developed English speaking course was to improve HIU students' English speaking abilities in terms of complexity, accuracy, and fluency. The goals were realized by achieving each topic objective in the procedures of teaching.

According to the objectives of different topics, the researcher searched different kinds of sources to choose proper materials for the teaching. The target students were different in MI preferences, which were identified and so were the MI differences in male and female students. So when selecting teaching materials, the identified MI preferences of the target students were considered. For different topics, different teaching activities were organized, even for the same topic, the differences between students in their MI preferences were also considered when the tasks were assigned or chosen by students themselves. And the teaching materials of the typical situations of the related topics were searched and selected for the teaching.

In view of the basic features of the English speaking course, the author employed the task-based teaching methods for the English speaking course. And then the researcher employed the task-based English speaking course teaching structure.

The organization of the teaching followed the structure of "A Framework for Task-Based Learning" (Jane Willis, 1996, p. 155), which is listed in Appendix B.

The framework consists of three stages: pre-task, task cycle and language focus. The pre-task phase introduces the class to the topic and the task, activating topic-related words and phrases. The task cycle offers a holistic experience of language in using whatever language they already know and the language newly learned in order to carry out the task. Feedback from the teacher is given if necessary, at the planning stage or after the report. So the three basic conditions for language learning (exposure, use and motivation) are provided

with a natural progression from the holistic to the specific. During the Language focus stage, the specific features of the language forms which were contextualized and meaning-carried in the task were practiced or analyzed for a closer study. Some explanations were given if needed.

Evaluation is the assessment of students' English speaking abilities in terms of CAF. In the present study, in choosing the measures for assessing the CAF triad, under the two guiding principles which were to reach more comparable results, it is advisable to use the same measures used in the previously conducted research, and to avoid redundancy in measurement, each measure must tap a specific facet or sub-construct of the principal construct in question and that to assess each sub-construct, using one measure will suffice.

The variables in terms of CAF were listed and the data for the variables were collected and calculated by statistic software as the results of the students' English speaking abilities and the production variables of CAF were shortened and listed in brackets following.

MI Dimensions in Activities

As for the activities design, apart from the normal activities like topic discussions, opinion presentations, language skill practices, the researcher also designed activities that combined MI dimensions as many as possible.

An activity designed for the topic of "Food and cooking" was listed here to serve as an example, the teacher assigned a special homework for students, i.e. a cooking video. The following table indicates the details of the MI dimensions students presented in their cooking videos.

Table 4.5

An Example of Details of MI Dimensions in Activity Design

S. No.	Food Name	Linguistic	Logical Mathematics	Music	Bodily-kinesthetic	Visual-spatial	Interpersonal	Intrapersonal
1	Fruit Salad	captions, dubbing	✓	✖	Wash, peel, cut, mix, stir	✓	✓	✓
2	Egg and garlic	Captions,	✓	music	Wash, cut, crash, break, stir, defrost, chop,	✓	✓	✓
3	Boiling noodles	Captions, dubbing	✓	music	Put, stir, press, pour, boil,	✓	✓	✓
4	Seaweed egg soup	captions	✓	music	Fry, Add, stir, boil	✓	✓	✓
5	omelette	captions	✓	songs	Cut, add, stir, pour, fry	✓	✓	✓
6	Boiling dumplings	dubbing	✓	✖	Boil, add,	✓	✓	✓
7	Hamburger	captions	✓	✖	Defrost, fry, spread, put together	✓	✓	✓
8	Eggs and potatoes	Captions, dubbing	✓	✖	Break, stir, dice, fry	✓	✓	✓
9	Eggs and potatoes	dubbing	✓	✖	Break, stir, slice, fry, add	✓	✓	✓
10	Shredded potatoes	dubbing	✓	songs	Peel, chop, stir, fry	✓	✓	✓
11	Tomato with noodles	dubbing	✓	music	Slice, break, boil	✓	✓	✓
12	Egg and tomatoes	Captions dubbing	✓	✖	Break, stir, slice, fry	✓	✓	✓
13	Chicken wings	dubbing	✓	✖	Cut, blanch, fry and stir, boil	✓	✓	✓
14	Shredded potatoes	Captions dubbing	✓	✖	Wash, peel, cut, shred, stir and fry	✓	✓	✓
15	Chicken curry rice	dubbing	✓	✖	Pickle, chop, stir and fry, boil	✓	✓	✓
16	Fruit Mix	Captions dubbing	✓	✖	Wash, peel, cut, mix	✓	✓	✓
17	steamed egg custard	captions	✓	songs	Break, stir, steam	✓	✓	✓
18	Bread with meat	captions	✓	✖	Knead, ferment, fry, chop, cut, put	✓	✓	✓
19	Chicken wings	Captions dubbing	✓	✖	Clean, cut, fry, boil	✓	✓	✓

Table 4.5 (cont.)

20	Egg and tomatoes	Captions dubbing	✓	music	Cut, break, stir and fry	✓	✓	✓
21	Sweet and sour pork	dubbing	✓	music	Cut, pickle, fry, stir	✓	✓	✓
22	Chicken wings	dubbing	✓	✖	Wash, cut, fry, boil	✓	✓	✓
23	Egg soup with tomatoes	Captions dubbing	✓	✖	Slice, break, boil, stir,	✓	✓	✓
24	tart	captions	✓	songs	Break, stir, oven	✓	✓	✓
25	Sushi	✖	✓	✖	Cut, spread, roll	✓	✓	✓
26	Sandwiches	dubbing	✓	✖	Cut, fry, combo	✓	✓	✓
27	French fries	dubbing	✓	music	Fry	✓	✓	✓
28	Fried noodles	dubbing	✓	music	Cut, boil, fry	✓	✓	✓
29	Fried tomatoes and cabbage	captions	✓	✖	Cut, fry and stir	✓	✓	✓
30	Doubled skin milk	dubbing	✓	✖	Steam, break, stir	✓	✓	✓

From the table above we can see that all students combined the MI dimensions of Logical-mathematics, Bodily-kinesthetic, and Visual-spatial, 29 out of 30 presented Linguistic, and 12 out of 30 students presented Musical, either music or songs. In Linguistic, students presented their videos either in captions or dubbing, or both, in Logical-mathematics, all students presented the logical sequence of cooking procedures, in Music, students presented with their favorite music or songs, in Bodily-kinesthetic, students presented the procedures of cooking by doing series of actions, in Visual-spatial, students presented their cooking by videos. As for Interpersonal, when making videos, students had to do the recording in cooperation with their family members or friends, because the final video productions have to include the preparations, repeated audio and video recordings, or video editing, all of which needs some sort of communication or cooperation with others, from this point of view, Interpersonal could be included. As for Intrapersonal, when making videos,

students had to think about preparations, procedures, and some adjustments, which could be defined as Intrapersonal and be included.

Results of Interviews

The interviews used in the present study were to know the teaching requirements for college English teaching from teaching affairs office before the course teaching, to find some suggestions from the teachers who observed the classes in the middle of the course teaching, and to find what the students thought about the lessons taught after the English course teaching.

For the teaching requirements of college English teaching at HIU before the course teaching, the interviewee mentioned that the objective of College English is to develop students' ability to use English in a well-round way, especially in listening and speaking, so that in their future studies and careers as well as social interactions, they will be able to communicate effectively. The teaching of College English should provide different guidelines for different groups of students and instruct them in accordance with their aptitude to meet the specific needs of individualized teaching. Students should be able to communicate in English in the course of learning, conduct discussions on a given theme, and talk about everyday topics in English. They should be able to give, after some preparation, short talks on familiar topics with clear articulation and correct pronunciation and intonation. They are expected to be able to use basic conversational strategies in dialogue. They should, by and large, be able to express their personal opinions, feelings and views, state facts and reasons, and describe events with clear articulation and correct pronunciation and intonation.

For the teaching suggestions in the middle of course teaching, two interviews were done for teaching adjustments in the middle of course teaching. For the interviews, the researcher got useful suggestions. The interviewees mentioned that it is better to clearly define all class expectations, minimum response lengths for

assignments and posing open-ended questions, provide scaffolding by breaking projects up into multiple steps with smaller assignments, record online classroom sessions for students to catch up outside of class, provide interactive activities and look for ways to involve students who are less outgoing than others, demonstrate that you sincerely care about your students' performance and attainment of goals, encourage ongoing engagement, and be flexible with deadlines for assignments. All the suggestions were timely provided and sorted out for the adjustments in the course teaching.

For the students after the course teaching, all students interviewed mentioned that they improve a lot from the English speaking course.

For example:

Student No. 1 said that skill comes from practice, taking the oral class is a good opportunity to practice oral English, she can learn a lot of new vocabulary related to the topic, teacher set up more questions to give students more opportunities to demonstrate their oral English.

Student No. 5 said that the oral class was very useful and she was very happy to have the oral class, she could do an excellent self-introduction and express ideas and opinions better about different topics like weather, sports, travelling, jobs, hobbies and interests.

Student No. 6 said that she had greatly improved her self-confidence in speaking, and the vivid and interesting interactive classroom was also attracting to her.

Student No. 12 said that in class, they worked together and discussed the topics which brought fresh ideas; everyone enjoyed themselves in the heated discussions.

Student No. 28 said that teacher's explanations with the videos let her know about more and more topics easily and different tasks helped her improve her language senses and the interactions with the teacher in class let her dare to speak and improve her oral English a lot.

The Findings of Research Objective 3

To present the findings related to the extent the developed English speaking course contributes to the improvement of HIU students' speaking abilities, the researcher carried out the assessments in terms of complexity, accuracy and fluency, each of which has different variables contributing to the assessments.

The findings of Research Question 3 were presented in three parts, the first part is the testing of the instruments, which means the normal distribution of the data, the reliability and validity of the instruments; and the second part is the mean value comparison between pre-test and post-test of the target students' scores in terms of CAF to show the changes of the experimental group students' English speaking abilities using paired T-test; in the third part, the mean value comparison was done between the experimental group students' post-test scores and the control group students' final scores to see the changes in terms of CAF, using independent sample T-test , and to see whether the developed task-based English speaking course is better than the normal way.

Mean Value Comparison

Before and after the course teaching, the designed assessments in terms of CAF were done to test the target students' English speaking abilities which included the Fluency1, Accuracy1, and Complexity1 representing for the pre-test; and Fluency2, Accuracy2, and Complexity2 representing for the post-test. The values of each variable under CAF were collected and calculated in terms of paired T-test, and the results are listed as the following tables:

Table 4.6

Paired Statistics of Post-test and Pre-test

		Mean	N	SD
Pair 1	Complexity2	40.67	30	5.73
	Complexity1	36.87	30	4.95
Pair 2	Accuracy2	379.89	30	7.80
	Accuracy1	375.82	30	8.80
Pair 3	Fluency2	363.93	30	13.69
	Fluency1	356.17	30	13.85

As illustrated above that the mean value and standard deviation of complexity, accuracy and fluency of each pair are listed, which serves as the foundation for comparison of each pair.

The paired T-test between the pre-test and post-test scores in CAF variables were done and listed as the following table:

Table 4.7

Mean Value Comparison Between Post-test and Pre-test

		Mean	SD	T	df	Sig (2-tailed)
1	Complexity2-Complexity1	3.800	5.768	3.608	29	.001
2	Accuracy2-Accuracy1	4.066	6.542	3.404	29	.002
3	Fluency2-Fluency1	7.767	11.545	3.685	29	.001

We can see that Complexity, Accuracy, and Fluency are all improved, and all the significant value is at the level .01, which means significant.

In the comparison between each pair using Paired T-test, the complexity shows a .001 significance value, the mean value is equivalent to M=3.800 with the SD=5.768, the accuracy pair shows the mean is equivalent to M=4.066, with SD=6.542 and the significance

value is .002, the fluency pair shows the mean is M=7.767, with SD=11.545 and the significance value is .001. Based on the results, it indicated that there was improvement statistically in complexity, accuracy, and fluency among HIU students as shown in the Test.

Mean Value Comparison between the Experimental Group and the Control Group

In order to further check the improvement of the experimental group students' English speaking abilities in terms of CAF, the mean value comparison between the experimental group and the control group students was done using Independent Sample T-test, Fluency2, Accuracy 2 and Complexity 2 represent the experimental group, and Fluency 3, Accuracy 3 and Complexity 3 represent the control group, and the results are shown as the following tables:

Table 4.8

Paired Statistics of Experimental Group and Control Group

		Mean	N	SD
Pair 1	Complexity2	40.6667	30	5.73
	Complexity3	37.6333	30	4.45
Pair 2	Accuracy2	379.8860	30	7.80
	Accuracy3	373.4753	30	6.15
Pair 3	Fluency2	363.933	30	13.69
	Fluency3	356.500	30	13.35

As shown above that the mean value and standard deviation of fluency, accuracy and complexity of each pair are listed, which serves as the foundation for comparison of each pair?

The Independent Sample T-test between the post-test scores of experimental group students and the final scores of the control group students in terms of CAF variables were done and listed as the following table:

Table 4.9

Mean Value Comparison between Experimental and Control Group

		Mean	SD	T	Sig (2-tailed)
1	Complexity2-Complexity3	3.033	1.326	2.288	.026
2	Accuracy2-Accuracy3	6.411	1.814	3.534	.001
3	Fluency2-Fluency3	7.433	3.491	2.129	.038

As shown in the table, the comparison between each pair using Independent Sample T-test based on the Mean and the Standard Deviation (SD), the complexity pair indicated the Mean value, M= 3.033 with the SD=1.326, with the significance value .026; the accuracy pair, the M=6.411 and the SD=1.814,with the significance value .001; the fluency pair, the M=7.433 and the SD=3.491, with the significance value .038, therefore, with regards to the comparison between the experimental group and the control group in terms of complexity, accuracy, and fluency, there was significant improvement at the level of .05.

Mean Value Comparison in Variables under CAF

For further comparison, the mean value comparison in variables under complexity, accuracy and fluency between pre-test and post-test and between the experimental group and the control group was also done to see the differences the designed English speaking course made in the experimental students' speaking abilities in terms of CAF.

