

EFFECTS OF ENGLISH SPEAKING INSTRUCTION BASED ON MULTIPLE INTELLIGENCES
THEORY ON ENGLISH SPEAKING ABILITY OF SEVENTH GRADE STUDENTS

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The purposes of this research were to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students and to explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory.

The sample of this study selected by purposive sampling was 10 seventh grade students in Bankae School, Sawaengha District, Angthong Province who enrolled the fundamental English course in term 2 of academic year 2016. The experiment was conducted for 12 weeks. The instruments used in this research were English speaking pre-test and post-test, semi-structured interviews and classroom observations. The data was analysed using descriptive statistics, the Wilcoxon matched-pairs signed-rank test and content analysis.

The findings show that 1) the mean scores of English speaking post-test were higher than the mean scores of pre-test at the significant level of 0.05 2) students had positive opinions towards English speaking instruction based on Multiple Intelligences Theory and 3) The students improved their English speaking ability and learning behaviours.

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CHAPTER 1

INTRODUCTION

The aim of this study is to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students and to explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory. This chapter is the introduction to the study including the background of the study, rationale of the study, the purposes of the study, the research questions, the significance of the study, the definitions of key terms and the outline of the study.

1.1 Background of the study

The purpose of language is to serve people as a communicative tool. The four basic skills in learning a foreign language consists of listening, speaking, reading and writing. Regularly, learners are exposed to the language usage and use by reading books

for academic purposes or for pleasure. Also they usually use the language to write assignments for academic purposes. They rarely have a chance to practise their speaking skills with the native speakers of the language they learn. For most language learners, the ultimate definition of success is acquiring the communicative command over the language. Once learners are able to speak, they would strive for optimizing their performance through accurate use of the language. That shows the importance of speaking skills in enabling learners to gain this command (Hamidi & Seifoori, 2014). Oral communication skills are viewed as the most difficult to be developed. Researchers explain why foreign language learners are reluctant to develop their listening and speaking skills because they lack an authentic speaking environment as well as the learners' apprehension (Salem, 2013).

The goal of foreign language learning stated in Thai national core curriculum is to enable learners to gain positive attitudes towards foreign languages and the ability to use foreign languages to communicate in various situations, to seek knowledge, to be engaged in an everyday life and to further their education. Although learners have learned English for several years, they are not capable of communicating effectively

with their teachers and classmates, let alone with native speakers in real situations. This causes problems because students only use English in classroom and rarely have an opportunity to use English outside their class. An obvious characteristic of Thai students in English class is that they are too shy to speak English. They are afraid of making mistakes when they speak to teachers and in front of their friends. Panyajirawut (2009) indicated that confidence in speaking English due to their inadequate pronunciation, poor grammatical structures, deficient listening skills and low level of vocabulary bank was a problem among Thai students.

From a previous study, another problem found is that students do not speak English either inside or outside classrooms. Teachers do not provide them an English speaking environment in class and also do not encourage them to express their ideas and opinions freely. Thai teachers conduct English speaking lessons by having students recite and memorise the utterances and the dialogues from textbooks without adequate comprehension. Students have little chance to speak English in a real English context. Thai students are good at grammar but when it comes to speaking, they fail to speak the language correctly (Toosiri, 2005). Moreover, students are not provided

an opportunity to practice speaking in different situations on a regular basis. Wanthanasut (2008) mentioned that students' test scores are high level on test papers but once it comes to an oral exam, they achieve a poor result. The other problems are the lesson content taught to students often has little relevance to their actual context, life experience, or their actual interests (Chaiyarat, 2005). Therefore, lessons should be developed and conducted to solve these problems to improve proficiency and motivation of students and different needs and interests of students should be taken into account.

Bearing in mind that every student is not alike. Each of them learns with different speed and achieve different results. In the same context, some students seem to acquire content of the lesson faster and more productively than the others. There are many explanations for this issue. The general factors that influence second language learning are: age, aptitude and intelligence, cognitive style, attitudes, motivation and personality. In recent years, there has been a substantial amount of interest in individual differences among foreign language learners. Although there are

many ways in which learners can vary, intelligence is often thought to be one of the most significant predictors of language learning success.

Students have different types of intelligences but the levels and degrees of these intelligences vary in each person. The different intelligences play an important role in students learning because they impact the way students want to learn. Some students with low English proficiency may excel in other fields of study or skills such as arts or sports. According to Multiple Intelligences Theory, each student possesses one or more intelligences. Gardner (2006) proposed eight intelligences which are: verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinaesthetic intelligence, musical intelligence, interpersonal intelligence, intra-personal intelligence, and naturalist intelligence. This certainly supports the notion that every child has different profiles of strengths and weaknesses across these intelligences and each of them learns in different ways. Intelligences can be equally valued, taught, nurtured and strengthened as stronger intelligences may be used to awaken weaker ones.

Multiple Intelligences Theory was not proposed for determining the one intelligence that fits. Rather, it proposes that each person has capacities in all eight intelligences and each person has his own way of functioning them. Everyone has the ability to develop all intelligences to a reasonable high level of performance if they have been given appropriate encouragement and instruction. Subsequently, giving students the opportunity to experience multiple intelligence based learning activities can support very positive learning environments where students can experience information in new and exciting ways. With the knowledge of multiple intelligences and learning style theory, teachers can integrate various learning strategies so that students engage their minds in many different ways with new ideas and remain attentive in the learning process.

In the view of speaking skills, Champakaew (2004) found that teaching and learning through Multiple Intelligences encourage students to use English for communication. They can use their intelligences with a variety of activities and content designed for multiple intelligences. In the lessons, students are engaged in divergent activities: expressing ideas and opinions, discussions which prompt them to use their

logical, interpersonal and bodily-kinaesthetic intelligences, chanting and reading aloud practices their pronunciation, role-playing such as dialogues and skits, singing, oral presentation which activities and utilise their linguistic, logical-mathematical, spatial-visual, bodily-kinaesthetic, interpersonal and intrapersonal intelligences. Therefore, multiple intelligences can encourage students to take control of their learning and allows students to perform with their strength (Sonsuwit, 2009).

Some studies investigated the effect of using of Multiple Intelligences based instruction. Abdallah (2005) conducted a research on Multiple Intelligences-Based Training Programme on developing first-year English major's oral communication skills. The results revealed that the programme had a great effect on the students' oral communication skills as there were statistically significant differences between the pre and post administration of the test. Salem (2013) explored the impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. The participants of the study demonstrated significant improvement in the oral presentation skills. It showed that using multiple intelligences based instruction

was an effective way to develop the speaking skills through focusing on individual differences among students.

Bankae School where researcher works is an educational opportunity extension schools. Most of the time, English lessons focused on English vocabulary. Communicative skills were not taught effectively. Teachers in the school taught several subjects including English and he or she didn't have background in teaching English. There were not enough teaching materials, so teachers who taught English only conducted lessons using textbooks that the school provided. Consequently, students had very low proficiency of English and low motivation to learn English. After students completed the compulsory education (Grade 9 or Matthayomsuksa 3), they would likely to continue their education in a technical college or vocational training centre where English is not the priority subject/ skill they would focus on. Therefore, if English speaking ability of students have been built up before they further their education wherever they plan to, it can be a strong foundation for their studies and also an advantage for their future career.

From my observations during lessons and interaction with students outside classroom, despite poor English performance, students showed abilities in other aspects such as sports, handicraft, and music. This brought a notion of Multiple Intelligences Theory into the consideration with a belief that it can lead to developing English speaking ability. Multiple Intelligences Theory calls for multi-modal teaching strategies in which students are given more chances or options while they are learning and speaking. Multiple Intelligences Theory based instruction helps to involve more and more students in the learning process because it addresses various types of intelligences (Don, 2016).

Therefore, the main proposes of this study is to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade (Matthayomsuksa 1) students in order to develop their English speaking ability and also to explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory.

1.2 Research Questions

1. To what extent does English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students?

2. What are students' opinions towards English speaking instruction based on Multiple Intelligences Theory?

1.3 Objectives of the study

1. To examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students.

2. To explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory.

1.4 Statement of hypotheses

Don (2016) stated that integrating multiple intelligences classroom activities was an effective way to develop the English speaking skill through focusing on

individual difference among students. Moreover, the result of the study of Supawachiranant (2014) revealed that students responded favourably with their opinions towards learning ASEAN Community content through Multiple Intelligences-based activities. As a result, the hypotheses of this study were set as follows:

1. After the Multiple Intelligences Theory based instruction was conducted, students gained higher English speaking ability which would be examined by the following statements:

1.1 The students' mean post-test scores would be higher than the pre-test scores at the significant level of 0.05.

2. Students would have positive opinions towards Multiple Intelligences Theory based instruction.

1.5 Scope of the study

1. The population of this study was 157 seventh grade (Matthayomsuksa 1) students in 11 educational opportunity extension schools in Ban Nai Tan area located in Sawaengha District under control of Angthong Provincial Education Office.

2. The participants of this study were 10 seventh grade (Matthayomsuksa 1) students at Bankae School who took the fundamental English Language subject in term 2 of academic year 2016.

3. The variables of this study were as follows:

3.1 Independent variable: English speaking instruction based on

Multiple Intelligences Theory.

3.2 Dependent variables:

3.2.1 English speaking ability

3.2.2 Students' opinions towards English speaking instruction based on Multiple Intelligences Theory.

1.6 Definitions of terms

1. English speaking instruction based on Multiple Intelligences Theory

English speaking instruction based on Multiple Intelligences Theory is referred to an English speaking teaching instruction which focus on developing students' English speaking ability using various activities that respond to the eight types of intelligences

- Verbal/Linguistic Intelligence, Logical/Mathematical Intelligence, Spatial/Visual Intelligence, Musical Intelligence, Bodily-kinaesthetic Intelligence, Interpersonal Intelligence, Intrapersonal Intelligence, and Naturalistic Intelligence. Students will be encouraged to participate in activities based on Multiple Intelligences Theory as a tool to learn English speaking skills and also a tool to promote motivation to learn English.

The instruction was designed based on Thornbury's (2005) process of developing speaking skills and will be also combined with a basic developmental sequence of Lazear (1991) to apply Multiple Intelligences Theory in teaching English speaking.

2. English speaking ability

English speaking ability refers to the capacity to communicate in English as mentioned in National Core Curriculum under standards and indicators for seventh grade students which are asking for and giving information, describing, explaining and expressing opinions. Assessment was focused on student's ability to consistently and continuously speak without pauses or hesitation, consistently use correct grammatical structures, and pronounce words correctly and clearly. This speaking ability was measured by using pre and post English speaking test with a scoring rubric focused on

4 elements which were pronunciation, vocabulary, grammar and fluency as well as classroom observations the researcher used to monitor the students' English speaking ability during conducting the instruction.

3. Seventh Grade Students

Seventh Grade students in the study refers to students who was studying in educational opportunity extension schools in the academic year of 2016. This type of schools are mostly in the remote areas where students are provided an education from first grade up to ninth grade which is a compulsory educational level. The schools are located in Ban Nai Tan area in Sawaengha District, under control of Angthong Provincial Education Office.

4. Opinion

Opinion refers to feeling or feedback that students responded to the interview after learning through English speaking instruction based on Multiple Intelligences Theory.