Comparison between pre-test and post-test of the experimental group students:

In complexity:

Table 4.10

Mean Value Variables Comparison in Complexity between Pre-test and Post-test

		Mean	SD	t	df	Sig (2-tailed)
1	NTPM2 - NTPM1	1.19	.57	2.599	29	.015
2	LR2 - LR1	1.07	.60	3.071	29	.005
3	PWFLV2 - PWFLV1	1.73	.80	2.533	29	.017
4	AS2 - AS1	.93	.60	3.525	29	.001
5	FUC2 - FUC1	1.34	.83	3.403	29	.002
6	FUP2 - FUP1	1.85	.40	1.185	29	.246

From the table above, we can see that all six production variables under Complexity improved: the number of turns per minute (NTPM), M=1.19 with SD=.57, and percentages of words function as lexical verbs (PWFLV), M=1.07 with SD=.60, both are significant at the level of .05; Lexical Richness (LR, i.e. the percentages of lexical to structural words), M=1.07 with SD=.60, the amount of subordination (AS), M=.93 with SD=.60, and frequency use of conjunctions (FUC), M=1.34 with SD=.83, all three are significant at the level of .01; but frequency use of prepositions (FUP), M=1.85 with SD=.40, not significant.

For further evidence of the improvements of the experimental group students, I further examine the Complexity in detail in terms of students' words in class.

A lexical verb is a verb that provides information. Lexical verbs are used to express states and actions. Lexical density is the proportion of words used that provide information instead of providing syntactic or grammatical structure to a sentence and includes lexical verbs. One of the useful measures of the difference between texts is lexical density. A high

lexical density indicates a large amount of information-carrying words and a low lexical density indicates relatively few information-carrying words. Lexical density, then, can serve as a useful measure of how much information there is in a particular text. So lexical density i.e. Lexical Richness (LR) could represent the improvements of students' speaking abilities in Complexity and can be worth examining further.

The researcher put the examples of transcriptions of students' words in class into the website (https://www.analyzemywriting.com/index.html) to calculate the lexical density and illustrated the improvements here in the following.

Take Student No. 5 for example, when talking about self-introduction on April 21st, 2020, which was the second class, and all students were told to prepare self-introduction as homework in the first class whose topic was "Getting to Know". She did the self-introduction like the following:

Conversation transcript excerpt： (T: Teacher S: Student)

1	S	Hello, everyone. Good afternoon, I'm Wang Huilin.
2		I am 18 years old. I was born and raised in Liaoning Province.
3		I am an only child in my family.
4		I studied in Heilongjiang International University.
5		My favorite hobby is writing.
6		I have learned 2 years for writing in my child,
7		and I also like reading novels.
8		OK, that's all, thank you.

To calculate the lexical density of the above text, 31 lexical words out of 62 total words which give a lexical density of 31/62, or, stated as a percentage, 50%, and the details of the calculations are listed in the following graphs:

Figure 4.1

Lexical Density of the Example Text 1

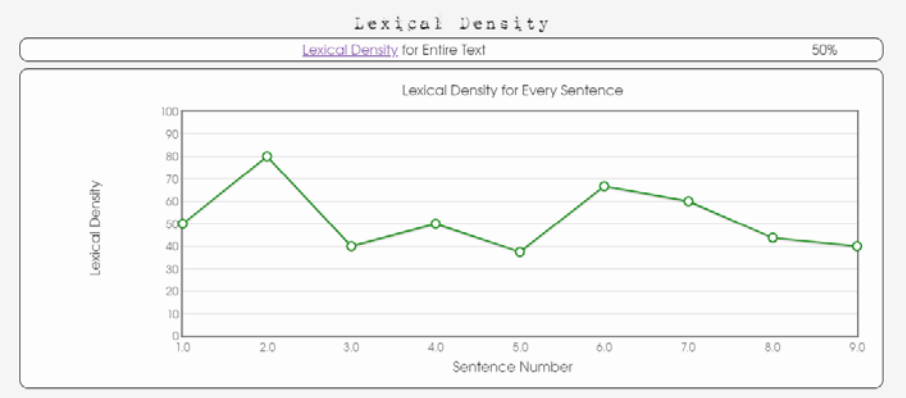


Figure 4.2

Parts of Speech of the Example Text 1

Parts of Speech

Part of Speech	Percentage
Nouns	25%
Adjectives	6.67%
Verbs	13.33%
Adverbs	5%
Prepositions	10%
Pronouns	11.67%
Auxiliary Verbs	11.67%

Figure 4.3

Lexical Density by Sentence of the Example Text 1

Lexical Density by Sentence

	Lexical Words in Green	Lexical Density
1	hello everyone .	50%
2	good afternoon i'm wang huilin .	80%
3	i am 18 years old .	40%
4	i was born and raised in liaoning province .	50%
5	i am an only child in my family .	37.5%
6	i studied in heilongjiang international university .	66.67%
7	my favorite hobby is writing .	60%
8	i have learned 2 years for writing in my child and i also like reading novels .	43.75%
9	ok that's all thank you .	40%

When talking about self-introduction on June 23rd, 2020, the last class all students were told to prepare self-introduction as homework in the former class. Student No.5 did the self-introduction.

A Transcript from the excerpt of the self- introduction (T: Teacher S: Student)

1	S	Good afternoon, everyone. I'm Wang Huilin.
2		This year, (I am) 18 years old. I am an only child,
3		and my family has my parents and grandma.
4		I love my family very much.
5		I (was) born and grew up in Jinzhou City, Liaoning Province.
6		En, (I am) cheerful and generous personality.
7		Most of the time, en, I am benevolent,
8		so I am out-going and occasionally introverted.
9		Now (I am) studying at Heilongjiang International University,
10		majoring in Chinese International Education.
11		(I) love to learn calligraphy since childhood.
12		(I) have two years of calligraphy studying.
13		I like reading. (I am) good at writing,
14		especially love to (learn) beautiful sentences.
15		I also like to play chess. It helps me to cultivate myself.
16		I am lazy, like to stay at home, not very exposed.
17		I like to be friends with many people,
18		and help each other. That's all, thank you.

To calculate the lexical density of the above text, 75 lexical words out of 145 total words which give a lexical density of 75/145, or, stated as a percentage, 51.72%, and the details of the calculations are listed in the following graphs:

Figure 4.4

Lexical Density of the Example Text 2

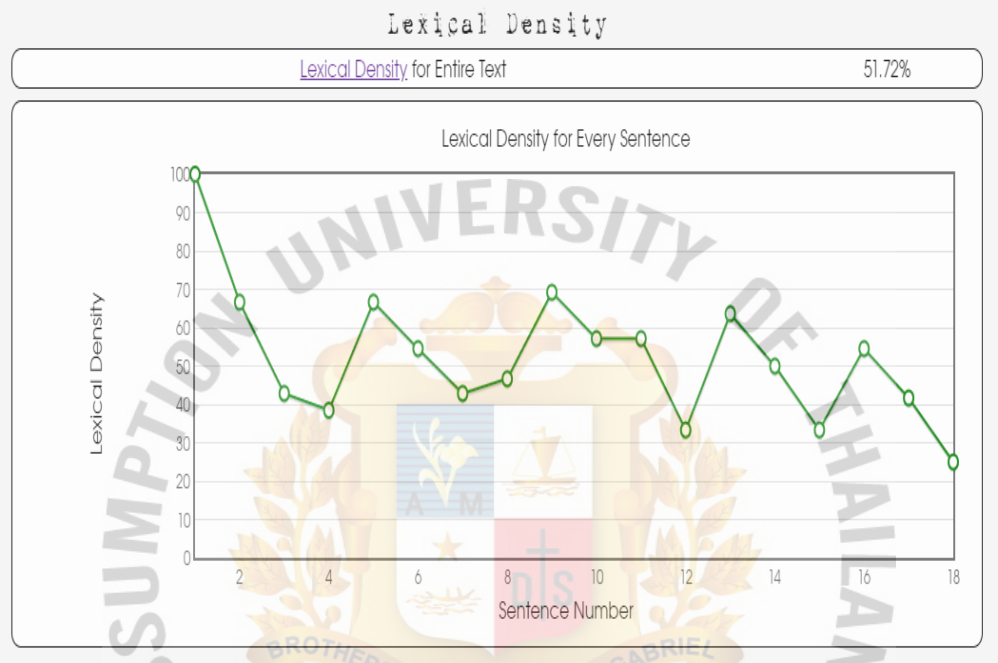


Figure 4.5

Parts of Speech of the Example Text 2

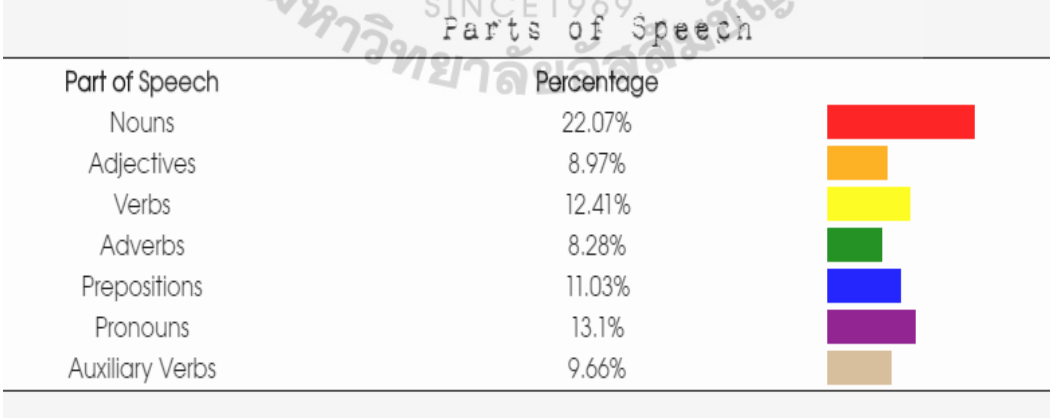
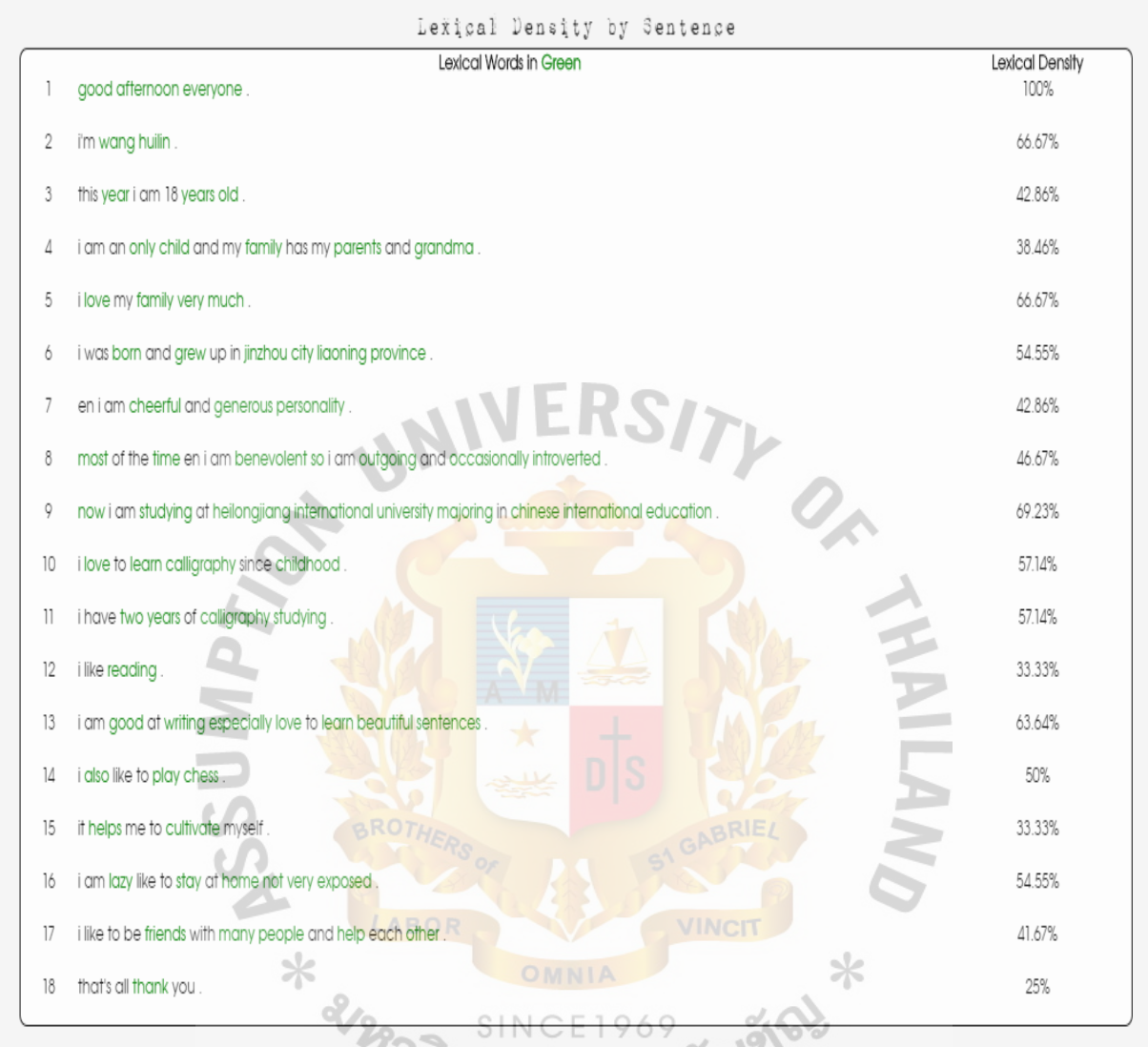


Figure 4.6

Lexical Density by Sentence of the Example Text 2



Lexical Density by Sentence

	Lexical Words in Green	Lexical Density
1	good afternoon everyone .	100%
2	i'm wang huilin .	66.67%
3	this year i am 18 years old .	42.86%
4	i am an only child and my family has my parents and grandma .	38.46%
5	i love my family very much .	66.67%
6	i was born and grew up in jinzhou city liaoning province .	54.55%
7	en i am cheerful and generous personality .	42.86%
8	most of the time en i am benevolent so i am outgoing and occasionally introverted .	46.67%
9	now i am studying at heilongjiang international university majoring in chinese international education .	69.23%
10	i love to learn calligraphy since childhood .	57.14%
11	i have two years of calligraphy studying .	57.14%
12	i like reading .	33.33%
13	i am good at writing especially love to learn beautiful sentences .	63.64%
14	i also like to play chess .	50%
15	it helps me to cultivate myself .	33.33%
16	i am lazy like to stay at home not very exposed .	54.55%
17	i like to be friends with many people and help each other .	41.67%
18	that's all thank you .	25%

And the improvements in terms of lexical density, part of speech, and the number of sentences for Student No. 5 are listed as the following table:

Table 4.11

An Example of an Improvement in Complexity Details

	April 21st,2020 Text 1	June 23rd, 2020 Text 2	Improvements
Lexical Density	50%	51.72%	3.44%
Lexical Words/Total Words	31/62	75/145	3.44%
Number of Sentences	9	18	100%
Nouns	25%	22.07%	-11.72%
Adjectives	6.67%	8.97%	34.48%
Verbs	13.33%	12.41%	-6.9%
Adverbs	5%	8.28%	65.6%
Prepositions	10%	11.03%	10.3%
Pronouns	11.67%	13.1%	12.25%
Auxiliary Words	11.67%	9.66%	-17.22%

In accuracy:

Table 4.12

Mean Value Variables Comparison in Accuracy Between Pre-test and Post-test

		Mean	SD	t	df	Sig (2-tailed)
1	NSC2 - NSC1	.333	.75	2.408	29	.023
2	PEFC2 - PEFC1	-.68967	3.56	-1.059	29	.298
3	VT2 - VT1	.28867	2.38	.662	29	.513
4	A2 - A1	1.833	3.07	3.266	29	.003
5	P2 - P1	2.833	3.86	4.011	29	.000
6	RITDA2 - RITDA1	-.533	2.31	-1.262	29	.217

From the table above, we can see that two variables percentage of error-free clauses (PEFC), M=-.68967 with SD=3.56, and the ratio of indefinite to definite articles (RITDA), M=-.533 with SD=2.31, both decreased, but not significantly; the other four variables increased, the target-like articles (A), M=1.833 with SD=3.07, and plurals (P), M=2.833 with SD=3.86, both increased at the significant level of .01; the number of self-corrections (NSC), M=.333 with SD=.75, increased at the significant level of .05; and verb tenses (VT), M=2.8867 with SD=2.38, increased but are not significant.

Self-correction is defined by Sultana (2009, p. 11) as "the technique which engages students to correct their own errors". Self-correction happens when "the speaker hears himself/ herself make a mistake in pronunciation, grammar, choice of words etc. and immediately corrects it" (Lam, 2006, p. 144). When learners are encouraged to correct their own mistakes, not only do they become independent, but also they are allowed to consider and activate their linguistic competence, so that they can be active participants.

Some examples are illustrated:

When talking about "The Place I want to Go Most" on June 9th, 2020 for the topic of "Transportation and Travel" Student No. 1 said: (Student 1)

Excerpt 1: Conversation transcript (T: Teacher S: Student)

1	S	Paris is <u>the place I most</u>, <u>the place most I want to go</u>,
2		because it is <u>an</u> it is <u>a</u> unique city in the world.

Student No. 1 might actually want to say **Paris is the place I want to go most**, but when she said "**the place I most**", she realized it was wrong in the word sequence. So she corrected it as "**the place most I want to go**", but this time, it is also not so correct, and she gave up and went on. For the second part of the sentence, she wanted to say it is **a unique city** in the

world, but when she said "**it is an**", she realized that it was wrong about the article because the word that follows is "unique", so she corrected and said "**it is a**".

Another example on June 23rd, 2020 by Student No. 28 is listed here for self-correction:

Excerpt 2: Conversation transcript: (T: Teacher S: Student)

1	S	Er, the novel told, the the the, the novel tells us a story about
2		Tara's grow experience.
3		Er, her parents are, she is located a moment family.
4		Her parents don't believe don't believe government,
5		and she, and they don't send Tara to school.
6		Er, Her brother told him told his experiences in his university.
7		She decided to go to university.
8		Finally, she, er, she go she went to the university,
9		and she become more and more independent.

There are five self-corrections here: from "**told**" to "**tells**", and "**go**" to "**went**" in the verb tense, from "**her parents are**" to "**she is**" in subject-predicate collocation, from "**and she**" to "**and they**" in choice of singular or plural words, and from "**him**" to "**his**" in word case,

In spontaneous oral production, L2 learners are under pressure to attend to accuracy and fluency simultaneously. Without such pressure, learners may be able to utilize their conscious knowledge of English and direct their attention to grammatical accuracy.

In fluency:

Table 4.13

Mean Value Variables Comparison in Fluency Between Pre-test and Post-test

		Mean	SD	t	df	Sig (2-tailed)
1	NWPM2 - NWPM1	7.267	5.60	7.098	29	.000
2	NSPM2 - NSPM1	3.533	9.16	2.111	29	.044
3	NPPM2 - NPPM1	-8.000	9.96	-4.398	29	.000
4	MLP2 - MLP1	6.933	6.72	5.651	29	.000
5	NRP2 - NRP1	.333	1.09	1.670	29	.106
6	NRF2 - NRF1	.533	.57	5.113	29	.000
7	MLR2-MLR1	.000	2.66	.000	29	1.000
8	NWPT2 - NWPT1	-2.8333	3.99	-3.887	29	.001

From the table above, we can see that two variables, number of pauses per minute (NPPM), M=-.8000 with SD=9.96 and number of words per turn (NWPT), M=-2.8333 with SD=3.99, decreased, and are significant; the other six variables increased but differently, mean length of run (MLR), M=.000 with SD=2.66, is of no difference; number of repetitions (NRP), M=.333 with SD=1.09, are not significant; number of syllables per minute (NSPM), M=3.533 with SD=9.16, are significant at the level of .05; number of words per minute (NWPM), M=7.267 with SD=5.60, mean length of pauses (MLP), M=6.933 with SD=6.72, number of reformulations (NRF), M=.533 with SD=.57, are significant at the level of .01.

There is a widely held notion that the more fluent you are, the faster you speak, and consequently, the more proficient you are. Non-fluency in an English language learner is evident in frequent pauses, repetitions, and self-corrections. The researches by Arevart and Nation (1991) showed that students' speaking rate increased, while their hesitations

decreased with each repeated talk, and various types of grammatical errors were eliminated, and sentence structures improved with each repetition. In the present study, the researcher lists some words of Student 28 in terms of Fluency as examples to represent the students' words in Fluency:

When talking about "My Dream Job" on May 19th, 2020 for the topic of "Jobs", Student 28 said,

Excerpt 3: Conversation transcript (T: Teacher S: Student)

1	T	What is your dream job?
2	S	My dream job is to be a Chinese teacher for foreigners,
3		because I can meet people, meet children with different personalities,
4		and know how to deal with them.
5		En, make me more and more outgoing
6		I think these experiences makes (make) me
		self-confidence (self-confident) and independent.
		(44 words; 1.76 word per second)

From the above transcriptions we can see that, there is 1 pause and the longest in words are 44 words which are about the dream job. Thinking about "what's your dream job" was part of the homework for the former class.

The excerpt illustrates when doing free talk after self-introduction in the final exam on June 23rd, 2020, and when answering "Where do you like to travel?" (Student 28)

Excerpt 4: Conversation transcript: (T: Teacher S: Student)

1	T	where do you like to travel?
2	S	I like to go Switzerland, because I think er,
3		I learn about it from the book for the first time,
4		my first impression of Switzerland is pleasant scenery,
5		which gives me sense of sincerity.
6		Over sixty per cent over sixty per cent mountains are covered by forests.
7		And they often go to concerts and they like to do charity.
		(57 words; 1.39 word per second)

The excerpt below was taken from the discussion about a novel, Student 28 said:

Excerpt 5: Conversation transcript (T: Teacher S: Student)

1	T	What is it about?
2	S	Er, the novel told, the the the, the novel tells us a story about Tara's grow experience.
3		Er, her parents are, she is located a Mormon family.
4		Her parents don't believe don't believe government,
5		and she, and they don't send Tara to school.
6		Er, Her brother told him told his experiences in his university.
7		She decided to go to university.
8		Finally, she, er, she go she went to the university,
9		and she become more and more independent.
		(85 words; 2.74 words per second)

From the above transcriptions we can see that there are 1 pause, 1 repetition and 57 words in answering “Where do you like to travel?”, and 4 pauses 2 repetitions and 5 self-corrections and 85 words in answering “what is it about?”.

Because it was a free talk after the prepared self-introduction, students did not know what the teacher’s questions would be, even if the questions were from the prepared self-introduction and connected with the learned topics. The free talk would be more real to represent students’ proficiency in speaking.

From the comparisons between the two transcriptions of Student No. 28 in the free talk, we can see that for the same student, in the beginning, her speaking rate is 1.76 words per second for the prepared situation; and about three months later, her speaking rate is 1.39 word second for one question and 2.74 words per second for another question in the unprepared situation. Although other variables might be related, for the speaking rate alone, we can see the improvements in Fluency.

For improvement in Fluency, we can see another example, Student.6. On April 21st, 2020, when asked to do self-introduction, Student No. 6 said the following words:

Excerpt 6: Conversation transcript excerpt (T: Teacher S: Student)

1	T	Please introduce yourself.
2	S	Good afternoon,everyone!
3		My name is Zhao Xiaoyi, I am twenty years old,
4		come from Liaoning Jinzhou, Province.
5		I was graduated from Heilongjiang International University,
6		my major is Chinese.
7		I have been studying hard since I entered the college,
8		and I have I have learn many knowledge of my school.
9		En.. en.. en... haha.
10		(52 words, 1.48 word per second)
11	T	Tell something about your family.
12	S	er, er, my family, I have, er..., er...haha,

Excerpt 6 (cont.)

13		怎么说, 怎么说只有我一个孩子, 独生子女 (How to say I am an only child).
14	T	I am an only child.
15	S	Only child, 谢谢老师 (Thank you, teacher).

From the words above we can see that Student No. 6 used 52 words and 1.48 words per second in doing the self-introduction, in which, there are six errors, i.e. “come” should be “coming, or I come” about the lexical verbs, “Liaoning Jinzhou, province” should be “Jinzhou, Liaoning Province” about the sequence of words to express a place, “I was graduated” should be “I graduated” about the active and passive voice, “have learn” should be “have learned” about the tenses, “many” should be “much” about the countable and uncountable nouns modification, and “of” should be “from” about the use of preposition. And there are also pauses like en..., and repetitions like “I have I have”. And “En...en...en..., haha” might be her hesitation to go on but did not know what to say. When reminded to say something about her family, she asked the teacher in Chinese how to say “ only child” in English.

After four months of teaching and learning, when asked to do the self-introduction again on June 23rd, 2020, Student No. 6 said the following words:

Excerpt 7: Conversation transcript excerpt: (T: Teacher S: Student)

1	S	Good afternoon, teacher!
2		My name is Zhao Xiaoyi, I am twenty years old this year.

Excerpt 7 (cont.)

3	I was born in the city of Jinzhou, Liaoning Province.
4	I am now studying at Heilongjiang International University,
5	majoring in Chinese International Education.
6	I am an only children in my family, and we are a family of three.
7	En... My my hobbies are listening to music and running,
8	and I also like to do some sports,
9	for example, swimming, play basketball and so on.
10	My favorite music is folk songs.
11	En... and my per..., per..., en...,
12	I am very outgoing, so I like to make friends,
13	and also like to join in collective activities.
14	I hope that in the four years of university life,
15	I can learn useful knowledge to enhance my connotation.
16	That's all.Thank you!
	(130 words, 1.71 words per second)

From the words above, we can see that Student No. 6 used 130 words and 1.71 words per minute in doing the self-introduction again, in which, there are two errors, "**an only children**" should be "**an only child**", and "**play basketball**" should be "**playing basketball**"; two pauses appeared, one was the point changing from family to hobbies, and the other is the place changing from hobbies to personality. "**per..., per..., en...**" might be the word "**personality**" but she could not remember it and changed the way to say "**I am very outgoing**".

In comparisons between the two self-introductions, we can see that there are improvements in the words of Student No. 6: first, from 52 words to 130 words, 78 more words were said; second, from 1.48 words per second to 1.71 words per second, which means faster; third, from 1 repetition to none; fourth, from one long pause then stop to one pause to saying in another way. Fifth, from 6 errors to 2 errors means the improvements mentioned in her words contributed to improvements in Fluency in her speech.

Comparison between the experimental group students and the control group students

For further to examine the extent to which the experimental group students improve their English speaking abilities in terms of Complexity, Accuracy and Fluency, the comparison between the experimental group students and the control group students in variables under CAF were compared and listed here in the following:

In complexity:

Table 4.14

Mean Value Subvariables Comparison in Complexity between Experimental Group and Control Group

		Mean	SD	T	df	Sig (2-tailed)
1	NTPM2 - NTPM3	.600	.28	2.122	58	.038
2	LR2 -LR3	-.266	.24	-1.067	58	.290
3	PLVTC2 - PLVTC3	1.266	.42	.299	58	.004
4	AS2 - AS3	-.066	.23	-.279	58	.781
5	FUC2 - FUC3	.000	.30	.000	58	.000
6	FUP2 - FUP3	1.500	.38	3.929	58	.000

From the table above, we can see that two variables, lexical richness (LR), M=-.266 with SD=2.4, and amount of subordination (AS), M=-.066 with SD=.23, decreased, but not significantly; the other four increased, number of turns per minute (NTPM), M=.600 with SD=.28, increased at the significance level of .05, percentage of lexical verbs to copula (PLVTC), M=1.266 with SD=.42, and frequency use of conjunctions (FUC), M=.000 with SD=.30, and frequency use of prepositions (FUP), M=1.500 with SD=.38, increased at the significance level of .01.

In accuracy:

Table 4.15

Mean Value Subvariables Comparison in Accuracy between Experimental Group and Control Group

		Mean	SD	T	df	Sig (2-tailed)
1	NSC2 - NSC3	4.333	.17	2.443	58	.018
2	PEFC2 - PEFC3	-2.165	.67	-3.215	58	.002
3	VT2 - VT3	-.857	.52	-1.626	58	.109
4	A2 - A3	4.333	.92	4.693	58	.000
5	P2 - P3	4.500	.83	5.415	58	.000
6	RITDA2 - RITDA	.166	.44	.377	58	.708

From the table above, we can see that two variables decreased, percentage of error-free clauses (PEFC), M=-2.165 with SD=.67, are significant at the significance level of .01, and verb tenses (VT), M=-857 with SD=.52, are not significant; the other four variables increased, the ratio of indefinite to definite articles (RITDA), M=.166 with SD=.44, are of no significance, and the number of self-correction (NSC), M=4.333 with SD=.17, are significant at the level of .05, target-like use of articles (A), M=4333 with SD=.92, and plurals (P), M=4.500 with SD=.83, are significant at the level of .01.