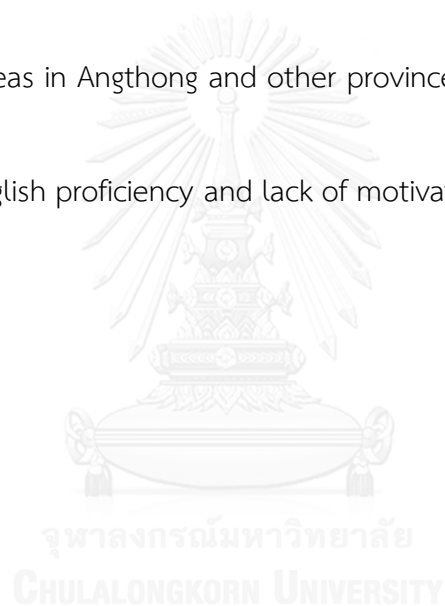
1.7 Significance of the study

1) The results of this study are of useful for English teachers who acknowledge the need to address student variance but often use a one-size-fit-all approach in their classrooms, disregarding students' individuality. Rather than teaching students through the same way, teachers should modify their instruction to meet students' different intelligence profiles.

Today's classrooms are becoming more academically driver. Many classrooms contain students with a range of exceptionalities and markedly different experiential backgrounds (Alavinia & Farhady, 2012). These students almost certainly learn in a variety of ways. In order to create a kind of educational space which is beneficial for all students with different intelligences and styles, the teaching methods are to be changed to fit all the students. Therefore, to design and create Multiple Intelligences Theory based instruction are of importance to be taken into consideration. Findings from the study will contribute to the improvement of the language learning which can effectively enhance speaking ability of students.

2) From the finding of this study, teachers should encourage the learners to be aware of their own intelligences and to foster their own learning potential not only in the English classroom but in other subjects and, most importantly, in life.

3) This study can be a model of teaching English speaking using variety of activities based on Multiple Intelligences Theory in educational opportunity extension schools in remote areas in Angthong and other provinces where the major problems are student's low English proficiency and lack of motivation of learning English.



CHAPTER 2

LITERATURE REVIEW

This study aims to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students and to explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory. The purpose of this chapter is to review the literature related to the Multiple Intelligences Theory and its applications to English speaking instruction. This literature will furnish the framework of the study. The scope of literature involved in this study are as follows:

1. Multiple Intelligences Theory
2. Multiple Intelligences in ELT
3. Teaching English speaking
4. Teaching Speaking with Multiple Intelligences Theory
5. Previous studies on Multiple Intelligences in ELT

2.1 Multiple Intelligences Theory

People usually believe a certain number called IQ (intelligence quotient). This number categorizes people according to a score on an intelligence test. This one number obtained in a pencil-paper test can affect parents and also teacher's opinion. The IQ was believed to be a tangible and concrete representation of an individual's intelligence. The IQ is believed to be distributed among people in a bell shaped curve with the majority having an average IQ and a smaller number of people with either a lower or higher IQ. This classical view of intelligence enabled classification and categorisation of children. Furthermore, it suddenly became possible to determine how smart a person was and what his chances of succeeding at school were. Although these tests measured only linguistic and logical capacities, "...in this society we are nearly 'brain-washed' to restrict the notion of intelligence to the capacities used in solving logical and linguistic problems." (Gardner, 1993). Hence, the ability to answer items on these tests is considered proof of intelligence and logic, math and language skills are of outstanding significance and evidence of intelligence. Tests were

appreciated by scientists as well as the public at that time. However, criticism increased with the growing popularity, and Howard Gardner was also one of the critics. He criticized the fact that these tests were not reliable because they were convenient for people with formal education and he also denied the concept of intelligence obtained in IQ tests.

Gardner doesn't view intelligence as a singular construct nor as something static. Instead he believes intelligence is a process which can be developed throughout life. As a result, he has developed the Theory of Multiple Intelligences, which offers a radically different explanation of intelligence. Gardner's Multiple Intelligences Theory is considered as a breakthrough in the field of education. Gardner's view of intelligence differs because, unlike most theories, he does not focus only on problem solving. The heart of the multiple intelligences theory rests with individualization and recognition of divergent abilities. In numerous works, Gardner argues against standardization and goes as far as decrying attempts to devise a best methodology for implementing the theory. However, this approach leaves the theory quite nebulous in real-world

situations and leaves implementation entirely open to the interpretation of practitioners.

Gardner concentrated his thoughts into the book *Frames of Mind: The Theory of Multiple Intelligences*, first published in 1983. Gardner hoped to draw other psychologists into a dialogue regarding the nature of intelligence, but instead drew in a congregation of enthusiastic educators who believed that his theory was at least partially correct because it conformed. The Theory of Multiple Intelligences initially singled out seven intelligences and later on, other types of intelligences were introduced such as Naturalist Intelligence.



Gardner's Types of Eight Intelligences;

1. Verbal/ Linguistic intelligence: It refers to the ability to use words and language. The learners have highly developed auditory skills and are generally good speakers. They think in words rather than pictures. The learners' skills include listening, speaking, writing, storytelling, explaining, teaching, using humour, understanding the syntax and meaning of words, remembering information, convincing someone of their point of view, analysing language usage.

2. Logical/Mathematical intelligence: It refers to the ability to use reason, logic and numbers. The learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them; they ask lots of questions and like to do experiments. The learners' skills include problem solving, classifying and categorizing information, working with abstract concepts to figure out the relationship of each to the other, handling long chains of reason to make local progressions, doing controlled experiments, questioning and wondering about natural events, performing complex mathematical calculations, working with geometric shapes.

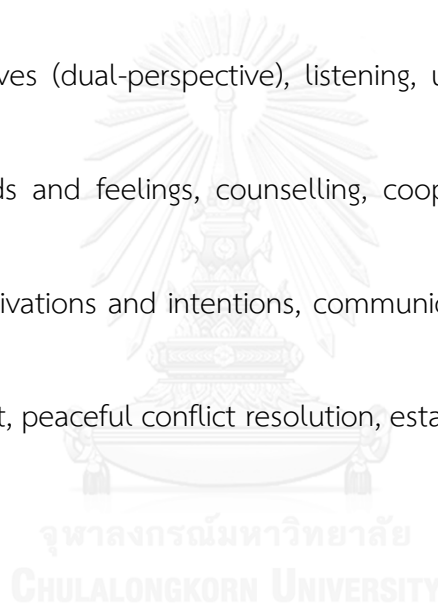
3. Visual/Spatial Intelligence: It refers to the ability to perceive the visual. The learners tend to think in pictures and need to create vivid mental images to get back information. They enjoy looking at maps, charts, pictures, videos, and movies. The learners' skills include puzzle building, reading, writing, understanding charts and graphs, a good sense of direction, sketching, painting, creating visual metaphors and analogies (perhaps through the visual arts), manipulating images, constructing, fixing, designing practical objects, interpreting visual images.

4. Bodily/Kinaesthetic intelligence: It refers to the ability to control body movements and handle objects skilfully. The learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination. Through interacting with the space around them, they are able to remember and process information. The learners' skills include dancing, physical co-ordination, sports, hands on experimentation, using body language, crafts, acting, miming, using their hands to create or build, and expressing emotions through the body.

5. Musical/Rhythmic intelligence: It refers to the ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds. The learners' skills include singing, whistling, playing musical instruments, recognizing tonal patterns, composing music, remembering melodies, understanding the structure and rhythm of music.

6. Interpersonal intelligence: It refers to the ability to relate and understand others. The learners try to see things from other people's point of view in order to

understand how they think and feel. They often have an extraordinary ability to sense feelings, intentions and motivations. They are great organizers, although they sometimes resort to manipulation. Generally they try to maintain peace in group settings and encourage co-operation. They use both verbal and non-verbal language to open communication channels with others. The learners' skills include seeing things from other perspectives (dual-perspective), listening, using empathy, understanding other people's moods and feelings, counselling, cooperating with groups, noticing people's moods, motivations and intentions, communicating both verbally and non-verbally, building trust, peaceful conflict resolution, establishing positive relations with other people.



7. Intrapersonal intelligence: It refers to the ability to self-reflect and be aware of one's inner state of being. The learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses. The learners' skills include recognizing their own strengths and weaknesses, reflecting and analysing themselves, awareness of their inner feelings, desires and dreams, evaluating their thinking patterns, reasoning with themselves, understanding their role in relationship to others.

8. Naturalist intelligence: It refers to the human ability to solve problems or to make something that is valued in one or more cultures. It is the perception of and relationship with the natural environment. The learners' skills includes recognize and classify plants, minerals, and animals, including rocks and grass and all variety of flora and fauna.

The Multiple Intelligences Theory utilises teaching according to the student's strong and weak intelligence profile whether it is linguistic, mathematical, kinaesthetic or other intelligences. Every student has a different profile of strengths and weaknesses across these intelligences. The theory of multiple intelligences proposes a major transformation in the way schools are run. It suggests that teachers should be trained to present their lessons in a wide variety of ways using music, cooperative learning, art activities, role play, multimedia, field trips, inner reflection and much more (Brunia, 2007).

In this study, the researcher concluded that Gardner was correct with his findings as the research carried out concluded that each student had a specific area in which the excelled. The Multiple Intelligences Theory enhances students' ability to

learn by different ways and methods. Teachers also sought input from the students about ways they actually liked to learn (Supawachiranant, 2014).

2.2 Multiple Intelligences in ELT

With the constant emergence of new concept and theories in the field of education over last couple of decades, a larger focus is being directed towards learners and learning rather than on teacher and teaching. Researchers are now more focused on finding ways that enable learners to acquire as well as keep information for a long time and easily retrieve them when needed. Borek (2003) (cited in Boudrafb, 2012) stated that all of the learners possess the whole eight types of intelligences out there. So, it is only fair to try to address all those different types of intelligences when designing curriculums, when inside the classrooms and when preparing lesson plans. The primary goal of the students is to learn in a way that would help them acquire as much information as possible with the advantage of keeping these pieces of information as long as possible. This could be done through the implementation of

the MI theory in the L2 teaching programs. So, as Borek (2003) (cited in Boudrafb, 2012) mentioned "Empowering students to learn through multiple modalities fosters a collaborative classroom where students are comfortable experimenting and letting others experiment."

Vodopija-Krstanoviæ (2003) mentions that MI theory has raised awareness of the need to re-examine not only the teacher's but also the learner's styles and strategies. In fact, both learners and teachers should be aware whether the activities and experiences provided in the classroom foster learning. Schlumpergerová (2013) states that students have different nature and quality of MI profiles and abilities. The inclusion of the multiple intelligence model into learning may help students to find their strengths. It can open a way to success for all students because teachers implement all intelligences into their teaching so that a larger part of their brain is engaged during the learning process. The implementation of MI theory into teaching enhances also teachers' understanding that students' abilities are not only in a verbal and mathematical-logical area.

Fauziah (2014) stresses that Multiple Intelligences has been influential in language teaching circles. Teachers who recognize the multiple intelligences of their students acknowledge that students bring with them specific and unique strengths, which are often not taken into account in classroom situations. It has meant that multiple Intelligences help us tap into a range of student potentials and diversities in learning teaching process easily. Gardner's theory proved flexible enough to respond different intentions because multiple intelligences is a construct about human intelligence, it does not mandate any prescriptive educational approach.

Arnold and Fonseca (2004) suggests that language learning tasks can be developed around different types of intelligences. For instance, an activity such as that of writing the lyrics of a song implies the use of linguistic and musical intelligences. In a role-play where learners may need to express their feelings while being considerate of the feelings of others, linguistic, intrapersonal and interpersonal talents are needed. In a task where learners need to mime the title of a film for others to guess, the bodily/kinaesthetic and interpersonal abilities are brought into play. MI Theory is an

excellent tool to enable teachers to plan attractive ways to provide learners with language learning practice.