In fluency:

Table 4.16

Mean Value Subvariables Comparison in Fluency Between Experimental Group and Control Group

		Mean	SD	t	df	Sig (2-tailed)
1	NWPM2 - NWPM3	.9667	1.44	.670	58	.505
2	NSPM2 - NSPM3	12.566	1.71	7.332	58	.000
3	NPPM2 - NPPM3	-5.666	1.48	-3.808	58	.001
4	MLP2 - MLP3	-5.133	1.84	-2.778	58	.007
5	NRP2 - NRP3	.100	.19	.513	58	.610
6	NRF2 - NRF3	.666	.15	4.264	58	.000
7	MLR2 - MLR3	1.600	.38	4.136	58	.000
8	NWPT2 - NWPT3	2.333	.59	3.933	58	.000

From the table above, we can see that two variables, number of pauses per minute (NPPM), M=-5.666 with SD=1.48, and mean length of pauses (MLP), M=-5.133 with SD=1.84, decreased, both of which are significant at the level of .01; the other six variables increased, number of words per minute (NWPM), M=.9667 with SD=1.44, and number of repetitions (NRP), M=.100 with SD=.19, are of no significance, and number of syllables per minute (NSPM), M=12.566 with SD=1.71, number of reformations (NRF), M=.666 with SD=.15, mean length of run (MLR), M=1.600 with SD=.38, and number of words per turn (NWPT), M=2.333 with SD=.59, increased at the level of .01.

Summary of the Chapter

This chapter reported the results of the research findings for research Objective 1, 2, and 3, which also answered the research questions 1, 2 and 3 in the present research.

For Objective 1, the reliability and validity of the MI questionnaires were first tested, and then the identification of HIU students' self-preferred MI dimensions was reported, including the sequence of HIU students' MI preferences and the differences between male and female sequence, which served as the references for the design of teaching materials and teaching activities.

For Objective 2, the procedures of the development of the designed task-based English speaking course were illustrated in terms of the objectives, contents, organization, and evaluation, including the design of task-based teaching methods, the framework of teaching plans, and the evaluation of English speaking abilities in terms of CAF and the specific sub-variables. The MI dimensions found in the designed activities and the results of the interviews were also illustrated as the findings to support the designed task-based English speaking course with MI features.

For Objective 3, the reliability and validity of the instruments in terms of CAF were tested, and then the mean value comparison between pre-test and post-test of the experimental group students in terms of fluency, accuracy and complexity was done using paired T-test and so was the mean value comparison in terms of fluency, accuracy, and complexity between the experimental group students' post-test scores and the control group students' final scores using independent sample T-test, and further, the sub-variables under complexity, accuracy and fluency were also explored in comparisons between pre-test and post-test of the experimental group, and between post-test and the final test scores of the control group, and the results indicate that after the implementation of the designed task-based English speaking course, the experimental group students' English speaking abilities were improved at the significance level of .05.

CHAPTER V

CONCLUSION

This chapter includes the conclusions related to the research objectives, a discussion of the findings, the implications of the results of the study, and recommendations for future researches.

Research Summary

As the most widely used and learned language in the world, English is an important tool for international exchanges. Task-based approach aims at presenting opportunities for learners to master language through learning activities to engage learners in a natural, practical and functional use of language for a meaningful purpose (Lin, 2009). It is learner-centered for more meaningful communication and has been re-investigated from perspectives in oral performance and performance assessment to promote language acquisition(Ellis2003). Howard Gardner (1983, 1993, 1999) developed the theory of multiple intelligences. In his view, it is important to recognize and develop all of these different human intelligences and the combinations. They are of neutral value, manifest learners' individual differences; autonomous, changeable and trainable (Armstrong, 1999), and effective in different ways to facilitate the solution of daily problems.

After years of teaching at Heilongjiang International University (HIU), the researcher finds that students do not have enough confidence to speak after years of studying English. Students do not know clearly about their learning styles and goals,
lack of speaking opportunities and participation in class; teachers are confused about the teaching organization and students' personality and individuality, and
little emphasis on speaking in teaching.

Based on the problems, the researcher plans to set teaching goals from the social and students' needs, to identify the student's self-perceived MI preferences to meet their learning ways, and to employ the task-based teaching for classroom organization. Therefore, the application of MI theory into the task based teaching approach might enable students to improve their English speaking through designed teaching activities.

The designed three research questions are: 1) What multiple intelligence preferences do HIU students have? 2) How can a task-based English speaking course integrated with MI features be developed and implemented? 3) To what extent does the developed speaking course contribute to the improvement of HIU students' speaking abilities in terms of CAF?

Accordingly, the three objectives are: 1) To identify the Multiple intelligence preferences of HIU students. 2) To develop and implement a task-based English speaking course with MI preferences. 3) To assess the extent the developed English speaking course contribute to HIU students' speaking abilities in terms of CAF.

The research was done from March to June, 2020 at Heilongjiang International University (HIU), China. The research served as both the designed English speaking course teacher for the 30 experimental group students and the normal English speaking course teacher for the 30 control group students.

The designed task-based English speaking course with MI features was composed of four parts: objectives, contents, organization, and assessment. Objectives were set from the surveys of requirements from both college English teaching and HIU, Contents were purposefully chosen texts or videos with subtitles about the 8 topics, vocabulary and phrases, and the daily like applications such as cooking, travelling abroad, or sharing opinions, etc. The organization was the task-based teaching framework of pre-task, task cycle, and language focus. The assessment was the assessment of speaking in terms of

CAF (Housen & Kuiken, 2009), each having sub-variables assigned with scores and added up accordingly. MI awareness was going through all the teaching and learning processes. The identification of MI preferences for teachers is to raise MI awareness to know students better to collect materials or design activities, and for students is to know themselves better to find better ways for learning and thinking.

Instruments used were the questionnaires for identification of MI preferences, interviews of teachers and students for teaching adjustments and results, observations for class for teaching adjustments, records of the teaching process for later data collection, and data analyzing software for the data analysis.

Validity and Reliability were represented by Cronbach's alpha and the construct validity of the instruments

Collection of Data was done by documents survey about the needs and wants, the reliability and validity of the MI questionnaires, MI preferences of HIU students, pre-test about the 30 experimental students in terms of CAF, post-test about the 30 experimental group students and the other 30 control group students' final speaking scores by CAF variables, and the statistically analyzed results.

Data Analysis was done in terms of transcribed audio files by Free software, Both quantitative and qualitative.

The results of the research findings for research objectives 1, 2, and 3, also answered the 3 research questions.

The first findings reveal the identification of HIU students' preferred MI dimensions. It revealed that students are relatively higher in Musical, Interpersonal, Linguistic and Intrapersonal than Visual-spatial, Bodily and logical. The findings also indicated that male and female students differ in the sequence. Musical ranks first in both

genders, but the other six are different in sequence, there are differences in logical, bodily and interpersonal where the male students show relatively higher.

The second findings reveal the procedures in terms of objectives, contents, organization, and evaluation. The goals of the course were realized by achieving the topic objectives. The materials of the typical situations of the related topics were searched and selected. The organization followed the structure of pre-task, task cycle and language focus.

The third findings reveal the improvement. The mean value and standard deviation of each pair between pre-test and post-test scores were listed. The paired T-test was done. The results indicated that Complexity, Accuracy, and Fluency were all improved at the level .01.

In order to further check the improvement, the mean value comparison between the experimental group and the control group was done using Independent Sample T-test, and the results indicated that the comparisons between each pair of CAF were with the significance value of .026, .001, and .038, therefore, there was significant improvement at the level of .05.

For further comparison, the mean value comparisons in variables under CAF between pre-test and pos-test of the experimental group were done to see the differences, and the comparisons between the experimental group and the control group were also done.

So the conclusion can be made that the developed task-based English speaking course with MI features did improve HIU students English speaking abilities in terms of fluency, accuracy and complexity.

Discussion of the Overall Findings

This section discusses the findings based on the findings stated in chapter four, also in the sequence of research questions. Research Question 1 focused on the identification of HIU students' self-perceived Multiple Intelligence preferences. Research Question 2 focused on the development of an English speaking course to improve HIU students' English speaking abilities in terms of fluency, accuracy and complexity. Research Question 3 focused on the extent to which the course was able to improve the target students' English speaking abilities in terms of CAF.

Discussion of the findings for Research Objective 1:

The multiple intelligences theory explains how we perceive the world, and indicates as to people's preferred learning styles, working styles, and natural strengths. The MI types of a person indicate his or her capabilities, the manners or methods he or she prefers to learn or develop his or her strengths or weaknesses.

Gardner suggests that people have a full range of intelligences, and individuals differ, identifying these intelligences has a significant impact on students learning skills. The identification of students' MI is to help teachers to create teaching activities to provide opportunities for students to process information based on their distinct intelligences to develop their learning ability.

Gardner believes teachers must attempt to reach all students and develop their diverse intelligences. Students have unique differences and teachers would like to modify teaching methods to include Multiple Intelligences. However, to apply various teaching methods for the various Multiple Intelligences, teachers must have a valid and reliable way to identify their Multiple Intelligences.

Teachers have realized that students have unique learning differences, and they have widely embraced Multiple Intelligences. They have reconsidered the “factory” approach to education (Reynolds & Miller, 2003, p. 35).

Individual differences can be identified in the classroom in order for teachers to be effective in teaching. One way of addressing individual differences is to identify the skills of problem solving that learners use to resolve the genuine problems or difficulties that they encounter in life and that thereby lay the groundwork for the acquisition of new knowledge (Gardner, 1983, pp. 60-61).

In order to understand how to implement various teaching methods which incorporate Multiple Intelligences, teachers must be able to easily and accurately identify a students’ intelligence ranking or the whole class’. In addition, for individuals to understand and articulate their own learning preferences specified by their intelligences, students must be able to easily identify individual strengths.

Thus, teachers need to be equipped with the tools to understand and address students’ Multiple Intelligences. Arming teachers with this new kind of instrument could enable them to use Multiple Intelligences in planning for and teaching with the intelligences. In addition, students could be empowered and encouraged to become creative with their assignments.

Therefore, for teachers to become successful in teaching with Multiple Intelligences in mind, they must have an accessible, valid, and reliable assessment tool. Assessing a student’s learning preferences allows a wider range of students to successfully participate in classroom learning (Lazear, 1991). In addition, it can create a learning environment conducive to learning.

The MI questionnaire is now available for use. It was designed for easy and convenient use in the classroom. This 35-item questionnaire can be completed and scored

within 5 minutes to take q quick insights on the self-reported ranking of seven Multiple Intelligences.

Thus, the present study provides teachers with another tool to help them address the individual differences in their students.

When teachers know about students' personal beliefs or confidence, to be specific their MI preferences, it might make more sense to develop students through their strengths, which both stimulate their development, because people are naturally likely to do better in their strength areas, their confidence grown and their beliefs lifted as well as their strengths and weakness.

The sequence of the identified MI preferences was listed, especially the differences between male and female students' MI preferences were also listed and considered, which serves as the references for teaching, especially for the materials and teaching methods selection, activities designing and assigning, individual student tutoring and so on. This is the reason why the present study has started by identifying the MI preferences of students, which guided the researcher to search for teaching materials, selected the teaching methods, and design the teaching activities for the development of the English speaking course.

Discussion of the findings for Research Objective 2:

In traditional English classrooms, many speaking activities involve students in producing a given form or pattern, or expressing a given function, rather than saying what they feel or what they want to say.

Classroom time may be better spent in some other ways: increasing exposure which may provide more examples of patterns that learners could recognize, expanding the repertoire of useful words and phrases and getting students to use the language themselves. Free use of language concerning a certain topic involves a far broader range of language and

gives learners richer opportunities for acquiring. Students are more likely to experiment and take risks with new language if the learning atmosphere is supportive, the learning ways are preferable, and the topics are familiar.

All linguists acknowledge that it is fundamental to determine wants, lacks and needs of the learner. “Needs are those skills which a learner perceives as being relevant to him; wants are a subset of needs, those which a learner puts at a high priority given the time available; and the lack is the difference a learner perceives between his present competence in a particular skill and the competence he wishes to achieve“ (Dickinson, 1991).

Anyone willing to establish a successful course is at some point compelled to make use of a needs analysis. It is extremely important to understand why the student is inclined to learn a new language and in what context he will be using it, as goals of the course change accordingly to the needs of the learner.

Needs analysis requires a compilation of information on both individual and groups who are to learn a language and on the use which they are expected to make of it when they have learned it (Richterich, 1983).

The present study developed a task-based English speaking course that aimed to provide opportunities for learners to experiment with their spoken language.

The course was composed of four main parts which were the objectives, the contents, the organizations, and the assessments.

In the present study, all the tasks had a specified objective that must be achieved, often in a given time. They are goal-oriented. In other words, the emphasis is on understanding and conveying meanings in order to complete the task successfully. While students were doing tasks, they were using language in a meaningful way. All tasks had outcome. The outcome achieved was further built on at a later stage in the task cycle.

The quality of the exposure has been found to be more important than the quantity. Quality does not just mean good pronunciation but a variety of types of language use, in the present study, although the topics were fixed, but the contents were chosen deliberately informal and formal in a range of different kinds of sources to achieve the rich and the real input.

If learners know that in class what they will be expected to make real use of the target language themselves, it will lead them to pay more attention to what they hear and read, and to process the input more analytically, noticing useful features of language, thus output can encourage intake.

The classroom was managed, in the present study, in the teaching framework of pre-task, task-cycle, and language focus so that opportunities for both kinds of language use (private and public) were available and distinct from each other. Students could know when they can use language freely without worrying about getting things wrong.

Even if students have no personal long-term motivation, as is often the case in school, the researcher designed and select students preferred activities in line with their MI preferences that could motivate students, engage their attention, present a suitable degree of intellectual and linguistic challenge and promote their language development as efficiently as possible.

The activities designed in the present course aimed at promoting awareness of language form, making students conscious of particular language features and encouraging them to think about them, which is likely to be more beneficial in the long run.

The activities are designed to provide students with plenty of opportunities to notice useful language features, and to highlight specific aspects of language that occur naturally. During such activities, individual learners' differences were able to more easily be catered for, and different levels of students were accommodated. Setting students to

investigate specific linguistic features allowed them to process them in their own time, at their own level.

It is important that students are challenged to be fluent and accurate, and additionally to be complex if possible because this helps them to consolidate and improve their language, especially when to be recorded, doing an oral presentation for public display with the teacher monitoring. Although students were aware of improving their fluency, accuracy, and complexity, they didn't know the detailed scales in assessing them, which was much better in the course of teaching and learning.

Discussion of the findings for Research Objective 3

The results addressing the extent to which the developed English speaking course contribute to HIU students' English speaking abilities revealed that the course incorporating the task-based framework of teaching and the identified Multiple Intelligence dimensions was able to enhance the students' English speaking abilities in terms of fluency, accuracy and complexity.