Every English Language Teaching method or technique with its specific emphasis has been developed to meet students' different needs or interests. These approaches can be linked to Gardner's (1993) intention of developing and using different kinds of intelligences. The silent way, for example, emphasizes the development of students' inner thinking (intrapersonal intelligence). Total physical response, however, emphasizes language learning through physical action (bodily/kinaesthetic intelligence). Suggestopedia uses drama and visual aids as keys to unlock a students' learning potential; in this approach, music plays the greatest role in facilitating learning (musical intelligence). Both the communicative approach and cooperative learning seem to place their greatest emphasis upon the importance of interpersonal relationships (interpersonal intelligence) in language learning. Yet specific activities can involve using each of the other intelligences as well. Similarly, whole language learning has at its core the cultivation of linguistic intelligence, yet it uses the hand-on activities, music, introspection (through journal keeping), and group work to

carry out its fundamental goals. So, the whole language learning approach not only emphasizes the wholeness and reality of language (verbal/ linguistic intelligence), but also highlights that the coordination of bodily/ kinaesthetic, musical, interpersonal, and intrapersonal intelligences is needed to promote language learning.

From the study of Emanoch (2009) she adapted a basic developmental sequence of Lazear (1991) to apply MI Theory in English Language Teaching. The sequence consists of four stages;

Stage I: Awaken the Intelligence

Learners' intelligences can be awakened through multisensory experiences such as touching, smelling, tasting, and seeing. Learners can be sensitised to the many faceted properties of objects and events in the world surround them.

Stage II: Amplify the Intelligence

Learners strengthen and improve the intelligences at this stage by volunteering objects and events of their own choosing and defining with other properties and contexts of experience of these objects and events.

Stage III: Teach with/ for the Intelligence

At this stage, the intelligence is linked to some aspect of language learning.

This is done via worksheets and small group project and discussion. It also emphasizes and uses different intelligences in the teaching/learning process.

Stage IV: Transfer the Intelligence

Learners reflect on the learning experience of the previous three stages and relate these issue and challenges in the out-of-class world.

Ahmed (2012) stresses that it is possible to teach English through the use of other types of intelligences. Each type of intelligence provides a 'hook' through which English can be acquired. Some students excel in logical exercises such as learning through analysis using grammar charts, conjugation tables, etc. Others learners who excel in linguistic learning styles may profit from exercises focusing on word forms such as prefix, suffix, and etymology research, etc. While these English teaching exercises prove helpful to many students, they may come up short when working with students who don't do well with these types of exercises.

Using the theory of multiple intelligences, EFL teachers can adopt multiple methods to assist students in enhancing cognitive, social, and emotional abilities. Every English language Teaching approach, methods and techniques has a distinguishing emphasis which has been developed to different needs, interests and students' language proficiency. Moreover, Brown (2007) mentioned that multiple intelligence remains a perspective that prods teachers to look beyond traditional school smartness to find avenues of success for every students in the classroom. Multiple Intelligences Theory can provide teachers the ways to make the lessons more variety and investigate the students' differences that make some lessons work well for some students but not for others.



It can also help teachers to expand their current teaching repertoire to include a range of methods, techniques and materials for teaching more varied range of learners.

2.3 Teaching English speaking

Speaking consist of producing systematics verbal utterances to convey meaning (Bailey, 2005). It involves using speech to express meaning to other people and interaction. It is two-way communication that involves using language and body language to keep the listener involved in what the speaker is speaking and check that they understand the meaning.

Moreover, Bailey (2005) states that the ability to speak fluently requires not only knowledge of language features, but also the ability to process information and language 'on the pot'. Brown also suggested that speaking is the interaction between listening and speaking applied to conversation. When speech is written down, it appears far more disorganised and chaotic than written language yet in real spoken interactions speakers are readily able to understand and respond to each other. This suggests that speech, far from being disorganised, has its own systematic patterns and structures - they are just somewhat different from those in written language (Burns & Joyce, 1997).

For non-native speakers, speaking skills is one of fundamental skills to learn foreign language. The ability to speak language is synonymous with knowledge of that language (Wanthanasut, 2008). Speaking is also one of the most difficult aspects for learners to accomplish. To learn speaking skills, students need to feel that there is a real reason and advantage in speaking (Hafifah, 2013). The mastery of English speaking skills is main goal for many foreign language learners. Learners have a perception that being successful in learning language is to have fluency in speaking. Therefore oral skills have been considered as one of the main core aspects of EFL teaching. Teachers applied variety of approaches in their teaching, ranging from direct approach to indirect approach. There are several approaches that have been used for over the years to teach English but Bailey (2005) suggests that there are three approaches have played major roles in the field in the past sixty years.

1. The Grammar-translation Method: students are taught to analyse grammar and to translate from one language to another. According to Richards and Rogers (1986, p.3-4) (cited in Bailey, 2005), one of main characteristics of the Grammar-translation Method is that it focuses on reading and writing. Consequently, students are not

provided an opportunity to practice speaking skills in this method. Oral communication part is only to read translations out loud or doing grammar exercises orally.

2. The Direct Method and Audiolingualism: the Direct Method focused on vocabulary and sentences. The target language is entirely used in lessons which emphasised speaking and listening by practising “in a carefully graded progression organised around question and answer exchanges between teachers and students” (Richards and Rogers (1986, p.3-4), cited in Bailey, 2005).

3. Communicative Language Teaching: many researches brought a new belief to teachers and educators that people acquire second language through interaction with other people, thus students should learn language through interaction during lessons. This ideas made Communicative Language Teaching (CLT) come to spotlight.

Richards (2008) has made a classification of functions of speaking based on Brown and Yule’s framework. Each of these speech activities is quite distinct in terms of form and function and require different teaching approaches.

1. Talk as interaction refers to the activity we normally perceive as a conversation that occur in human’s social interaction. This includes greeting, small

talking, and narrate experiences. This function focuses on the speakers and how they wish to present themselves to each other than on the message. Using talk as interaction involve knowing how to do these skills; opening and closing conversation, choosing topics, making small talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking.

The best way to teach talk as interaction, according to Richards (2008), is to provide example of dialogue that present a model features of the function (opening and closing conversation etc.) . Giving feedback is another important aspect of talk as interaction. It involves responding a conversation partner with expressions that indicate interest and a wish for the speaker to continue. Another technique is to give students' conversation starter that students respond to by asking one or two follow up questions.

2. Talk as transaction focuses on what is said and done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

Burns (1998) (cited in Richards, 2008) distinguish between two different types of talk as transaction. The first one focuses on giving and receiving information and participants focus on what is said or achieved. Accuracy may not be a priority, as long as information is successfully communicated. The second type is transactions that focus on obtaining goods or services, e.g. checking into a hotel or ordering food in a restaurant. Some skills involved in using talk as transactions are explaining a need or intention, describing something, asking questions, asking for clarification, confirming information, justifying an opinion, making suggestions, clarifying understanding, making comparisons, agreeing and disagreeing.

Teaching talk as transaction can be conducted in group activities or role-playing which provide a source for practicing how to use talk for sharing and obtaining information. In this function, students learn form of speaking by themselves with support of teachers. Grammar has a mediating role, rather than serving as an end in itself (Thornbury, 1998, pp. 112, cited in Richards, 2008)

3. Talk as performance refer to public talk, classroom presentation, public announcements and speeches. It is rather a monologue than dialogue, often follows a recognisable format, and is closer to written language than conversation language.

To teaching talk as performance, teachers should provide students with examples or models of speeches, oral presentation, stories, etc. through videos or audio recordings or written examples. These are analysed or “deconstructed”, to understand how such texts work and what their linguistic and other organisational features are.

Speaking activities in English lessons should be designed to let the students expose to the language and also increase students’ motivation to learn English. Campbell, Campbell, and Dickinson (1999) mentioned that teacher can provide a supportive environment in classroom for learning speaking skills by creating a relaxed and positive atmosphere for students to exchange and express their ideas.

Thornbury (2005) suggested that in learning process of speaking skills, it should include three stages to make knowledge available for use in fluent and face-to-face

talk. These three stages consist of (1) Awareness-raising, (2) Appropriation, and (3) Autonomy.

1. Awareness-raising: activities at this stage aims at helping learners uncover the gaps of lacking knowledge. It involves three processes;

- **Attention:** learners need to be paying attention, show their interest or get involved if they are going to notice features of the target skill.

- **Noticing:** the conscious registering of occurrence of some event or entity. Noticing is more likely if the event comes in surprise or important because of its frequency, size, significant, or usefulness. It's also possible to notice the absence of something.

- **Understanding:** the recognition of a general rule or principle or pattern

These process can be done through exposure to sample of speech that are audio recorded or 'live' such as teacher-talk.

2. Appropriation: learners can achieve greater control over their own speaking through classroom processes of appropriation. Activities aimed at appropriation

provide learners with supportive framework in which they can practise control. Practice control involves demonstrating progressive control of skill where the possibility of making mistakes is over-present, but where support is always at hand. The support may take the form of: a model, a writing task, reading aloud, teacher's scaffolding, memorised and rehearsed dialogues, repeating a task. Teachers should gradually reduce their support to encourage a degree of independence.

3. Autonomy: the capacity to self-regulate performance as a consequence of gaining control over skills that were formerly other-regulated. Classroom speaking activities that require a degree of autonomy include: giving presentations and talks, telling stories/ jokes and anecdotes, drama activities including role-plays and simulation, discussions and debates, conversation and chat.

Feedback on such activities needs to be handled sensitively so as to respect the learners need to experience autonomy but, at the same time, to provide a useful feedback loop for improvement of subsequent performance.

It is necessary for English teachers to find methods and techniques to help students enhance their English speaking ability inside and outside classroom. Spratt

and Williams (2007) (cited in Supawachiranant (2014)) stated that teachers can develop learners' speaking skills by focusing regularly on particular aspects of speaking, e.g. fluency, pronunciation and grammatical accuracy. He also suggested that controlled practice activities are a limited type of speaking but task and less controlled practice activities give more opportunity for learners to practise communication, interaction and accuracy.

This study employed the Thornbury (2005)'s process of teaching speaking which focuses on practised controlled as mentioned above rather than controlled practice. To use analogy of learning how to ride a bicycle, learner will be allowed to pedal freely, but with someone running along right behind. In practised control, control is the objective of the practice whereas controlled practice, control is simply the condition which practice takes place (Thornbury, 2005).

2.4 Teaching Speaking with Multiple Intelligences Theory

To develop students' English speaking skills, they need an effective environment which enables them to speak and interact with each other freely which means classroom environment should encourage students to speak up and participate in speaking activities without feeling anxious, threatened or stressed.

Christison, M.A. (1996) (cited in Don, 2016) proposes that in language classrooms, students' intelligences profiles are also in diversity. This is encouraging for language educators. She, therefore, argued that the success in helping language learners develop their intelligences is a combination of the right environmental influences and quality instruction. Intelligences work together in complex ways. Because no intelligence exists by itself, language learning activities may be successful if they actively encourage the use of several intelligences.

Various researches studied the effects of applying Multiple Intelligences-based instruction on developing speaking skills, for example, Abdallah (2005) investigated the effect of using a Multiple Intelligences-Based Training Programme on developing first-

year English major's oral communication skills. Results revealed that the programme had a great effect on the students' oral communication skills as there are statistically significant differences between the pre and post administration of the test.

Salem (2013) conducted a research on the impact of Multiple Intelligences-based instruction on developing speaking skills of the pre-service teachers of English. The results of the study showed that there is a statistically significant difference at the significance level between the mean scores of the participants on the speaking pre-post-test in favour of the post-test. This could be attributed to the activities and tasks of the program that improvement in students' performance of the speaking skills.

Another study was conducted by Hamidi and Seifoori (2014), they analysed the impact of MI-Oriented tasks on the accuracy of Iranian intermediate EFL learners' speaking. The results in this study suggested that the learners' accuracy in the experimental group had increased considerably. The findings highlighted the importance of using MI and task-supported instruction into everyday classroom language instruction.

Multiple Intelligences-Based Instruction provides both the teacher and the learners with the suitable environment for developing the speaking skills. This environment should be characterized by being more natural and more encouraging than the traditional classroom environment. The MI classroom offers a holistic, integrated, stimulating, multi-modal, and cooperative learning environment for all children (Poole, 2000, pp.11, cited in Abdallah, 2010). This environment allows students to be more active and more involved in learning.

A learner-centred classroom enforces teaching English in general, and teaching the speaking skill in particular. When the students find that their personalities, including their needs and interests, are put into consideration, they will be willing to speak and communicate inside the classroom. In a learner-centred environment, students become autonomous learners, which accelerates the language learning process. A learner-centred environment is communicative and authentic. It trains students to work in small groups or pairs and to negotiate meaning in a broad context. The negotiation of meaning develops students' communicative competence (Altan and Christine, 2001, cited in Abdallah, 2010).

2.5 Previous studies on Multiple Intelligences Theory in ELT

Multiple Intelligences Theory has been implemented in teaching English for learners in other countries and also in Thailand, but only few studies focused on the educational opportunity extension schools have been conducted. This raised the researcher's interest in studying effects of implementing Multiple Intelligences Theory in this context.

Vodopija-Krstanoviæ (2003) conducted the research in the implication of Multiple Intelligences Theory for learning styles in the EFL classroom. The multiple intelligence profile of students and teachers at 2 secondary school were obtained in order to find their strong and weak intelligences. Moreover, the teachers' and learners' preferences for EFL activities catering for intelligences were defined. In addition, the frequency of use of the EFL activities was examined in order to determine how the various intelligences were addressed in the teaching and learning processes. The findings showed the need for raising both the teachers' and learners' awareness of

existence of Multiple Intelligences learning styles and of the far-reaching implication for the teaching and learning of English as a foreign language.

Abdallah (2005) investigated the effect of using a Multiple Intelligences-Based Training Programme on developing English majors' oral communication skills. This study was implemented with first year students in English major. Tools of the study included: A training programme based on Gardner's MI Theory to develop the students' oral communication skills, and an oral communication pre/post tests that was administered to the group of the study before and after their training. The Multiple Intelligences-Based Training Programme was taught to students during a six-week period. The results revealed that the programme had a great effect on the students' oral communication skills as there are statistically significant differences between the pre and post administration of the test.

Fauziah (2014) studied the use of Multiple Intelligences model to improve students' speaking skills in discussion text. This research was conducted with eleventh grade students. The results showed that there was good implementation of multiple intelligences model. There was also significant improvement of students' speaking skill

in discussion text. Students' activeness by using multiple intelligences model in discussion text was found. From the results, Fauziah (2014) suggested that multiple intelligences model as an alternative method of teaching process is a good way to be applied in the second year students of senior high school to improve their ability in speaking. The researcher stated that the teacher should give more chance to students to be more active and then let the students to do several practice and the teacher should not rush to add new material before their students internalise the words, sentences and/or dialogues given before.

Weeranuch Waramit (2003) studied the relationship between factors of Multiple Intelligences, achievement and learning Achievement as well as attitude toward English of Mattayomsuksa 3 (Grade 9) students. The study aimed to construct a test and a measuring form on multiple intelligences and to investigate relationship between factors of Multiple Intelligences and learning Achievement as well as attitude toward English. The data was obtained from 380 Mattayomsuksa 3 students in educational opportunity extension schools in Mahasarakham province through multi-stage random sampling technique. The results of the study indicated that the factors of multiple

intelligences on such as linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, musical/rhythmic intelligence, interpersonal intelligence and intrapersonal intelligence were related to English learning achievement and the attitude toward English. Therefore, in order to increase English learning achievement and the attitude toward English of Mattayomsuksa 3 students in education opportunity extension schools, teachers should promote and develop students to possess fundamental of the factors of multiple intelligence mentioned together with their English learning and teaching.

Sattra Sahatsathatsana (2010) compared the development of an English conversation syllabus based on the theory of multiple intelligences. The objectives of the study were to develop an effective syllabus for teaching the English conversation 1 course based on multiple intelligences theory according to the 80/80 standard level, to compare the English proficiency of students taught through the MITA syllabus with that of students taught via traditional methods, to compare students multiple intelligences both before and after learning through the MITA syllabus, to explore the relationship between students' proficiency and each intelligences and to explore

students' attitude towards studying the English conversation 1 course via MITA syllabus. The sample group was 66 undergraduate students in management at Rajamangala University of Technology, Isan Kalasin campus, in the academic year 2009. The experimental group studied the English conversation 1 course through the MITA syllabus whereas the traditional teaching method was used for the control group. A questionnaire and semi-structured interviews were used with the experimental group. The results of the study showed that the MITA syllabus was effective for the teaching English conversation 1 course. The students' achievement of learning through the MITA syllabus was significantly better than through the traditional teaching method. The students' intelligences after learning through the MITA syllabus were higher than before the MITA syllabus was implemented. The students revealed a very positive attitude towards learning through the MITA syllabus.

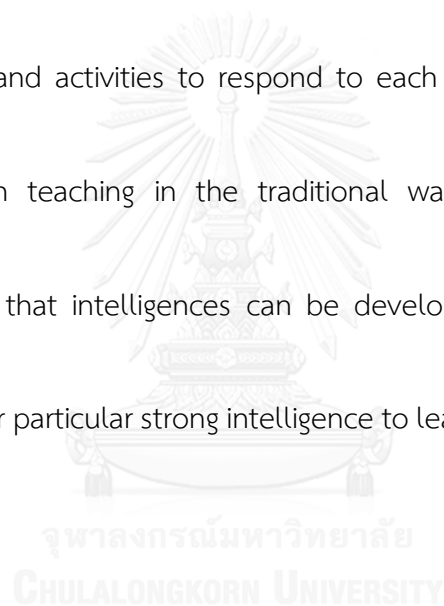
Rattana Supawachiranant (2014) conducted the research in teaching ASEAN Community Content through Multiple Intelligences-Based activities to promote English speaking ability of grade 7 students. The researcher intended to examine the effects of learning ASEAN community content through multiple intelligences-based activities

on English speaking ability of Grade 7 students and to explore the students' opinion towards ASEAN community content through multiple intelligences-based activities. Six lesson plans based on Multiple Intelligences were designed and implemented. English speaking pre/post tests and the questionnaire were employed. The results of the study showed that students' speaking ability significantly increased after studying speaking lessons through multiple intelligences-based activities. Students' opinion showed positive attitude towards learning ASEAN community content through multiple intelligences-based activities with high level of satisfaction.

In conclusion, the related studies show that multiple intelligences could enhance student' English speaking ability. In addition, the results of the study also show the students' positive attitude towards instruction/activities based on multiple intelligences theory.

In Thailand, there were only few researches conducted in the field of Multiple Intelligences Theory and English speaking ability. In particular, the context of educational opportunity extension schools has been an area that needs more exploration. Since there are many educational opportunity extension schools in

remoted areas of Thailand. English proficiency of students in this types of school is considered low due to lack of qualified English teachers and students' low motivation in learning English. It is necessary to seek a practical and effective method to enhance students' English proficiency, speaking ability in particular. Therefore, English speaking instruction based on Multiple Intelligences Theory was proposed to help teachers design lesson plans and activities to respond to each student's intelligence profile rather than carry on teaching in the traditional way. The concept of multiple intelligence believes that intelligences can be developed by training or practising. Students can use their particular strong intelligence to learn in other areas successfully.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the research methodology and research design of the present study. This is followed by a discussion of population and sample, description of research instruments and the construction and effectiveness of research instruments. The next section describes how data was obtained, analysed and interpreted.

3.1 Research design

The present study was based on a mixed method to collect data of students' English speaking ability. The design of this research was one-group repeated measure experimental design. In this research, English speaking instruction based Multiple Intelligences Theory was a treatment. Before the treatment, an English pre-test was administered. After treatment, English speaking post-test scores was examined to see whether it was higher than the pre-test. Therefore, post-test scores were considered

as dependent variable and English speaking instruction based Multiple Intelligences

Theory was an independent variable.

The study was carried out for twelve weeks during the second term of the academic year 2016. Instruments used to collect data were parallel pre/post English speaking tests, class observations and a semi-structured interview. The diagram of the

design of the study is presented in Figure 3.1



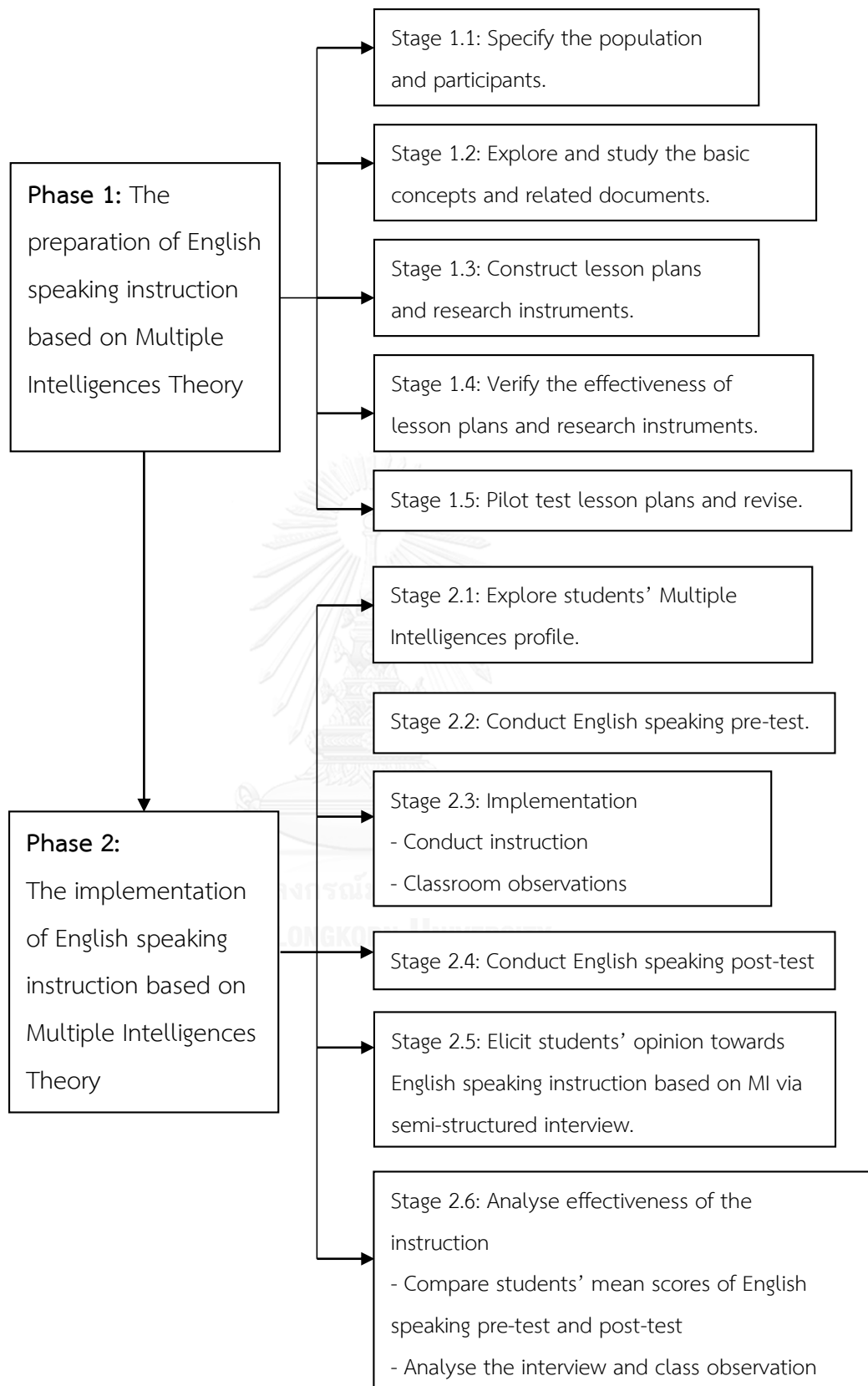


Figure 3. 1. The diagram of English speaking instruction based on MI Theory

3.2 Population and participants

3.2.1 The population of this study was 157 seventh grade (Matthayomsuksa 1) students in 11 educational opportunity extension schools in Ban Nai Tan area located in Sawaengha District under control of Anghong Provincial Education Office.