Major findings of Research Question 3 are discussed in this section, which also provides some discussions related to the extent to which students improved their speaking abilities in the sequence of complexity, accuracy, and fluency in detail.

First, for the instruments, the data collected must follow the normal distribution before being used as the instruments, so the normal distribution of the data was tested and achieved in terms of P-P Graphs and Kolmogorov-Smirnov Testing; and then the instruments must be tested in terms of reliability and validity before actual use, so the reliability was tested by Cronbach's Alpha (.773) and the construct validity was tested in terms GFI (.950), IFI (.986), and CFI (.982), both of which demonstrated that the instruments could be used.

Then, the mean value of comparisons in terms of CAF was done between both pre-test and post-test of the experimental group students, and between post-test scores of the

experimental group and the final scores of the control group students. And further, the mean value comparisons between the variables under CAF were also done accordingly. Both CAF comparisons and sub-variables comparisons could confirm the improvement of the experimental group students' English speaking abilities with the interventions of task-based English teaching approach and the identified MI dimensions.

The detailed discussions are stated in the sequence of CAF for mean value comparisons as the following:

Complexity: For complexity, six variables were calculated, which were the number of turns per minute (NTPM), the lexical richness (LR), the percentage of words functioning as lexical verbs (PWFLV), the amount of subordination (AS), the frequency of use of conjunctions (FUC), and the frequency use of prepositions (FUP).

From the comparison between pre-test and post-test of the experimental group students, we can see that the extent of improvement in Complexity was at the significant value of .001, and the extent between experimental group and control group in Complexity was significant at the value of .026 which could further confirm the improvements, so the designed English speaking course contributes to the complexity at the significant level of .01.

From the variables under Complexity, we can see that prepositions improve but not significantly, turns per minute and lexical verbs improve at the significant level of .05, and lexical richness, subordination and conjunctions improve at the significant level of .01, which indicates that for complexity, conjunctions improve first, and then come to the lexical verbs and the prepositions, which accordingly improve the lexical richness and turns taking.

Accuracy: For accuracy, six variables were calculated, which were the number of self-correction (NSC), percentage of error-free clauses (PEFC), the target-like use of verb tenses (V), the target-like use of articles (A), the target-like use of plurals (P), and the ratio of indefinite to definite articles (RITDA).

From the comparison between pre-test and post-test of the experimental group students, we can see that the extent of improvement in accuracy was improved at the significant value of .002, and the extent between the experimental group and control group was improved at the significant value of .001 which could further confirm the improvements. So, the designed English speaking course contributes to the accuracy at the level of .01

From the variables under Accuracy, we can see that the percentage of error-free clauses and the ratio of indefinite to definite articles both decrease but not significantly. Verb tenses improve but not significantly, and self-corrections improve significantly at the level of .05, and articles and plurals improve at the level of .01, which might indicate that for accuracy, students improve the use of articles and plurals first, and then verb tenses and clauses.

Fluency: For fluency, eight variables were calculated, which were number of words per minute (NWPM), number of syllables per minute (NSPM), number of pauses longer than one second per minute (NPPM), mean length of pauses (MLP), number of repetitions (NR), number of reformulations (NRP), mean length of run (MLR), and number of words per run (NWPR).

From the comparison between pre-test and post-test of the experimental group students, we can see that the extent of improvement in fluency was significant at the value of .001, and the extent of improvement between the experimental group and the control group was significant at the value of .038 which could also confirm the improvements. So, it could be said that the designed English speaking course contributes to the improvement of the experimental group students' speaking abilities in Fluency at the level of .01.

From the variables under Fluency, we can see that in comparison between pre-test and post-test of the experimental group, number of pauses per minute decreases, which means when speaking, students pay more attention to their words, which could indicate a

good awareness for improvement. Number of repetitions and mean length of run also decrease but not significantly. Number of words per turn decreases, which probably further means when speaking, students pay more attention to the choice of words, the sentence structures, or the meanings conveyed, and so on, together with the increase of pauses and repetitions, which might influence the words per turn and mean length of run. And number of words per minute, number of syllables per minute, and reformations improve at the significant level of .01. All of the above may indicate that for fluency, number of words improve first, paying attention with the syllables of words, better together with reformations, and then reduce the pauses and repetitions, and gradually improve the length of run.

From all the data analysis above in terms of CAF between pre-test and post-test of the experimental group students, it might indicate that the developed task-based English speaking course with MI features contributed to the improvements of Fluency and Complexity more than Accuracy, even though all were improved. For variables under Complexity, Amount of Subordination, Frequency Use of Conjunction, and Length of Run contributed more than the others. For variables under Accuracy, Plurals, Articles, and Self-correction contributed more than others. For variables under Fluency, Words per minute, Mean Length of Pauses, and Number of Reformations contributed more than others. It might also indicate that if students focus on the improvements of the variables mentioned above used in their speech first, their English speaking abilities might improve to a relatively larger, faster and better.

Pedagogical Implications

This present study carefully examined and explained how to design a course employing the task-based approach with Multiple Intelligences features to enhance students' English language abilities in terms of fluency, accuracy and complexity.

The results of this study demonstrated that the identification of students' MI preferences could be done by questionnaires, and students' self-perceived MI preferences are different, and the most preferred ones could be found by sequencing the top preferred preferences collectively or separately in gender; English speaking course could be developed in terms of objectives, contents, organizations, and assessments, using task-based teaching framework and classroom teaching activities with preferred MI features in familiar topics to improve students' speaking abilities in terms of fluency, accuracy, and complexity; and the extent to which the developed English speaking course could improve students' English speaking abilities could be assessed in different variables under complexity, accuracy and fluency, some variables contributing more and decisive. It could be concluded that the designed English speaking course did improve students' speaking abilities.

Therefore, related pedagogical implications were prompted to provide a useful reference for English teachers in the field of English speaking teaching and course designing. The findings from the study have several implications as the following:

First, HIU teachers are recommended to use integrated strategies and instructional activities providing students activities that suit their abilities that optimize their opportunities to develop their intelligences, hence information processes can be easier (Sedov, 2019). As MI theory provides a platform to help students learning, providing integrated strategies and instructional activities are likely to cater to the different needs of students in terms of intelligence profiles, learning styles and learning preferences (Lou & Wang, 2019; Rohaniyah, 2017). By doing so, students' successful and effective learning processes might be easy. As Sellar (2008) and Spirovska (2013) argued, redefining teachers or educators role has a tendency to help students to be more engaged and motivated. Since, the relationship between intelligences and teaching and learning processes are viewed a fundamental element in planning students learning activities, promoting higher academic performance, learner

success and lifelong learning (Özdemir, Güneysu & Tekkaya, 2006; Spirovska, 2013), educators therefore need to acknowledge that there are different independent abilities learners have which are important prerequisites to language education (Gardner, 2011).

Second, English learning education should be viewed as the cultivation and development of students' knowledge. Therefore, creating an education which fit for every student can provide equal opportunities for development and highlight the diversity, periodicity, and directionality of students' development. Teachers and educators therefore should pay attention to student strengths instead of failure. Understanding the individuality of students and perhaps personalizing instruction to maximize their achievement and life development should be some of the criteria in designing materials and teaching methods (Jones, 2017; Robinson; 2015; Shearer, 2020; Spirovska, 2013).

Third, as multiple intelligences represents a key component of students' success, teachers should develop course materials or teaching methods that address the needs of students based on the intelligence they possess to encourage academic success and promote a quality learning experience, for example, by using content-based or task-based approach as teaching methods. Providing a holistic and collaborative way of learning might be able to bring out the best among learners as they can use their individual strengths to help each other. Letting students learn authentically by using their personal talents and interest might create a more active and involved students in the classroom (Ignjatovic, 2017). Providing students a space to do what they do best might motivate them to show their 'domain' intelligence and build self-esteem (Yang, 2019).

Fourth, when designing a certain course, the course designer should pay attention to select one framework of teaching, like the task-based teaching framework in the present study, to be guided to go through all necessary steps, like setting the objectives and goals to meet the needs of stakeholders, choosing popular and updated topics and materials for

students to learn about, effective framework of teaching for both teachers and students, teaching activities to motivate participation, practical and scientific assessments of the outcome and all other related aspects to ensure the right track.

Fifth, when doing research, researchers should pay more attention to the reliability and validity of the instruments, which are vital to the results of the study and can also guide the future study as well. In the present study, the reliability and validity of the MI questionnaires and the variables under fluency, accuracy, and complexity were both tested and accepted, which gave the researcher meaningful results and guided the following procedures.

Sixth, the present designed English speaking course teaching was done online because of the Covid-19, although the teacher and students could not meet in person, they could see each other on the screen and hear clearly. In teaching and learning, the teacher and students were sitting in their comfortable rooms without too much interrupting or distractions, which focused their attention on the teaching and learning. In addition, the videos related to topics were distributed beforehand for students to preview and review at their disposal. Furthermore, during the presentation stage of each class, most of the time, students presented their ideas or thoughts one by one in class, they knew that the people who could hear what they say included not only their classmates, but also other unknown people like classmates' relatives or friends behind the screen, which might push them to prepare well. All these, in the researcher's point of view, contributed to the results of the study, which might indicate that learning environments, face value and disposal time may also be important for learning effectiveness.

Limitations of the Study

MI Questionnaires Limitations

People's multiple intelligence profiles could be changed through learning or practicing. The real seven MI dimensions situation of students is different between individuals. In examining students' multiple intelligence dimensions, the researchers used the simple questionnaires to identify students' self-perceived MI preferences, which would be criticized as simple ways. Accordingly, when students were doing the Likert grading of each question, they might not do it honestly. There are indeed other ways to examine students MI dimensions, like using seven activities proposed by Gardner and Feldman (1980) published in the "spectrum project" which was previously adapted to the Spanish population and see whether it works for the Chinese context. As for the comparison between male and female students in MI dimensions, there are altogether only 80 male students out of 279 valid questionnaires, so the researcher had to randomly choose another 80 female students from the questionnaires for the comparison.

In the present study, the MI questionnaires were served as one of the ways for teachers to know better the students' learning and for students to know better themselves, thus raising the awareness of MI both for teachers and students themselves.

The researcher has limited knowledge in the psychological field, the act of employing MI theory to the education of speaking English is just the beginning, and the researcher will dig deeper into the ways of achieving better understanding and employment in relation to MI theory for education.

Samples Students Choice Limitation

The populations of this study are the students of Heilongjiang International University, who came to HIU from different parts of Heilongjiang Province. The students are in different departments, of different majors, and have different college entrance English

scores. In order to make the two group students more or less the same level of English proficiency, the two classes of students were chosen as two groups of students purposefully according to their college entrance English scores to reduce other factors' interference. So the two groups were chosen purposefully not randomly.

Teaching Hours Limitation

The teaching of the developed English speaking course lasted for four months, ninety minutes each lesson, altogether ten lessons. Although students were given enough assignments between lessons and the teacher kept monitoring and answering students' problems, the total teaching hours were two hundred teaching hours, which is considered minimal, as Ellis (2009) pointed out the danger of trying to improve the students' oral communication in a very short period and suggests a longitudinal study.

In the present study, because of the Covid-19, the developed English speaking course had to be implemented online and the researcher would explore further in the future study.

Recommendations for a Future Study

Based on the findings of the present study, there are three main suggestions for future studies in relation to the three research objectives, i.e. Multiple Intelligences, course designing, and assessments of speaking abilities in terms of fluency, accuracy and complexity.

For Multiple Intelligences

Howard Gardner's theory of Multiple Intelligences (MI) has transformed some fundamental beliefs about teaching and learning. This study attempted to focus on the implications of Gardner's theory for higher education in English speaking. The research also suggests factors within the current environment that make it particularly important to examine the implications of meeting diverse learners' needs in the way of the combination of

MI dimensions and task-based teaching and learning activities to improve university students' speaking abilities.

For the present study, the researcher focused on the seven MI dimensions, using the 35-item questionnaires to identify HIU students' self-perceived MI preferences, for future studies, researchers may focus on more MI dimensions like eight or nine MI dimensions, and the 70-item questionnaires may also be used further to identify students' MI preferences, even new ways in doing so.

For Course Designing

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. Ellis (2003) believed that TBL is teaching and learning a language by using language to complete open-ended tasks. He claimed that TBL follows learner-centered educational philosophy. TBL offers content-oriented meaningful activities. Task-based teaching, together with MI theory, the interventions in the present study was employed on the development of an English course on the improvement of students' speaking skills. It must be reminded that there are other language skills, like listening, reading, writing, and so on. The interventions could be done to address these language skills even the future researches may be done on various combinations of them to solve the corresponding problems to meet the needs of stakeholders.

For Assessments of CAF

In the present study, the improvement of the students' speaking abilities was assessed in terms of Complexity, Accuracy, and Fluency, each of which had different variables under them. Using multiple measures for assessing each dimension of performance may yield a more valid and comprehensive picture of a construct if and only if the measures are used in different facets of the construct in question.

For future studies, some more assessments might be done in terms of CAF, there might be more variables under each category that were not calculated in the present study, and more variables may be added to the list. Further studies also need to be done to examine the exact contributions of each variable for the dimension and which ones are decisive so as to minimize the number of variables for better teaching and learning.

Conclusion

The purpose of this study is to identify the self-perceived MI of Chinese students at Heilongjiang International University, China to provide teachers with a better understanding of their students to help them develop their learning abilities by creating materials and activities that provide learners with opportunities to process information based on their distinct intelligence.

From the findings presented, we can see that HIU students are relatively higher in Musical, Interpersonal, Linguistic and Intrapersonal intelligences, compared with Visual-spatial, Bodily-Kinesthetic and logical intelligences.

Furthermore, the findings also indicated that male and female HIU students differ in the sequence of their self-perceived multiple intelligences. Male students' MI sequence is Musical, Interpersonal, Bodily-kinesthetic, Linguistic, Intrapersonal, Logical, and Visual-spatial. Female students' MI sequence is Musical, Linguistic, Intrapersonal, Interpersonal, Visual-spatial, Bodily-kinesthetic, and Logical. From the differences we can see that Musical Intelligence ranks first in both male and female students, but the other six MI are completely different in terms of sequence.

The different perceived intelligences of students indicated that integrated strategies and instructional activities can be provided to students to suit their abilities that can optimize their opportunities to develop these intelligences. Hence, information processes

could be easier. As MI theory provides a platform to help students' learning, providing integrated strategies and instructional activities are likely to cater the different needs of students in terms of intelligence profiles, learning styles and learning preferences. By doing so, students' successful and effective learning processes might be easy. As Spirovska (2013) argued, redefining teachers or educators' role has a tendency to help students to be more engaged and motivated. Since, the relationship between intelligences and teaching and learning processes are viewed as a fundamental element in planning students learning activities, promoting higher academic performance, learner success and lifelong learning, educators therefore need to acknowledge that there are different independent abilities learners have which are important prerequisites to language education (Gardner, 2011).