3.2.2 The participants of this study were 10 seventh grade (Matthayomsuksa 1) students at Bankae School who took the fundamental English Language subject in term 2 of academic year 2016.

3.3 Instructional instrument

There was one instructional instrument in this study - English speaking instruction based on Multiple Intelligences Theory. It consisted of 8 lesson plans which focused on multiple intelligences. In each lesson plan was composed of activities that involved each multiple intelligence and combined the step of learning speaking skill to engage students in multiple intelligence based instruction and also enhance English speaking ability.

The stages of constructing the lesson plans were as follows:

1. The researcher studied the related documents about teaching English speaking through Multiple Intelligences Theory.

2. The researcher studied the English curriculum standard for Grade 7 level and related information to construct the lesson plans based on Multiple Intelligences Theory

3. The researcher submitted the lesson plans to 3 EFL experts who had more than 5 year experience in teaching English in secondary school level.

4. The lesson plan were revised according to the experts' comments and suggestion.

5. The pilot test was conducted with other group of students.

6. The lesson plans were adjusted before implementing with the experimental group.

The model of English speaking instruction based on Multiple Intelligences Theory is presented in Figure 3.2

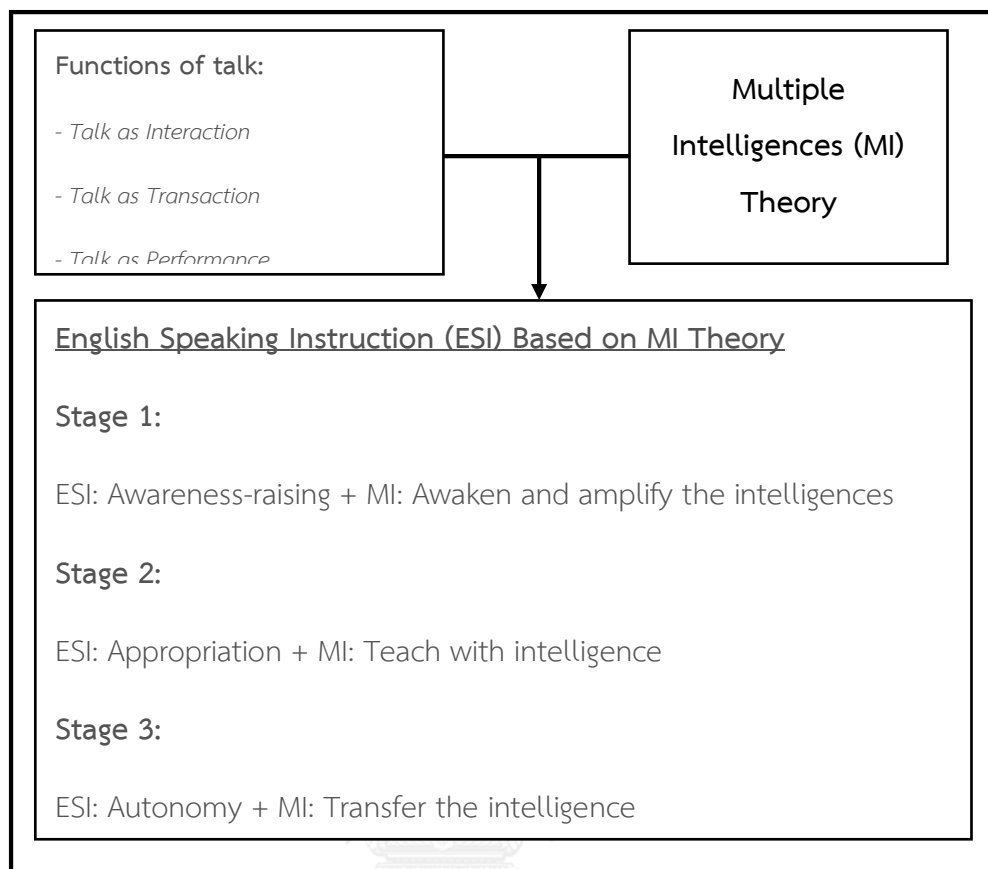


Figure 3. 2. English speaking instruction based on MI Theory

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3.4 Research instruments

The study employed 3 instruments in order to investigate the English speaking ability and opinion towards speaking instruction based on Multiple Intelligences Theory. There were parallel pre/post English speaking tests, classroom observation,

and semi-structured interview. The descriptions of each instrument and elicitation techniques are as follows.

3.2.1 English speaking test

The parallel pre/post English speaking tests in this study (appendix B) were adapted from Rattana Supawachiranant (2014). The aim of English speaking test was to measure English speaking ability of students before and after learning in English speaking lessons based on Multiple Intelligences Theory. The tests were taken place in week 2 and 11 of the experiment as seen in table 3.3.

Since the purpose of the test was to measure students' achievement, the most significant competences needed for speaking have to be identified for assessment purposes.

The construct of the speaking test comprised the communicative competence demonstrated in an appropriate response to the task, the adequate use of devices that create coherence and cohesion characteristic of oral communication, and turn-taking (task achievement and communicative skills).

Moreover, it included the ability to produce clear and natural speech by using standard pronunciation and stress and by producing fluent utterances (clarity & naturalness of speech).

Additionally, it took account of the general linguistic control demonstrated in the choice of vocabulary that was accurate and had a certain range and the adequate use of a range of grammatical structures reflecting the nature of grammar in unplanned speech.

The test was designed to elicit language samples that allowed the students to be assessed in four dimensions: pronunciation, vocabulary, grammar, and fluency. The speaking tests were assessed in situ and video recordings were used for double-rating to ensure reliability.

The tests were designed to be carried out by a teacher with individual and paired test takers. It consists of three tasks as presented in table 3.1.

Table 3. 1.

The content of English Speaking Test

Task	Task type	Function of speaking	Test taker(s)
1	Asking for and giving personal information.	Talk as interaction	Pair (randomly select)
2	Asking for and giving direction.	Talk as transaction	Individual
3	Presenting information and giving opinions	Talk as presentation	Individual

The English speaking test was constructed in the steps as follows:

1. The researcher studied the related documents about speaking assessment and constructing speaking test.

2. The researcher constructed 3 situations for the English speaking test following the structure of English Language curriculum of Grade 7 level.

3. The researcher submitted English speaking test to 3 EFL experts who had more than 5 year experience in English assessment in secondary school level. The experts checked the content of validity of the test using the Index of Item Objective

Congruence (IOC) form provided by the researcher. After receiving feedback from the expert, Item Objectives Congruence (IOC) Index was calculated.

4. The researcher adjusted the test according to the experts' suggestions and recommendation.

5. The test was carried out in the second term of 2016 academic year with 10 Seventh Grade students at Bankae School, Sawaengha District, Angthong Province before and after implementing English speaking instruction based on Multiple Intelligences Theory.

6. The test was marked by 2 raters - the researcher and an English teacher at Angthong Patthamarot Witthayakhom School. Discussion on scoring rubrics was taken place before the scores were given to the pre-test and post-test to ensure the understanding of the purpose of the test of 2 raters. The inter-rater reliability was conducted after studying the scoring rubrics. One task (task 3) of the pilot test was brought to the raters to score the students. The 2 raters worked individually and came back to compare the scores.

Table 3. 2

The scores of the pilot test from two raters

Students	Scores	
	Rater 1	Rater 2
S1	10	14
S2	7	14
S3	10	14
S4	7	14
S5	9	14
S5	5	13
S7	12	13
S8	13	14
S9	8	14
S10	4	4

The Spearman's rank-order correlation was applied to find the strength and direction of association that exists between scores from 2 raters as shown in Table 3.3 below.

Table 3. 3

The Spearman rank-order correlation coefficient of the scores from 2 raters.

			Rater_1	Rater 2
Spearman's rho	Rater_1	Correlation Coefficient	1.000	.644*
		Sig.(2-tailed)	.	.044
		N	10	10
	Rater_2	Correlation Coefficient	.644*	1.000
		Sig.(2-tailed)	.044	.
		N	10	10

* Correlation is significant at the 0.05 level (2-tailed)

From Table 3.3, it shows that there was a strong, positive correlation between scores from rater 1 and rater 2, which was statistically significant ($r_s = .644$, $p = .044$).

The inter-rater reliability was acceptable.

After finding the correlation coefficient of the 2 raters, the raters judged the students' performance in pre-test and post-test by watching the video footage. The scores from 2 sources were calculated to find agreement among raters using the average scores.

The English speaking scoring rubric was adapted from Brown (2004). The researcher modified the scoring rubric in order to measure English speaking ability before and after implementing English speaking instruction based on Multiple

Intelligences Theory. The scoring rubric was evaluated by 3 experts as a part of the English speaking test (Table 3.5, Item 9).

3.2.2 Semi-structured interview

To collect qualitative data for this study, the semi-structured face-to-face interview was employed. The interview protocol was constructed and applied to help researcher recognise the recurring questions and noted the important points while interviewing the students. The questions in the interview focused on learners' attitudes towards learning English speaking instruction based on Multiple Intelligences Theory. These question were revised according to the comments and suggestions of the experts received from the evaluation form submitted to the experts before the interviews were taken place (Table 3.6).

Semi-structured interview in the study adapted from Montira Emanoch's (2009) questionnaire consisted of two sections:

Section 1 Demographic Information

In this first section of the interview, participants' background information was collected including gender, their GPA and grade of English subject in the previous term.

Section 2 Opinions towards English speaking instruction based on Multiple

Intelligences Theory

To explore opinions of students towards English speaking instruction based on Multiple Intelligences Theory, interview was conducted with all ten participants. The interview consisted of seven open-ended questions which allow participants to express their opinions towards English speaking instruction based on Multiple Intelligences Theory.



The interview were conducted after the students finished the eighth lesson of English speaking instruction based on Multiple Intelligences Theory. The interviews were conducted in Thai in order to obtain as much information as possible. The interviews were recorded to ensure that the researcher would not miss the important points while interviewing.

The questions that used for the interview are as follows:

After learning with English speaking instruction based on MI Theory,

1. Do you think your English speaking ability has improved? Why?
2. Do you think you have more confidence in speaking English? Why?
3. Do you have more interest in learning English? Why?
4. Which lesson do you like the best? Why?
5. Which lesson is your least favourite lesson? Why?
6. Which activity/task do you like the best? Why?
7. Which activity/task is your least favourite activity/task? Why?

3.2.3 Classroom observations มหาวิทยาลัย

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To confirm the effects of English speaking instruction based on Multiple Intelligences Theory, classroom observations were employed during the experiment as a formative assessment to monitor students' progress of English speaking ability and their learning behaviours. The first one was conducted at the beginning of the experiment. The next observation was conducted in the fourth lesson and the last one was conducted in the last lesson of the experiment. Classroom checklist adapted from

Karges-Bone (2000) was used to obtain the data of English speaking ability. It consisted of 7 items of speaking ability involving the 4 elements of speaking skills which were pronunciation, vocabulary, grammar and fluency. Scoring rubric was implemented in the class observation checklist. The scales ranked from 1-3 as follows:

0 = Poor (Poorly improved)

1 = Fair (Adequate for age)

2 = Good (Well improved)

Besides classroom observation checklist, the researcher also video recorded the students in every lesson to observe more closely on their learning behaviours. The data from classroom observation was analysed by using content analysis.

All the instruments used for collecting data were summarised and presented in Table 3.4.

Table 3. 4.

The summary of the research instruments used for collecting data

Instruments	Research questions	Types of instruments	Time of distribution	Analysis
1. English speaking test	RQ.1 To what extent does English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students?	Achievement test	Before and after the treatment	1. Descriptive statistics 2. The Wilcoxon matched-pairs signed-rank test
2. Interview to elicit students' opinions towards English speaking instruction based on Multiple Intelligences Theory	RQ.2 What are students' opinion towards English speaking instruction based on Multiple Intelligences Theory?	Semi-structured interview	After treatment	1. Percentage 2 Content analysis

Instruments	Research questions	Types of instruments	Time of distribution	Analysis
3. Classroom observations	RQ.1 To what extent does English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students?	Observation checklist	Lesson 1 (week 3), Lesson 4 (week 6), Lesson 8 (week 10)	1. Descriptive statistics 2. Content analysis

3.5 Research procedure

The procedures consisted of two phases (Figure 3.1). The first phase involved the preparation of English speaking instruction based on Multiple Intelligences Theory.

The next phase was the implementation of English speaking instruction based on Multiple Intelligences Theory.

Phase 1: The preparation of English speaking instruction based on Multiple

Intelligences Theory

Stage 1.1: Specify the population and sample.

The population of this study was 157 seventh grade (Matthayomsuksa 1) students in 13 educational opportunity extension schools in Ban Nai Tan area located in Sawaengha District under control of Angthong Provincial Education Office. The participants of this study were 10 seventh grade (Matthayomsuksa 1) students, consisted of 7 boys and 3 girls, at Bankae School who took the fundamental English Language subject in term 2 of academic year 2016.

Stage 1.2: Explore and study the basic concepts and related documents.

The basic concepts and related documents involved English speaking instruction based on Multiple Intelligences Theory. The framework of this study was adapted Multiple Intelligences sequence of teaching proposed by Lazear (1991) and learning process of speaking skills by Thornbury (2005). The stages of instruction is shown in Table 3.5.

Table 3. 5.

Stages of English Speaking Instruction based on Multiple Intelligences Theory

Stage	Learning process of speaking skills	Multiple Intelligences sequences
1	Stage 1: Awareness-raising	Stage 1:Awaken intelligences Stage 2: Amplify the intelligences
2	Stage 2: Appropriation	Stage 3: Teach with intelligence
3	Stage 3: Autonomy	Stage 4: Transfer the intelligence

The first stage involving Multiple Intelligences is to ‘awaken the intelligence’ and ‘amplify the intelligence’. Each intelligence is related to the five senses, so a particular intelligence can be activated or triggered through exercises and activities which use the sensory bases - sight, sound, taste, touch, smell, speech and communication with others. Once the intelligence is triggered, it needs practices for expanding, deepening and nurturing an awaken intelligence. The students are able to strengthen and improve their intelligences in this stage.

Stage 1 also involves the process of ‘awareness-raising’ in learning process of speaking skills. It aims at helping learners uncover the gaps of lacking knowledge. It involves 3 processes;

- **Attention:** learners need to be paying attention, show their interest or get involved if they are going to notice features of the target skill.

- **Noticing:** the conscious registering of occurrence of some event or entity. Noticing is more likely if the event comes in surprise or important because of its frequency, size, significant, or usefulness. It's also possible to notice the absence of something.

- **Understanding:** the recognition of a general rule or principle or pattern

The second stage is 'teach with intelligence'. It involves learning how to use, trust and interpret a given intelligence through knowing, learning and understanding task. Students had opportunity to use the focused intelligence to enhance English speaking ability.

In learning process of speaking skill, this stage involves 'appropriation' where learners can achieve greater control over their own speaking through classroom processes of appropriation. Students were allowed to practise their English speaking freely with the support of teacher.

The last stage involves ‘transfer the intelligence’ in Multiple Intelligences sequences and ‘autonomy’. Both of them aim at allowing students to use the focused intelligences learned in previous stage to perform and complete the task on their own.

Stage 1.3: Construct lesson plans and research instruments.

Lesson plans are instructional instruments to help the researcher to conduct the lesson effectively. The information about Multiple Intelligences based instruction was studied and constructed into lesson plans. Eight lesson plans were developed based on the Multiple Intelligences sequences of teaching adapted from Lazear (1991) and learning process of speaking skills adapted from Thornbury (2005). Each lesson included the title of the lesson, learners, time, Multiple Intelligences focused, function of talk, terminal and enabling objectives, materials and evaluation (see appendix J).

Furthermore, the instruments for collecting data included the English speaking pre-test and post-test., the semi-structured interview and classroom observation.

Stage 1.4: Verify the effectiveness of lesson plans and research instruments.

1.4.1 Verifying the effectiveness of lesson plans

3 EFL experts who had more than five year experience assessment area at the secondary school level were invited to verify the validity of content of the lesson plans using Index of Item Objectives Congruence (IOC) form (appendix K) created by the researcher. The plan for Lesson 1 (Travelling) was submitted to the expert. The evaluation form consisted of 2 parts - 7 three-point attitude scale question (unacceptable, not sure, acceptable) and additional comments. The evaluation of the plan obtained from the expert was calculated by Item Objectives Congruence (IOC) Index. It is presented in table 3.2. The data obtained from the expert are interpreted. If the IOC value is higher than 0.5, it is acceptable but if it is lower than 0.5, that item must be revised. This helped confirm the reliability and validity of lesson plans.

Table 3. 6.

The Objectives Congruence (IOC) Index of the expert's opinions on English speaking instruction based on Multiple Intelligences Theory.

Item	Expert's opinions			IOC
	Unacceptable	Not sure	Acceptable	
	(-1)	(0)	(1)	
1. Contents are suitable for students' proficiency level.	0	1	2	0.66
2. Learning outcomes conform to core curriculum.	0	1	2	0.66
3. Activities conform to the objectives of the research.	0	1	2	0.66
4. MI activities in lesson plans support learning of English speaking.	0	1	2	0.66
5. Procedures are clear and suitable for English speaking instructions based on MI.	0	1	2	0.66
6. Materials are various and interesting.	0	2	1	0.33
7. Evaluation and assessment are suitable	0	2	1	0.33
Grand mean score of IOC				0.57

Expert (N) = 3

Table 3.6 shows that most of the items received an Objectives Congruence (IOC) Index value that are higher than 0.5, except item 6 and 7 that the value are lower than 0.5. The grand mean score of IOC is 0.57 which is higher than the criterion set (0.5). That means the lesson plan was acceptable. The expert also gave a few useful further comments for the revision as follows:

Expert 1: MI should be the highlight of the lesson. The current instruction does not reflect MI theory. Rather, it is no different from any general speaking instruction.

Expert 2: The procedures should include example activities/exercises/ questions which will be used the class.

Expert 3: The assessment should be stated more clearly.

From the experts' comments, the researcher revised the lesson plan by adding more MI activities in all stages of the lesson. The procedure during lesson was described in more details including how to do activities and questions asked by teachers. Scoring rubric table as well was added. After the revision, the researcher designed the long range plan of the instruction as shown in table 3.5.

Table 3. 7.

Long range plan of English speaking Instruction based on Multiple Intelligences Theory

Week	Lesson	Topic	Types of speaking	MI focused	Activities
1	-	MI Inventory	-	-	-
2	-	Pre-test	-	-	-
3	1	Travelling	Talk as Transaction - greeting and introducing themselves - asking for and giving personal information	Verbal/ Linguistic intelligence	- Matching country and greeting - Finding partner game - Dialogue
4	2		Talk as Performance - describing food	Visual/ Spatial intelligence	- Hide and reveal game (food and ingredients) - Food presentation
5	3	Around town	Talk as Transaction - asking for and giving direction	Bodily/ Kinaesthetic intelligence	- Tourist roleplay
6	4		Talk as Transaction	Logical/ Mathematical intelligence	- Shopkeeper roleplay

Week	Lesson	Topic	Types of speaking	MI focused	Activities
			- asking for and giving information		
7	5	Favourite things	Talk as Performance - describing favourite things	Intrapersonal intelligence	- Dream journal - Describing dream
8	6		Talk as Transaction - asking for and giving personal information	Musical/ Rhythmic	- Creating Rap Song from partner favourite things.
9	7	Fresh air	Talk as Transaction - describing natural objects	Naturalist Intelligence	- Sensing natural objects - describing natural objects
10	8		Talk as Interaction - having short conversation	Interpersonal Intelligence	- Using information learned in previous lesson to make a short conversation
11	-	Post-test	-	-	-
12	-	Interview	-	-	-

Table 3.7 presents long range plan of the English speaking Instruction based on Multiple Intelligences Theory. Although there was only one focused Multiple Intelligence in each lesson but the researcher as a teacher also integrated other intelligences into the lesson since the stronger intelligences may be used to awaken weaker ones. People have all eight intelligences and they work in harmony, not isolated. For example, the verbal/ linguistic intelligence was the highlight of lesson 1, but when students tried to obtain personal information from their classmates, they needed to use interpersonal intelligence as well as the verbal one. Moreover, students needed to use their intrapersonal intelligence to think about themselves too.

1.5.2 Verifying the effectiveness of English speaking test

Three EFL experts who had more than 5 year experience assessment areas at secondary school level were invited to validate the content of the English speaking test and scoring. The evaluation form consisted of 2 parts - 7 three-point attitude scale question (unacceptable, not sure, acceptable) and additional comments. The evaluation of the plan obtained from the experts was calculated by Item Objectives

Congruence (IOC) Index for its content validity. It is presented in table 3.2. The results of evaluation is presented in Table 3.8.

Table 3. 8.

The Objectives Congruence (IOC) Index of the expert's opinions on the English speaking test

Item	Expert's opinions			IOC
	Unacceptable	Not sure	Acceptable	
	(-1)	(0)	(1)	
1. Each task is suitable for students' proficiency level.	0	1	2	0.66
2. Each task conforms to core curriculum	0	0	3	1.00
3. Each task conforms to the objectives of the research.	0	1	2	0.66
4. Each task conforms to test specification.	0	1	2	0.66
5. Instruction of each task is clear and understandable.	1	0	2	0.00
6. Procedure of each task is suitable for students to follow.	1	0	2	0.33
7. Materials in each task are suitable for the test.	0	0	3	1.00
8. Time allocation in each task is suitable.	0	1	2	0.66
9. Scoring rubric is suitable for the test.	0	1	2	0.66
Grand mean score of IOC				0.62

Expert (N) = 3

From table 3.8, It is indicated by IOC of a grand mean score of 0.62 which is higher than 0.5. That means the effectiveness of the English speaking test is acceptable.

However, item 5 and 6 needed to be adjusted since the IOC is lower than 0.5 (0.00 and 0.33 respectively). The additional comments from the experts are shown below:

Expert 1: In all tasks, I'm not sure if students will understand the instruction.

Expert 2:

1) Example answers should be included in each task better and clearer understanding of students.

2) Criteria between fluency and accuracy in scoring rubric should be balanced.

Expert 3: Should provide clearer instructions.

The researcher adjusted the English speaking test according to the experts' comments by adding more detail in the instruction part for each task to make it more understandable and also providing a clue answer, e.g. 'This food is,', 'The ingredients are,', as a guideline for students.

Table 3. 9.