Accordingly, English learning education should be viewed as the cultivation and development of students' knowledge. Therefore, creating an education which fit every student can provide equal opportunities for development and highlight the diversity, periodicity, and directionality of students' development. Teachers and educators therefore are supposed to pay attention to student strengths instead of failure. Understanding the individuality of students and perhaps personalizing instruction to maximize their achievement and life development should be some of the criteria in designing materials and teaching methods.

Hence, as multiple intelligences represent a key component of students' success, teachers should develop course materials or teaching methods that address the needs of students based on the intelligence they possess to encourage academic success and promote an effective learning experience, for example, by using content-based or task-based approach as teaching methods. Providing a holistic and collaborative way of learning might be able to bring out the best among learners as they can use their individual strengths to help each other. Letting students learn authentically by using their personal talents and interest might create a

more active and involved students in the classroom. Providing students a space to do what they do best might motivate them to show their domain intelligence and build self-esteem.

To take advantage of the usefulness of multiple intelligences in the English classrooms, integrating the approach of MI in a non-conventional and a student-centered classroom might help teachers and learners to understand that a learner does not need all multiple intelligences to be a proficient student. Instead, teachers should know their students' strengths and shape his/her other intelligences gradually by integrating these features in teaching activities.

To conclude, the development of the task-based English speaking course with MI features need to be utilized as this likely help HIU students' with regards to complexity, accuracy, and fluency in English speaking.

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APPENDICES

APPENDIX A

Multiple Intelligences Questionnaire

Multiple Intelligences Questionnaire (35 items)

Hello, thank you for taking the time to do this questionnaire. The purpose of this questionnaire is to self-test your Multiple Intelligences (including linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial-visual, interpersonal and intrapersonal). At the end of the test, you will learn about your intelligences and score comparisons, intelligent descriptions, preferences and career potentials, task types that you are good at, and types of learning that you prefer.

The data for this test will be used for analysis of Multiple Intelligences for English teaching and learning. The information collected is only used for English teaching researches and will not be used for any commercial purposes. This test is only about gender, education, and there will be no form of disclosure, please feel free to fill in.

Thank you again for your active cooperation!

1. Your Gender：

○ Male ○ Female

2. Your Status：

○ Primary School student ○ Junior High School student
○ Senior High School student ○ College student
○ MA student ○ PhD student
○ Else

3. I can play a musical instrument.

○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree

4. I often have a song or piece of music in my head.

○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree

5. I find it easy to make up stories

○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree

6. I have always been physically well co-ordinated.

○ Strongly Disagree
○ Slightly Disagree

○ Agree
○ More Agree
○ Strongly Agree
7. Music is very important to me
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
8. I am a convincing liar.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
9. I play a sport or dance.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
10. I am a very social person and like being with other people.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
11. I find graphs and charts easy to understand
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
12. I find it easy to remember quotes or phrases.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
13. I can always recognize places that I have been before, even when I was very young.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
14. When I am concentrating, I tend to doodle.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree

○ Strongly Agree
15. I find mental arithmetic easy.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
16. At school one of my favorite subjects is / was English.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
17. I like to think through a problem carefully, considering all the consequences.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
18. I love adrenaline sports and scary rides.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
19. I enjoy individual sports best.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
20. I find it easy to remember telephone numbers.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
21. I set myself goals and plans for the future.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
22. I can tell easily whether someone likes me or dislikes me.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
23. To learn something new, I need to just get on and try it.

○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
24. I often see clear images when I close my eyes.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
25. I don’t use my fingers when I count.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
26. At school I loved / love music lessons.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
27. I find ball games easy and enjoyable.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
28. My favorite subject at school is / was math.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
29. I always know how I am feeling.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
30.I keep a diary.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
31. My favorite subject at school was / is art.
○ Strongly Disagree
○ Slightly Disagree

○ Agree
○ More Agree
○ Strongly Agree
32. I find pleasure in reading.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
33. It upsets me to see someone cry and not be able to help.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
34. I prefer team sports.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
35. Singing makes me feel happy.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
36. I am happy spending time alone.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree
37. My friends always come to me for emotional support and advice.
○ Strongly Disagree
○ Slightly Disagree
○ Agree
○ More Agree
○ Strongly Agree

The data were collected form scores 1 to 5 (from strongly disagree to strongly agree) for each question and all the 35 items are listed in the order of 7 MI dimensions as the following:

Linguistic:

- I find it easy to make up stories
- I am a good liar (if I want to be)
- I find it easy to remember quotes or phrases or poems or song lyrics
- At school one of my favourite subjects is / was English
- I really enjoy reading

Logical-Mathematical

- I find mental arithmetic easy (sums in my head)
- I like to think through a problem carefully, considering all the consequences
- I find it easy to remember telephone numbers
- I don't use my fingers when I count
- My favourite subject at school is / was maths

Musical

- I can play a musical instrument
- I often have a song or piece of music in my head
- Music is very important to me
- At school I love / loved music lessons
- Singing makes me feel happy

Bodily-Kinesthetic

- I have always been physically well co-ordinated (run, jump, balance, etc)
- I play a sport or dance
- I love adrenaline sports and scary rides
- To learn something new, I need to just get on and try it
- I find ball games easy and enjoyable

Spacial-visual

- I find graphs, charts and diagrams easy to understand
- I can always recognise places that I have been before, even when I was very young
- When I am concentrating I tend to doodle
- I often see clear images when I close my eyes
- My favourite subject at school is / was art

Interpersonal

- I am a very social person and like being with other people
- I can tell easily whether someone likes me or dislikes me
- It upsets me to see someone cry and not be able to help
- I prefer team sports
- My friends always come to me for emotional support and advice

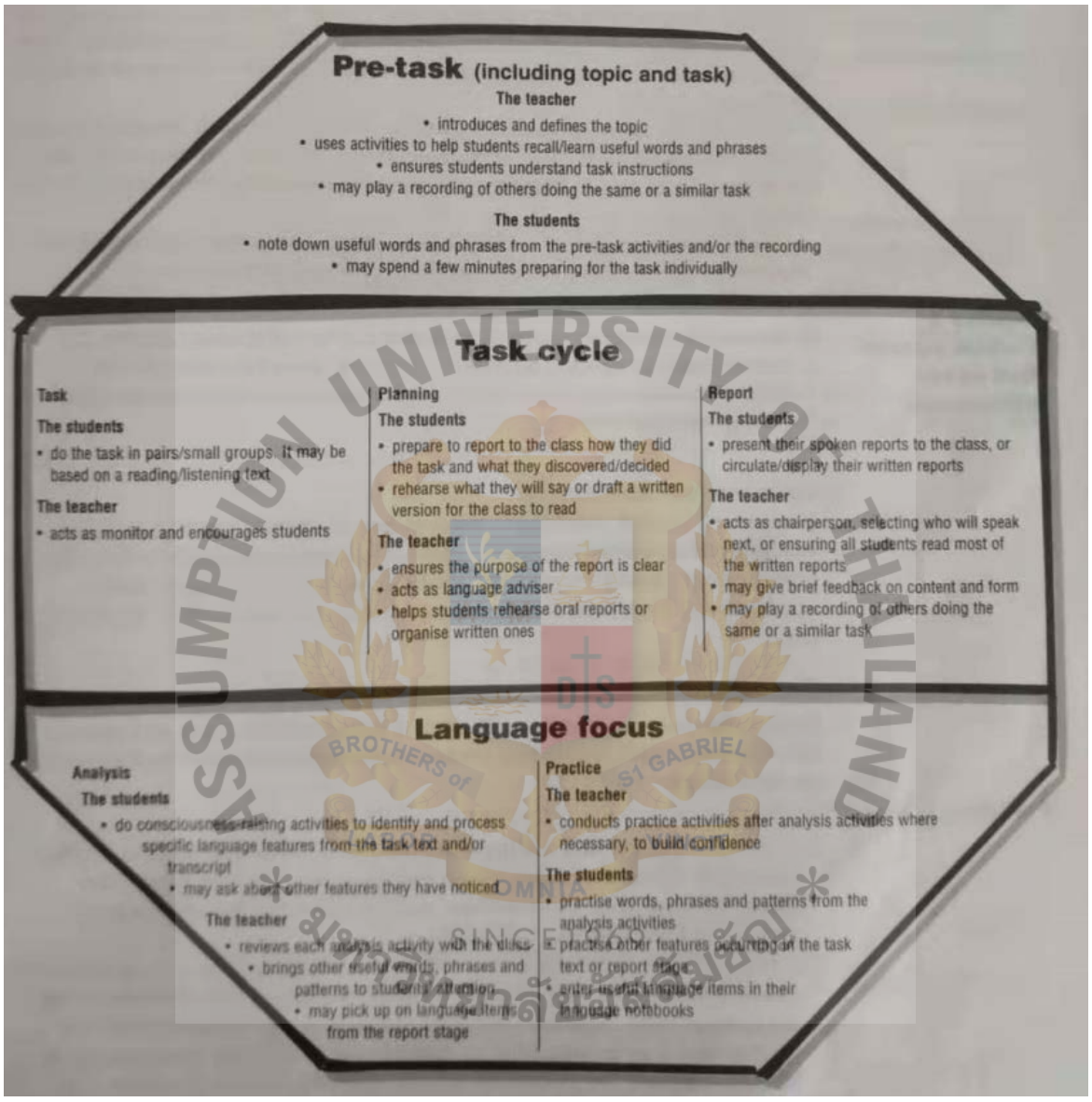
Intrapersonal

- I enjoy individual sports best
- I set myself goals and plans for the future
- I always know how I am feeling
- I keep a diary
- I am happy spending time alone

APPENDIX B

Framework of Task-based Learning

(Page 155 from “A Framework for Task-Based Learning” by Jane Willis 1996 Longman.)



APPENDIX C

Lesson Plans

Lesson Plan Personality

The aim of this lesson outline is to let students master the spoken language and skills in expressing his or her personality, knowing that people are different in personality, accept it and be true you by watching videos, and sharing and presenting what their understanding and thinking about their own personality. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about words of personality.

b. Video watching of “Adjectives to Describe Personality” to consolidate.

Task Cycle 1 Who is the right person for you?

Task (5 - 10 min) (exposure/visual-spatial and intrapersonal)

a. Watching a testing video of “who is the right person for you?”.(exposure/intrapersonal) (suggested person: adventurer; materialist; family man/woman; Romantic Dreamer;)

b. Discussing and sharing about what person you are, and what kind of person is right for you by the students themselves.

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students vote to select one or two students to present their answers about “what personality you have and what kind of person is right for you and why?”

Report (20 - 25 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

c. Teacher summarize and comment on students’ performance to cheer up for the next task cycle.

Task Cycle 2 Being an Introvert Is a Good Thing

Task (5 - 10 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about their opinions about their own personality, and if they want to change;

b. Watching a video named “Being an Introvert Is a Good Thing”

(Students taking notes, repeating video if needed)

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Students in groups discuss and share whether they would like to change their personality and why;

b. Each group select one presenter to present.

Report (20-25 min) (use/linguistic)

a. Each presenter will present their speech within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances.

Language Focus

Analysis and Practice (5-10 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used and the suggestions in expressing hobbies and interests.

b. Students note down the words and phrases and ask questions if needed;

c. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Food and Cooking

The aim of this lesson outline is to let students master the spoken language and skills in ordering food in four kinds of restaurants and sharing and presenting how to cook their favorite food through real life videos. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming, Listing and sorting words about food and cooking to be used in the task cycle:

E.g. Food nouns: cook, chef, dishes, smells, cuisine, ingredients, recipe, untensils, flavor, etc.

Food verbs: cut, chop, slice, dice, peel, fry, bake, grill, boil, steam, etc.

Food adjectives: spicy, sweet, bitter, sour, bland, rich, tasty, delicious, disgusting, home-cooked, etc.

Dishes: pata, noodles, curry, pastry, snack, salad, dessert, seafood, etc.

(and other typical Chinese traditional dish names if needed)

b. Matching phrasal verbs with theri meanings to consolidate.

Task Cycle

Task Cycle 1 Ordering Food

Task (5-10 min) (Exposure/visual-spatial)

a. Watching a video of ordering food in four kinds of restaurants with subtitles two times;(first time focusing on video to understand, second time focusing on subtitles to remember or note down, imitating speaking allowed)

b. Watching the videos of ordering food in four kinds of restaurants one by one without subtitles, trying to match the words listened with the subtitles remembered.

(one or two more times if needed)

c. Watching the video with subtitles again to achieve confidence in ordering food in English.

(subtitles could be given to students if needed)

Planning (3 -5 min) (use/linguistic and intrapersonal)

a. Each group of seven students discussing and the four scenes of ordering food;

b. Students working on their own to decide who will be clerk and who will be the customer or customers, one student must play at least one role.

Report (20 - 25min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

Teacher summarize and comment on students' performance to cheer up for the next task cycle.

Task Cycle 2 Cooking

Task (5 -10 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, interviewing group members about the food or dishes they like and why;

b. Group members sharing personal cooking experience and illustrate.

c. Two fried rice Videos watching as an example of cooking illustrating, one with key words, another with subtitles. Students take notes if needed)

Planning (3-5 min) (use/linguistic and intrapersonal)

a. Group members vote to choose one presenter according to the sharing period;

b. Group members work collectively to decide the sequence and way of presenting according to the videos watched.

Report (20-25 min) (use/linguistic)

a. Each presenter will present their cooking within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances, even encourage students to try cooking for their family or friends if possible, safety first.

(time permitting, the teacher present the video of top ten funnist cooking fails)

Language Focus

Analysis and Practice (5-10 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used both in ordering food and illustrating the process of cooking.

b. Teacher and students discuss and circle the most frequent words and phrases used in students' presentation and explain;

c. Students note down the words and phrases and ask questions if needed;

d. Videos and other materials uploaded to website for students to review. (homework)

Appendix:

Suggested phrasal verbs about cooking

1. Bake off	2. Boil away	3. Boil down	4. Boil over	5. Bolt down
6. Chop up	7. Cut off	8. Cut out	9. Cut up	10. Eat out
11. Eat up	12. Fry up	13. Pick at	14. Pig out	15. Slice off
16. Whip up				

Lesson plan Climate and Weather

The aim of this lesson outline is to let students master the spoken language and skills in expressing and talking about weather in different seasons, and sharing and presenting what their solutions about extreme weathers through real life videos to know that climate changes, culture changes, and we have to adjust to nature. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (5 - 10 min)

a. Brainstorming about words of weather expressions in the order of seasons.