The Objectives Congruence (IOC) Index of the expert's opinions on the semi-structured interview questions

Item	Expert's opinions			IOC
	Unacceptable	Not sure	Acceptable	
	(-1)	(0)	(1)	
After learning with English speaking instruction based on MI Theory...				
1. Do you think your English speaking ability has improved? Why?	0	1	2	0.66
2. Do you think you have more confidence in speaking English? Why?	0	1	2	0.66
3. Do you have more interest in learning English? Why?	0	1	2	0.66
4. Which lesson do you like the best? Why?	0	0	3	1.00
5. Which lesson is your least favourite lesson? Why?	0	0	3	1.00
6. Which activity/task do you like the best? Why?	0	0	3	1.00
7. Which activity/task is your least favourite activity/task? Why?	0	0	3	1.00
Grand mean score of IOC				0.85

Expert (N) = 3

Table 3.9 presents The Objectives Congruence (IOC) Index of the expert's opinions on the semi-structured interview questions. The evaluation consisted of 2 parts which were 7 three-point attitude scale question (unacceptable, not sure, acceptable) and additional comments.

From the Table 3.9, all of the items received an Objectives Congruence (IOC) Index value that are higher than 0.5. The grand mean score of IOC is 0.85 which is higher than the criterion set (0.5). That means the semi-structured interview questions were acceptable. The expert also provided additional comments as follows:

Expert 1: The word 'Multiple Intelligences (MI) Theory' should be eliminated.

When the research conducted the interview, the word 'Multiple Intelligences (MI) Theory' was avoided as the expert suggested but using the phrase 'all the speaking lessons you have learned' instead.

Stage 1.5: Pilot test lesson plans and revise.

To ensure that the lesson plans were effective and practical, a pilot test was carried out in second term, academic year 2016. The participants in the pilot study consisted of 6 Eighth Grade students who studied a fundamental English Language.

After the pilot test, the problems found were as follows:

1. Vocabulary: students had a very small vocabulary bank. That affected their learning because they couldn't perform any speaking tasks on their own.

2. The amount of activities: due to the suggestions of the experts to highlight more Multiple Intelligence part in a lesson, the researcher added a few more activities.

It turned out that students couldn't finish each activities in the set time and it caused the delay of the next step of the lesson.

Phase 2: The implementation of English speaking instruction based on Multiple Intelligences Theory

The implementation of English speaking instruction based on Multiple Intelligences Theory was carried out with one repeated sample group in second term of academic year 2016. The experiment group's schedule was on Wednesday at 12.50 - 13.40 p.m. The stage of implementation was as follows:

Stage 2.1: Students survey to explore Multiple Intelligences profile.

Table 3.10 presented Students' Multiple Intelligences Profile. Understanding students' intelligence is very important for this study, it was handled in the early stage of the study. In the first week of the experiment, the researcher asked students to do the Multiple Intelligences Inventory survey adapted from McKenzie (1999) in order to learn student's strength and weakness.

Table 3. 10.

Students' Multiple Intelligences Profile

Student	Strong intelligence(s)	Weak intelligence(s)
S1	Interpersonal, Naturist	Logical/Mathematical Body/Kinaesthetic Intrapersonal
S2	Interpersonal	Logical/Mathematical Intrapersonal
S3	Verbal/Linguistic	Logical/Mathematical Visual/Spatial
S4	Visual/Spatial	Intrapersonal
S5	Verbal/Linguistic	Visual/Spatial Body/Kinaesthetic Intrapersonal
S6	Verbal/Linguistic	Intrapersonal
S7	Interpersonal	Logical/Mathematical Intrapersonal
S8	Interpersonal	Logical/Mathematical
S9	Verbal/Linguistic Interpersonal Intrapersonal	Logical/Mathematical
S10	Visual/Spatial	Logical/Mathematical Intrapersonal

The students answered the questions with the teacher's help item by item to understand the statements. Students then calculated the results. Teacher informed them about their intelligence profile and explained briefly what they would be

participating during the experiment. The students' intelligence profile would be used as a part of classroom observations.

Stage 2.2: English speaking pre-test

In the second week of experiment, English speaking test was employed to measure students' English speaking ability. The speaking scoring rubrics were used to evaluate the 4 elements of speaking skills - pronunciation, vocabulary, grammar and fluency.

Before the pre-test was conducted, the researcher gave a brief explanation about what the students were expected to perform.

T: In task 1, you ask for 'name', 'age', 'country where they are from' and 'greeting they say in that country'.

In task 2, you say how to go to the place on the map.

In task 3, you give the name of the food and what is in the food. You tell me if you like that food or not and why.

Stage 2.3: During the experiment

This study conducted 8 speaking lessons based on Multiple Intelligences Theory. Each of eight intelligences was highlighted in each lesson. The lessons were taken place for 8 weeks. In lesson 1, 4 and 8, students were observed by the researcher using classroom observation checklist. Video recording was also employed in every lesson to provide the researcher time to observe students in more details.

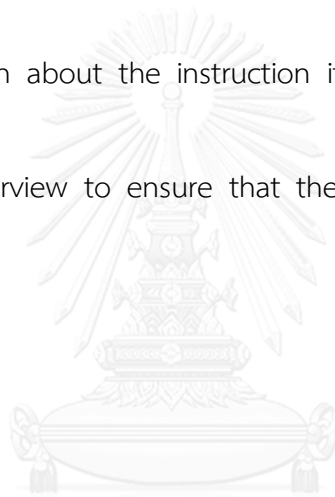
Stage 2.4: English speaking post-test

In week 11 after students finished learning English speaking lessons based on Multiple Intelligences Theory, students sat an English speaking test in order to examine the effects of English speaking instruction based on Multiple Intelligences Theory. The speaking scoring rubrics were also used to evaluate the 4 elements of speaking skills - pronunciation, vocabulary, grammar and fluency.

Stage 2.5: Elicit students' opinions towards English speaking instruction based on

Multiple Intelligences Theory using the interview

At the end of the experiment (week 12), all participants were asked to give a face-to-face interview. The list of the questions was given to the students for preparation. They were asked how the instruction affected their English speaking ability and their general opinion about the instruction itself. All participants were video recorded during the interview to ensure that the researcher would not miss the important points.



Stage 2.6: Analysis the results of English speaking Instruction based on Multiple Intelligences Theory

To evaluate the results of English speaking Instruction based on Multiple Intelligences Theory, the test was marked by 2 raters - the researcher and an English teacher at Angthong Patthamarot Witthayakhom School. Discussion on scoring rubrics was taken place before the scores were given to the pre-test and post-test to ensure the understanding of the purpose of the test of 2 raters. The raters judged the

students' performance by watching the video footage. The scores from 2 sources were calculated to find agreement among raters using the average scores. The data obtained from English speaking pre-test and post-test were statistically analysed to find mean score and S.D. The Wilcoxon matched-pairs signed-rank test was used to analyse the difference between the pre-test and post-test scores. The interview was analysed by using percentage and content analysis. Class observation was also analysed by content analysis.

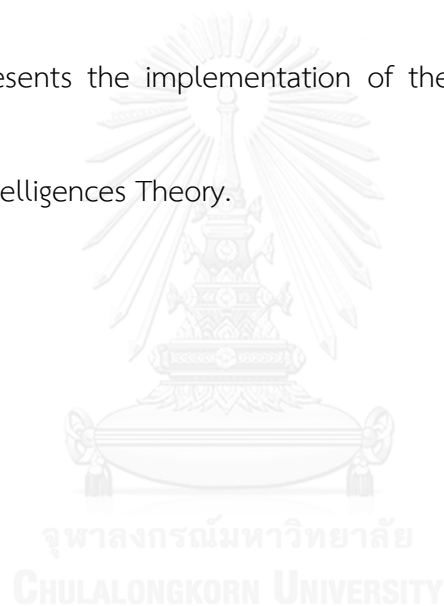
This stage was to find the answer for the research questions as follows:

Research question 1: It aimed at examining the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students. The independent variable was English speaking instruction based on Multiple Intelligences Theory. The dependent variable was English speaking ability. To analyse the data, the Wilcoxon matched-pairs signed-rank test was employed to determine the difference between pre-test and post-test scores.

Furthermore, the data obtained from the classroom observation was analysed to confirm the data from the English speaking test by using content analysis.

Research question 2: It concerned the students' opinions towards English speaking instruction based on Multiple Intelligences Theory. The data from the semi-structured interview was used to elicit students' opinions. The data was statistically analysed using percentage and content analysis in order to collect students' opinions and comments.

Figure 3.3 presents the implementation of the English speaking instruction based on Multiple Intelligences Theory.



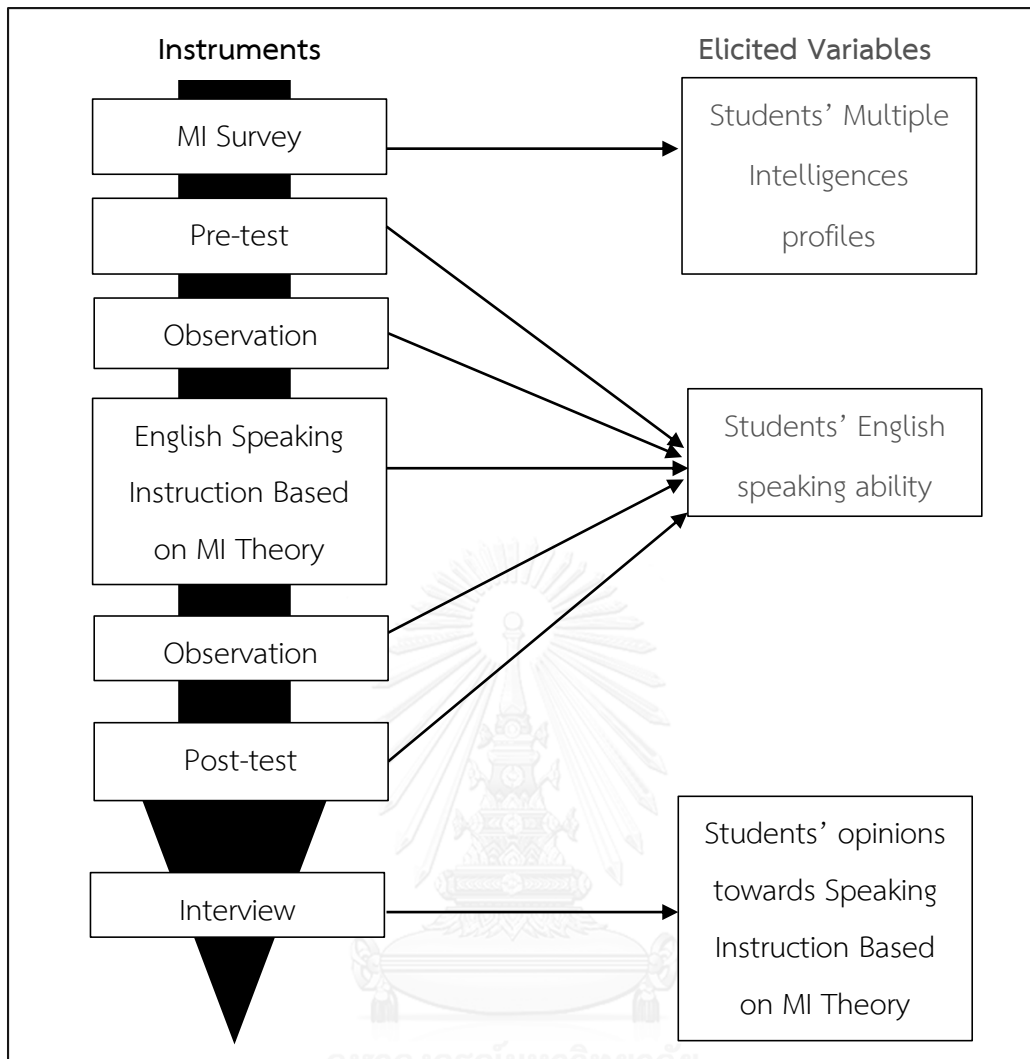


Figure 3. 3. The implementation of the English speaking instruction based on Multiple Intelligences Theory.