Winter: ... spring: ... summer: ... autumn ...

b. See a video of how to talk about weather in English

(the presenter shows most words about weather in the order of seasons, students note down the words if needed)

c. Teacher summarized the answer questions if needed.

Task Cycle 1 What Causes Day Length Change to Summer and Winter.

Task (8-10 min) (Exposure/visual-spatial)

a. Video watching about “What causes day length change to summer and winter”.

(students note down key words while watching, bearing in mind the question: How does the day length change in the Northern hemisphere?)

Planning (5 - 10 min) (use/intraspersonal)

a. Students in group of seven discussing the answer to the question:how does the day length change in the Northern hemisphere?

b. Each group vote to select one presenter to answer the question in their own words.

Report (10-20 min) (use/linguistic)

a. Each group present their answer one by one.

b. Students vote to select the best one and explain why.

c. Teacher summarize and comment their performance.

Task Cycle 2 Extreme weather and solutions

Task (10 -15 min) (Exposure/visual-spatial)

a. Watching the video titled “Extreme weather needs extreme solutions”

(students note down while watching)

Planning (3 - 5 min) (use/intrapersonal)

a. After watching, students in groups of seven just talk about freely what they think about the relationship between climate, culture, and nature.

b. Each group select one presenter to summarize their discussion.

Report (15-20 min) (use/linguistic)

a. Each group present their answer one by one.

b. Students vote to select the best one and explain why.

c. Teacher summarize and comment their performance.

(key words from the video:We have to adjust to the nature; Extreme weather needs extreme solutions; Stop naming, blaming, or shaming. Response! Responsible!)

Language Focus

Analysis and Practice (3-5 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used in expressing weather.

b. Teacher and students discuss and circle the most frequent words and phrases used in students' presentation and explain;

c. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Jobs

The aim of this lesson outline is to let students master the spoken language and skills in job hunting and sharing and presenting what they would do to get their dream jobs and know what success really mean by watching videos about secrets of job recruitment and Arnold's rules of success. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about names of different jobs

b. Video watching of list of jobs and occupations to consolidate.

(students note down if needed)

c. Teacher summarize and keep students thinking what jobs do they want in the future.

Task Cycle 1 7 Secrets of Hiring People

Task (10 -15 min) (exposure/linguistic)

a. Watching a video of secrets of hiring people. (exposure)

(first time focusing on video to understand, second time focusing on subtitles to remember or note down, imitating speaking allowed)

b. List the 7 secrets of hiring people.(exposure)

(one more time watching if needed)

Suggested answers: Unique skills Versatility Intentions Attitude Personality Professionalism Loyalty

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students discussing the listed 7 secrets of hiring people, each member choosing 1 of them and talking about their thoughts.

b. Each group discuss and vote to select one students to present what their thoughts about 2 of

the 7 secrets when preparing for job hunting in the future.

Report (15- 20 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

Teacher summarize and comment on students' performance to cheer up for the next task cycle.

Task Cycle 2 Arnold's rules of success

Task (15 - 20 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about what their rules of behaviors to success and why;

b. Watch a video named " It changed my life" by Arnold Schwarzenegger, and list the rules of Arnold.

(taking notes if needed one more time to consolidate if time permitting)

Suggested answer: 1. have a vision; 2. don't listen to the naysayers;

c. Compare discuss the rules of success of Arnold's and those of the students by themselves.

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Group members discuss and vote to choose one presenter to present what rules of success their group have (2 or 3 rules to illustrate)

Report (15-20 min) (use/linguistic)

a. Each presenter will present their rules of success and explain within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances, even encourage students to plan their career path to the success they desire for.

Language Focus

Analysis and Practice (3-5 min)

a. Students reflect the words and phrases and ask questions if needed;

b. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Hobbies and Interests

The aim of this lesson outline is to let students master the spoken language and skills in expressing hobbies and interests, knowing the differences among hobbies, jobs, careers,and vocations by watching videos, and sharing and presenting what their understanding and thinking about their future jobs or careers. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about words of hobbies and interests.

b. Video watching of hobby and interest vocabulary to consolidate.

Task Cycle 1 What are your hobbies and interests?

Task (5 - 10 min) (exposure/visual-spatial)

a. Watching a street interviewing video of “students’ hobbies and interests”.(exposure)

(students noting down, repeating video if needed)

b. Watching a video of “speaking about my hobby” in answering the following questions: Do you have a hobby?/Why have you chosen this hobby?/What are good hobbies and what are bad hobbies?

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students share about their hobbies.

b. Each group share and prepare answering the three questions listed above.

(using the instructions: Think about question words: what, when where, why, who with ; Describe opinions and feelings; Tell a story related to the topic)

c. Students work collectively finish the questions and select one presenter.

Report (20 - 25 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

c. Teacher summarize and comment on students’ performance to cheer up for the next task cycle.

Task Cycle 2 Distinguishing Hobby, Job, Career, and Vocation

Task (5 - 10 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about what their opinions about relation between their hobbies and future jobs;

b. Watching a video named “Hobbies, jobs, careers and vocations” by Elizabeth Gilbert (Students taking notes if needed repeating video if needed)

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Students in groups discuss and share their own opinions about their own hobbies, jobs, careers and vocations according to the video watched;

b. Group members themselves compare the differences between hobbies, jobs, careers, and vocations with examples.

c. Each group select one presenter to present.

Report (20-25 min) (use/linguistic)

a. Each presenter will present their speech within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances.

Language Focus

Analysis and Practice (5-10 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used and the suggestions in expressing hobbies and interests.

b. Students note down the words and phrases and ask questions if needed;

c. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Transportation and Travel

The aim of this lesson outline is to let students master the spoken language and skills in distinguishing road signs and sharing and presenting what life they choose to live when retiring and why by watching introductions of places around the world. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about words of means of transportation

(Suggested: car, train, plane, ship, bike/bicycle, motorbike/motorcycle, van, bus, pick up truck)

b. Video watching of transportation vocabulary to consolidate.

c. Brainstorming about words of means of transportation expressions.

Task Cycle 1 Checking-in and Going through customs

Task (5 - 10 min) (exposure/visual-spatial)

a. Watching a video of checking-in at the airport without subtitles.(exposure)

(first time focusing on video to understand, second time focusing on subtitles to remember or note down, imitating speaking allowed)

b. Watching a video of checking-in at the airport with subtitles to consolidate.(exposure) (one or two times if needed)

c. Watching a video of going through customs at the airport without subtitles.(exposure)

What is the purpose of your stay?

How long do you intend to stay?

Where will you be staying?

What is your occupation?

Do you have anything to declare?

(five questions to prepare)

(first time focusing on video to understand, second time focusing on subtitles to remember or note down the five useful questions)

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students present the checking-in and going through customs together; (time permitting, another video to refer to)

b. Students working on their own to decide who will be officers and who will be the passengers, one student must play at least one role.

Report (20 - 25 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

Teacher summarize and comment on students' performance to cheer up for the next task cycle.

Task Cycle 2 Decision-making about the places of retired life and explanation

Task (5 - 10 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about what their favorite retired life would be like after retirement and why;

b. Watching a video named “Top 10 Cheapest Countries to live or Retire”

(first time without subtitles, taking notes if needed; second time with subtitles, checking and correcting to understanding; last time without subtitle to consolidate if time permitting.)

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Group members compare and vote to choose one place to live or retire according to the video watched, and then choose one presenter;

b. Group members can also work collectively to decide one other place they like to live or retire and explain.

Report (20-25 min) (use/linguistic)

a. Each presenter will present their favorite place and explain within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances, even encourage students to plan their studies both at college and work to achieve the life they desire .

Language Focus

Analysis and Practice (5-10 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used both in checking-in & going through customs.

b. Teacher and students discuss and circle the most frequent words and phrases used in students’ presentation and explain;

c. Students note down the words and phrases and ask questions if needed;

d. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Animals and Nature

The aim of this lesson outline is to let students master the spoken language and skills in distinguishing animals and sharing and presenting what they think about the relationship between humans, animals and nature by watching videos. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about words of animals

(Suggested: wild animals: ... birds: ... mammals: ... insects: ... sea animals: ...)

b. Video watching of animal vocabulary to consolidate.

Task Cycle 1 Animals and Humans

Task (5 - 10 min) (exposure/visual-spatial)

Watching a video of “10 incredible relationship between animals and human”.(exposure)

(students noting down, repeating video if needed)

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students share experience of relationship with animals or pets, or comment about relationship between human and animals according to the video.

b. Students working on their own to decide who will be presenter of their group to present their opinions about relation with animals.

Report (20 - 25 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

Teacher summarize and comment on students' performance to cheer up for the next task cycle.

Task Cycle 2 Humans and Environment

Task (5 - 10 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about what their opinions about relation between human and environment and why, especially how to present their ways of protecting environment;

b. Watching a video named "Dear Future Generations Sorry"

(Students taking notes if needed repeating video if needed)

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Group members compare and vote to choose their way of expressing about protecting environment according to the video watched, and then choose one presenter;

Report (20-25 min) (use/linguistic)

a. Each presenter will present their favorite place and explain within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances.

Language Focus

Analysis and Practice (5-10 min)

a. Teacher summarize and write on the blackboard the sentences, words and phrases frequently used.

b. Teacher and students discuss and circle the most frequent words and phrases used in students' presentation and explain;

c. Students note down the words and phrases and ask questions if needed;

d. Videos and other materials uploaded to website for students to review. (homework)

Lesson Plan Sports

The aim of this lesson outline is to let students master the spoken language and skills in expressing sports they like and sharing and presenting what they think about the spirit of sports and know the spirit of sports in a new way: respect and perseverance by watching videos about wonderful moments in sports and Murph Workout. The teaching methods used are the framework of task-based learning by Jane Willis and the Multiple Intelligence dimensions by Gardner, i.e. the framework of pre-task, task cycle (task, planning, report), language focus, and MI dimensions of linguistic, intrapersonal and visual-spatial.

Class and course background:

30 Freshmen students in their second term, with college entrance English marks above 105 (full mark is 150) at HIU, ages from 18 to 19. One 90-minute lesson every two weeks, lasting for 16 weeks.

Pre-task (3-5 min)

a. Brainstorming about names of different sports.

b. Video watching of list of sports types and games to consolidate.

(students note down if needed)

c. Teacher summarizes and keeps students thinking what sports they like most and are doing now.

Task Cycle 1 Respect in Sports

Task (10 -15 min) (exposure/linguistic)

a. Watching a video of “20 beautiful moments of respect in sports”. (exposure)

(note taking allowed)

Planning (3 - 5 min) (use/linguistic and intrapersonal)

a. Each group of seven students discussing about respect in sports and list their examples if possible.

b. Each group discuss and vote to select one students to present what their thoughts about the spirit of sports with examples.

Report (15- 20 min) (use/linguistic)

a. Each group present their planned performances one by one, the class listen, watch, take notes if needed.

b. Students discuss and vote on which group or groups have done the best and why.

Teacher summarize and comment on students' performance to cheer up for the next task cycle.

Task Cycle 2 Murph Workout

Task (15 - 20 min) (sharing and exposure/linguistic, interpersonal and visual spatial)

a. Each group of seven students, sharing about what they are now doing or want to do for keeping fit and why or why not;

b. Watch a video named " I did Murph Workout for 30 Days" .

(taking notes if needed; one more time to consolidate if time permitting)

Suggested focus: 1. perseverance ; 2. final result;

Group members compare and discuss the similar experience with the boy in the video.

Planning (3-5 min) (comparison and use/linguistic and intrapersonal)

a. Group members discuss and vote to choose one presenter to present what their thoughts about the video according to their own experience of exercising on campus.

Report (15-20 min) (use/linguistic)

a. Each presenter will present their thoughts and explain within 5 minutes;

b. Students take notes and discuss to vote for the best presenters.

c. Teacher summarize and comment on the performances, even encourage students to plan their daily workout on campus.

Language Focus

Analysis and Practice (3-5 min)

a. Students reflect the words and phrases about sports and ask questions if needed;

Videos and other materials uploaded to website for students to review. (homework)

APPENDIX D

College Entrance English Scores

The Experimental Group Students					
Name	Gender	Department	Major	English Score	College Entrance
1	Female	Chinese	Chinese	107	396
2	Female	Chinese	Chinese	107	364
3	Female	Chinese	Chinese	105	401
4	Female	Chinese	Chinese	111	462
5	Female	Chinese	Chinese	106	391
6	Female	Chinese	Chinese	130	449
7	Female	Chinese	Chinese	114	394
8	Female	Chinese	Chinese	111	387
9	Female	Chinese	Chinese	109	372
10	Female	Chinese	Chinese	113	441
11	Female	Chinese	Chinese	113	359
12	Female	Chinese	Chinese	106	369
13	Female	Chinese	Chinese	112	400
14	Male	Chinese	Chinese	111	353
15	Female	Chinese	Chinese	110	387
16	Female	Chinese	Chinese	113	403
17	Female	Chinese	Chinese	105	415
18	Female	Chinese	Chinese	125	419
19	Female	Chinese	Chinese	109	373
20	Male	Chinese	Chinese	115	477
21	Female	Chinese	Chinese	109	352
22	Female	Chinese	Chinese	105	402
23	Female	Chinese	Chinese	108	450
24	Male	Chinese	Chinese	109	407
25	Female	Chinese	Chinese	112	404
26	Female	Chinese	Chinese	115	424
27	Female	Chinese	Chinese	115	426
28	Female	Chinese	Chinese	115	410
29	Female	Chinese	Chinese	108	369
30	Female	Chinese	Chinese	118	373
Average				111.47	400.87

The Control Group Students					
Name	Gender	Department	Major	English Score	College Entrance
1	Female	Business	Financial Management	119	385
2	Male	Business	Financial Management	120	412
3	Femal	Business	Financial Management	116	356
4	Femal	Business	Financial Management	106	481
5	Male	Business	Financial Management	110	445
6	Female	Business	Financial Management	120	375
7	Male	Business	Financial Management	105	377
8	Female	Business	Financial Management	108	364
9	Female	Business	Financial Management	114	383
10	Female	Business	Financial Management	105	374
11	Female	Business	Financial Management	106	375
12	Female	Business	Financial Management	119	382
13	Female	Business	Financial Management	108	483
14	Female	Business	Financial Management	113	394
15	Female	Business	Financial Management	105	397
16	Female	Business	Financial Management	118	367
17	Male	Business	Financial Management	108	412
18	Female	Business	Financial Management	106	375
19	Female	Business	Financial Management	106	394
20	Female	Business	Financial Management	109	370
21	Female	Business	Financial Management	114	377
22	Male	Business	Financial Management	118	371
23	Female	Business	Financial Management	108	373
24	Female	Business	Financial Management	109	376
25	Female	Business	Financial Management	114	396
26	Female	Business	Financial Management	105	411
27	Female	Business	Financial Management	126	373
28	Female	Business	Financial Management	113	412
29	Female	Business	Financial Management	121	396
30	Female	Business	Financial Management	122	381
Average				112.37	392.23

APPENDIX E

Teaching Requirements Interview Transcriptions

Interviewer: the researcher

Interviewee: the vice dean of the teaching affair department

Time: February, 2020

Location: online through Ding Talk

Purpose: The requirements of College English teaching and learning at HIU

Interviewer: Could you tell me what are the objectives of College English Teaching at HIU?

Interviewee: English is a required basic course for students. The objective of College English is to develop students' ability to use English in a well-round way, especially in listening and speaking, so that in their future studies and careers as well as social interactions they will be able to communicate effectively, and at the same time enhance their ability to study independently and improve their general cultural awareness so as to meet the needs of China's social development and international exchanges.

Interviewer: Thank you very much, to develop students' abilities in using English in a well-round way is important especially in listening and speaking. So, could you please say something about the teaching requirements?

Interviewee: As students are different in their abilities in language, the teaching of College English should provide different guidance for different groups of students and instruct them in accordance with their aptitude so as to meet the specific needs of individualized teaching.

The requirements for undergraduate College English teaching are set at three levels, i.e., basic requirements, intermediate requirements, and advanced requirements. Non-English majors are required to attain to one of the three levels of requirements after studying and practicing English at school. The basic requirements are the minimum

level that all non-English majors have to reach before graduation. Intermediate and advanced requirements are recommended for those

who have more favorable conditions. HIU should set its own objectives in the light of specific circumstances, strive to create favorable conditions, and enable those students who have a relatively higher English proficiency and stronger capacity for learning to meet the intermediate or advanced requirements.

Interviewer: Thank you. Now that there are three levels of requirements, could you say something about the requirements of speaking?

Interviewee: Sure, There are three levels of requirements. Generally speaking, the students at HIU are of the first two levels. So I mainly say about the the first two levels in speaking. For the basic requirements, Students should be able to communicate in English in the course of learning, to conduct discussions on a given theme, and to talk about everyday topics in English. They should be able to give, after some preparation, short talks on familiar topics with clear articulation and basically correct pronunciation and intonation. They are expected to be able to use basic conversational strategies in dialogue. For the intermediate requirements, Students should be able to hold conversations in fairly fluent English. They should, by and large, be able to express their personal opinions, feelings and views, to state facts and reasons, and to describe events with clear articulation and basically correct pronunciation and intonation.

Interviewer: Thank you, do we have requirements about the college English course design?

Interviewee: OK, Taking into account the HIU's circumstances, we should follow the guidelines of the Requirements and the goals of the College English teaching in designing the College English course systems. A course system, which is a combination of required and elective courses in comprehensive English, language skills, English for

practical uses, language and culture, and English of specialty, should ensure that students at different levels receive adequate training and make improvement in their ability to use English.

In designing College English courses, requirements for cultivating competence in listening and speaking should be fully considered, and corresponding teaching hours and credits should be adequately allocated. Moreover, the extensive use of advanced information technology should be encouraged, computer- and Web-based courses should be developed, and students should be provided with favorable environment and facilities for language learning.

College English is not only a language course that provides basic knowledge about English, but also a capacity enhancement course that helps students to broaden their horizons and learn about different cultures in the world. It not only serves as a tool, but also has humanistic values. When designing College English courses, therefore, it is necessary to take into full consideration the development of students' cultural capacity and the teaching of knowledge about different cultures in the world.

All the courses, whether computer-based or classroom-based, should be fully individual-oriented, taking into account students with different starting points, so that students who start from lower levels will be well taken care of while students whose English is better will find room for further development.

It should ensure that students make steady progress in English proficiency throughout their undergraduate studies, and it should encourage students' individualized learning so as to meet the needs of their development in different specialties.

Interviewer: Thank you very much for your fully explanations and your time. I appreciate it very much.

Interviewee: All right. I feel the same way, I'd be glad to help.

APPENDIX F

Teacher Interviews Transcriptions

INTERVIEW ONE

Interviewer: the researcher

Interviewees: Teacher One (College English teacher colleague) and Teacher Two (College English teacher colleague)

Date: April, 2020

Topic: Suggestions for teaching after observation

Interviewer: First, thanks for observing the class, would you please give me some suggestions for teaching and the adjustments of the future teaching?

Interviewee One: Sure, I am glad to help. Here are some tips for the teaching from my teaching experience online and share with you.

1: Be Specific – Very Specific

When communicating online you can never be too clear. If you want to save yourself a lot of time and headache, make sure you clearly define all class expectations. try sharing real life examples of what to do and what not to do whenever possible.

2: Clarify Tone and Communication Styles

It's never a bad idea to set some classroom communication guidelines from the start in each lesson.

3: Continuously Encourage Engagement

Keeping your students actively engaged in an online setting is a constant challenge. Hiding behind screens, it's easy for students to check out, so you'll have to work at

keeping the conversation going. Try requiring minimum response lengths for assignments and posing open-ended questions.

4: Don't Forget the Value of Group Assignments

Just because it's online doesn't mean you have to ditch the group work. Not only are group assignments a good excuse for some additional peer interaction and engagement but they allow your students to showcase their different strengths and interests. To keep online group work manageable, try breaking projects up into multiple steps with smaller assignments.

5: Ask For Help And Feedback

Your students can provide you with valuable feedback that can help move your class forward. Online classroom experience may help them to inform you on the positives and negatives of your overall online classroom. Education is a "sharing" field and so these connections could prove invaluable to your online educator development.

Interviewer: Thanks very much. All your suggestions will be taken seriously in my teaching. And Ms. XXX, would you please give me some more tips after observing the class?

Interviewee Two: Of course, my tips are about keeping students focused from my own experience of online teaching. To help better support your students stay focused, I recommend the following microlearning principles.

1: Record Your Lessons

Record your online classroom sessions. students who are unable to attend will at least be able to catch up with the session in their own time by viewing the recording. This may also help to uncover things you've missed. There were students who didn't get

their questions answered. And you can take the opportunity to respond outside of the class.

2: Check-in Periodically

You are better to check in with your students on a regular basis, just as you would in a physical classroom. Take care to ensure your audience understands what's been covered so far. Ask some challenging questions and solicit further questions from them.

3: Monitor The Chat

Ask your students to use proper spelling, grammar and punctuation. Make it clear that disrespectful language will not be tolerated. With these rules in mind, check the "Chat" area on a regular basis to monitor the chat.

4: Provide Interactive Activities

Students learn better when they are active participants in the learning experience. Examples of these include icebreaker activities, puzzles, presentations, pitches, peer reviews, quizzes, brainstorm sessions, games and even virtual field trips. Look for ways to involve students who are less outgoing than others.

5: Seek Feedback From Your Students

Last, don't forget to solicit feedback from your online students on a regular basis. This will help you to ensure you are meeting the needs of your audience and improve your approaches.

Interviewer: Great thanks to both of you for your tips. And I appreciate your time and help very much. Thanks!

INTERVIEW TWO

Interviewer: the researcher

Interviewee: Teacher One (College English teacher colleague) and Teacher Two (College English teacher colleague)

Date: May, 2020

Topic: Suggestions for supporting struggling students

Interviewer: first, thanks both of you for coming to this interview again. After weeks of teaching online, I found that most of the students were good in participating the class, but there are problems with the struggling students in the teaching, they feel isolated and unmotivated and don't talk too much when asked to talk. Would you please give me some suggestions for this kind of problems from your online teaching experience.

Interviewee One: During online teaching, I find that increasing numbers of students struggle with language needs, lack of access to technology, and unfamiliarity with technological requirements. We are trying to identify, prepare, and support struggling students in an effort to set them up for success and provide an optimal learning experience.

1. Set Clear Expectations

Provide details about how each class will be conducted, and how students need to prepare. Explain when live-streamed lessons will occur, whether sessions will be recorded, and if so where recordings can be accessed. Share time management tips to ensure that students stay on track, and encourage them to reach out to you for help as needed.

2. Show that you genuinely care

Demonstrate that you sincerely care about your students' performance and attainment of goals. We must be able to step outside of our own minds, egos and professorial ways of doing things in order to really understand what students need at any given moment. Sometimes all they need is a simple "I believe you've got what it takes and I'm here to help you get there."

3. Monitor and Address Progress and Development:

Struggling students rely heavily on structure and receiving specific instructions, and so they will need additional support. Develop a warning system to identify those who are at risk, so you have a better chance of guiding students toward success. Implement early and frequent "check-ins" to monitor progress, determine potential barriers, and address any signs of distress or failure. Use built-in online quizzes and chapter-ending exercises that can be set for homework. In this way you can assess progress as students proceed, rather than wait for the mid-term to discover who is struggling.

Interviewer: OK, thank you very much, Ms. X, Ms. X, Would you like to say something about the class?

Interviewee Two: I totally agree with you. These are sure to help. I also have some other tips:

1. Encourage Ongoing Engagement:

Online learning can be a lonely and solitary experience, so your goal is to help increase student engagement with you and with the course content. "Humanize" the online learning environment so that your students will have a greater sense of buy-in because they see you as a "real person". Communicate that you are "here for them" and focus your time and energy to assist and support them in achieving their goals. To counteract

isolation and develop a sense of community assist students in creating study groups so they can connect with, and learn from each other.

2. Provide Scaffolding:

By scaffolding, you “chunk” tasks into manageable sub-tasks, thereby stimulating ongoing motivation and deeper learning. Scaffolding helps struggling students to complete course-specific assignments, and teaches them valuable skills regarding completing work independently without becoming overwhelmed. Don’t overload students with too much content at any one time. Provide higher levels of scaffolding for those who lack prior knowledge or who have high anxiety or low motivation. You may also need to provide additional layers of scaffolding, and determine the right balance of scaffolding that is necessary at any one time.

3. Make Assignments Transparent:

Transparent assignments help students navigate their educational work more successfully. Communicate what knowledge or skills they will gain from completing the assignment and how that knowledge or skill will be valuable to them. Clarify the steps that they should take to complete the assignment. Well before the assignment is due, share the rubrics or checklists that you will use to evaluate students’ work, as this will help them complete assignments to the best of their ability. Help students overcome their view of errors as failures by conveying the message that we learn by addressing and correcting our mistakes.

4. Be Flexible:

There is no “one-size-fits-all”, so don’t overlook individual differences regarding learning preferences and abilities. Make sure that all your students are able to communicate with you in multiple ways and allow them to select the mode of communication that works best for them. Be reasonable and adjust as needed. Some

students may need more time to achieve mastery, so flexibility with deadlines for assignments is often necessary. Allowing students to submit a series of drafts for review means they can revise errors in preparation for the actual assignment. The chance to resubmit a failing assignment also extends the learning window, enabling students to apply corrective feedback to improve their work and grades.

Interviewer: Thanks very much for your tips. I have already written down what you have said about supporting struggling students, they are valuable tips for me. Thank you both, appreciate it very much.

APPENDIX G

Students Interview Transcriptions

1. Student No. 1

With a semester of study, I have improved my oral English ability to a certain extent. Through practices on topics in class, such as descriptions of scenery and characters. I can learn a lot of new vocabulary related to the topic in the process of organizing the language.What’ s more, I think taking oral class is a good opportunity to practice oral English. But in fact, very few students will actively express in class. So I consider teachers can set up more questions in the classroom, in order to give students more opportunities to demonstrate their oral English.I believe skill comes from practice.

2. Student No. 5

I think I learned a lot in the oral class, and I like learning languages very much. English is important in terms of interest and use. I have learned a lot from teacher Xu's oral class, such as an excellent self-introduction, talking about whether, sports, travelling, jobs, hobbies and interests. Language is a tool to help us to express ideas and opinions better about different topics, so I think the oral class is very useful and very happy to have the oral class.

3. Student No. 6

The English speaking class is to help us practice oral words and exercise English. I have improved my own speaking level through oral classes, and I dare to communicate with oral English. The teacher also helped me correct many oral errors, so that I have greatly improved the self-confidence of speaking, and the vivid and interesting interactive classroom is also attracting to me.

4. Student No. 12

I think I have learned a lot from the English class. My teacher Davy using his life experience to illustrate the text in the book and make it interesting! I also learned many uses of words and phrases, in English class, we worked together and discuss the questions asked by our teacher.A friend have told me that English class is boring, but I find that's not true, because the cooperation brings some fresh ideas from others, every one have enjoyed themselves in the heat discussion. So in English class, I got some knowledge, some leisure, and most important, I made some progress in communicating with other students in my class. English is a tool bonding people’s relationship, its important values have just been proved in our class.

5. Student No. 28

By learning spoken English class. The teacher's explanation is combine with the video. Let us know about more and more foreign cultures and compare the similarities and differences in different countries' living habits. One day, we introduced a Chinese food in English. I introduced the Cola Chicken Wings. Before the introduction, I did a lot of preparations including, how to translate all kinds of ingredients in English, how to express the recipe of it in English and so on. I think these tasks help me improve my language sense. I can improve my listening skills by playing video. Through the interaction with the teacher in class, it can improve my oral expression ability, let me dare to speak. These are my harvests in language class.

BIOGRAPHY

JIAJUN (Davy) XU obtained his MA degree form Harbin University of Science and Technology, China. He is now working as a college English teacher at Heilongjiang International University, China, and currently pursuing PhD ELT at Assumption University, Thailand. His latest articles include 1) XU, J. (2020). Identifying Students' Self-perceived Multiple Intelligence Preferences: the Case of Students from Heilongjiang International University, China. Arab World English Journal, 11 (2) 59-69. DOI: https://dx.doi.org/10.24093/awej/vol11no2.5 , and 2) XU, J. (2021). A Task-based Teaching Approach with Multiple Intelligences Features in Developing Chinese students' Speaking Competency. Arab World English Journal, 12 (2) 209-221. DOI: https://dx.doi.org/10.24093/awej/vol12no2.14 .