Summary

This study was an experimental research. It consisted of 2 phases as follows:

Phase 1: The preparation of English speaking instruction based on Multiple Intelligences Theory.

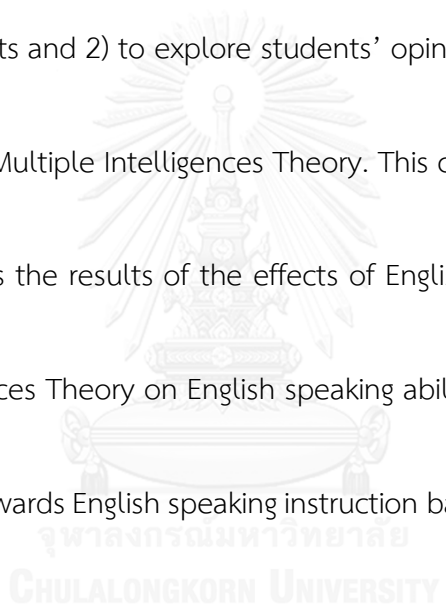
Phase 2: The implementation of English speaking instruction based on Multiple Intelligences Theory.

The experiment was a mixed-research method. The study was conducted with 10 Seventh Grade students in an educational opportunity extension school. It was taken place for 12 weeks. This study employed 3 research instruments - parallel English speaking test, semi-structured interview and classroom observation. After the experiment, English speaking pre-test and post-test scores of students were compared using the Wilcoxon matched-pairs signed-rank test. The interview was analysed using percentage and content analysis. Data from classroom observations was analysed using content analysis.

CHAPTER 4

RESERCH FINDINGS

The purposes of this study was 1) to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students and 2) to explore students' opinions towards English speaking instruction based on Multiple Intelligences Theory. This chapter is divided into 2 parts. The first part presents the results of the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability. The second part presents students' opinions towards English speaking instruction based on Multiple Intelligences Theory.



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4.1 The results of the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability.

To evaluate the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability, the results from the English speaking test are the key to consider. In addition, the results of the data obtained from other 2 instruments - the semi-structured interview and classroom observations were analysed to confirm with the data from the English speaking test.

The researcher conducted English speaking pre-test and post-test to examine the effects of English Speaking Instruction Based on Multiple Intelligences Theory on English Speaking Ability. The findings are reported based on the research question.

Research question 1: To what extent does English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students?

Findings from English speaking test

To answer the research question, the English speaking test before and after implementing the English speaking instruction based on Multiple Intelligences Theory

were marked by 2 raters - the researcher and an English teacher at Anghong Patthamarot Witthayakhom School. Discussion on scoring rubrics was taken place before the scores were given to the pre-test and post-test to ensure the understanding of the purpose of the test of 2 raters. The raters judged the students' performance by watching the video footage. The scores from 2 sources were calculated to find agreement among raters using the average scores. The results of the pre-test and post-test were compared in terms of descriptive statistics: the minimum and maximum scores, mean scores and S.D. The Wilcoxon matched-pairs signed-rank test was employed to determine the difference between the pre-test and post-test score. The results of pre-test and post-test are illustrated in Table 4.1.

Table 4. 1.

Scores and percentages of English speaking Pre-test and post-test before and after conducting English Speaking Instruction Based on Multiple Intelligences Theory.

Students	Pre-test	Post-test
	Scores (48)	Scores (48)
S1	0	26
S2	0	23
S3	8	30
S4	0	23
S5	0	26
S6	0	19
S7	0	32
S8	0	35
S9	0	24
S10	0	18
N	10	10
Minimum	0	19
Maximum	8	35
\bar{X}	0.80	25.60
S.D.	2.52	5.44

Table 4.1 reveals the comparison of students' scores of English speaking tests before and after engaging them in English speaking instruction based on Multiple Intelligences Theory. The score was 16 points per each task and total score of three tasks was 48 points.

To clearly see the differences between the pre-test and post-test scores of the English speaking test, the results are shown in figure 4.1 below.

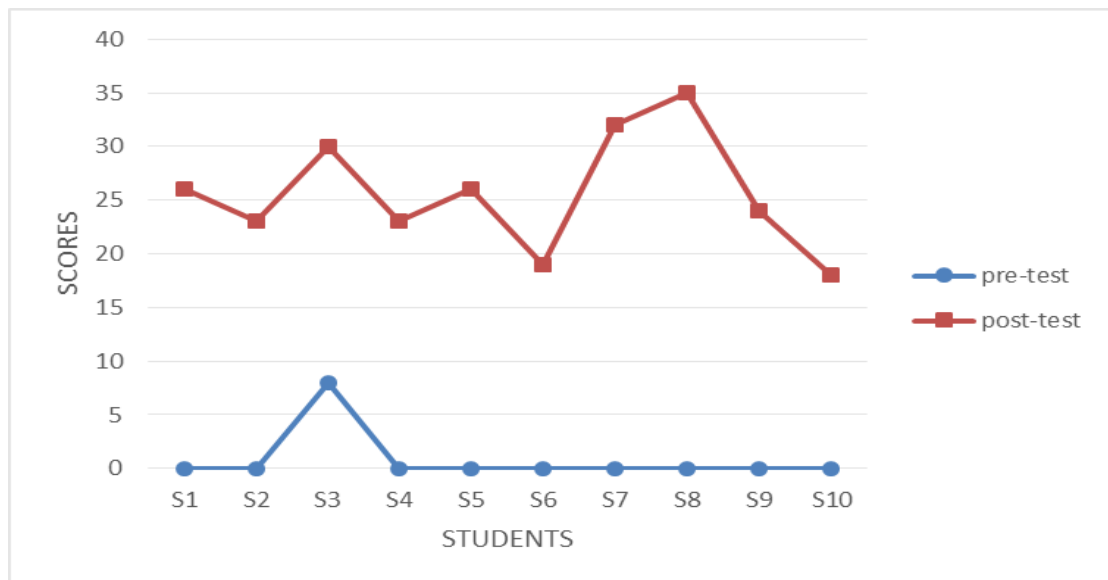


Figure 4. 1. The results of the pre-test and post-test scores of the English speaking test.

It is shown in the speaking pre-test that the mean score (\bar{x}) was 0.80 points with the highest score of 8, lowest score of 0 and standard deviation of 2.52. In pre-test, 9 students out of 10 couldn't produce any single word in all 3 tasks which led to the minimum score of zero. There was only one student (S3) who could answer task 3 (describing food and ingredients).

S3: Tom Yum Goong. It chilli, pon (prawn).

Considering the task which focused on talk as presentation and visual/spatial intelligence. The student performed English speaking in satisfactory level (2 points) in all criteria of scoring rubric:

Pronunciation: slightly unclear but generally fair.

Vocabulary: using broad vocabulary but cannot expand ideas.

Grammar: able to express ideas but display inconsistencies with sentence

Fluency: slow speech and uncompleted.

Student 3 had a strong intelligence in verbal/linguistic which leads to the explanation why he could somehow comprehend the instruction of the task provided by the researcher before conducting the test.

Apparently, after the treatment of English speaking instruction based on Multiple Intelligences Theory, the students' scores of post-test improved dramatically with the mean score of 25.60 points and standard deviation of 5.44. The highest score of speaking post-test was 35 points and the lowest was 19 points.

Comparing to the zero scores in the pre-test, students had dramatically improved after learning the English speaking instruction based on Multiple Intelligences Theory. The student (S8) who got the top score of 35 jumped up from zero score in the pre-test. The performance of the students improved in all criteria of the scoring rubric. The example is taken from task 1 - asking for and giving information (focused function of talk was interaction and focused intelligence was verbal/linguistic). In this task student 8 was randomly paired up with other student. They picked up the information cards and used them to create a short conversation as follows:

S8: Hello. My name eed (is) Elsa. What eed (is) your name?

S2: Hello. My name eed (is) Micky. Nite (nice) to meet you.

S8: Nite (nice) to meet you too. Where are you from?

S2: I'm Singapore. And you?

S8: I'm from Myanmar. How do you say hello in Singapore?

S2: Ni Hao. How you say hello in Myanmar?

S8: We say Ming Galaba.

In this task, the focused function of talk was interaction and verbal/linguistic was the focused intelligence. S8 showed that she could make a conversation including greeting and carrying on the small talking. This conforms with her intelligence profile where interpersonal was her strength.

When looking at results of the scores at the post-test when compared to the pre-test it showed a definite shift, even the student who got the lowest score (S6) of 19. The student 10 performed the best in task 2 - giving direction. He had a strong visual and spatial intelligence which could possibly help him to excel the task by making sense of the map and also to perform the function of talk as transaction.

T: How can I go to Wat Muang, please?

S10: Turn left to Blue steet (street). Go state (straight). Turn light (right) to Red steet (street).

Overall, the increases in the maximum and minimum scores and mean scores consequently can answer the research question that English speaking instruction based on Multiple Intelligences Theory enhances English speaking ability of the students.

Since the sample is small with only 10 participants, to analyse the differences between the pre-test and post-test scores, The Wilcoxon Matched-Pairs Signed-Rank Test was employed. The results are presented in Table 4.2.

Table 4. 2.

The differences between scores of English speaking Test before and after conducting English Speaking Instruction Based on Multiple Intelligences Theory.

Ranks		N	Mean Rank	Sum of Ranks
Posttest-Pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	10 ^b	5.50	55
	Ties	0 ^c		
	Total	10		

a. Posttest < Pretest

b. Posttest > Pretest

c. Posttest = Pretest

Test Statistics^b

	Posttest-Pretest
Z	-2.807 ^a
Asymp. Sig (2-tailed)	.005

*p > .05

a. Wilcoxon Signed Ranks test

b. Based on Signed Ranks Test

Table 4.2 illustrates a before and after measurement of the English speaking ability of each student who took a 3-task test with a full mark of 48. It shows the difference between the pre-test and post-test scores of the English speaking test. It can be interpreted that none of post-test mean scores of the students are lower than the pre-test scores while all of the students' have higher scores in the post-test.

The results seem to indicate that the after measurements show an increase ability with average rank of 0.0 versus average rank of 5.50. The Wilcoxon matched-pairs signed-rank test shows that the observed difference between both measurements is significant. It indicates that post-test ranks were statistically higher than pre-test ranks $Z = -2.807, p < 0.05$. This can be assumed that the English speaking instruction based on Multiple Intelligences Theory caused a significant increase in English speaking ability of students.

Table 4.3 presents the comparison of the pre-test and post-test scores of the students and their intelligence profile. Students who had strong intelligence of verbal/linguistic performed quite well in the post-test (Student 3, 5, 6 and 9 with post-test score of 30, 26, 19 and 24 respectively). This shows that verbal/linguistic

intelligence was an important factor in language learning. In a meanwhile, student 1 , 2 , 7 and 8 who had strong interpersonal intelligence received high scores in post-test with the score of 26, 23, 32 and 35 respectively. As language is a tool for communication, the interpersonal intelligence plays an important role in language learning as well.

Table 4.3

Comparison between students' pre-test, post-test scores and their intelligence profiles.

Students	Pre-test scores	Post-test scores	Strong Intelligence(s)	Weak Intelligence(s)
S1	0	26	Interpersonal Naturist	Logical/Mathematical Body/Kinaesthetic Intrapersonal
S2	0	23	Interpersonal	Logical/Mathematical Intrapersonal
S3	8	30	Verbal/Linguistic	Logical/Mathematical Visual/Spatial
S4	0	23	Visual/Spatial	Intrapersonal
S5	0	26	Verbal/Linguistic	Visual/Spatial Body/Kinaesthetic Intrapersonal
S6	0	19	Verbal/Linguistic	Intrapersonal
S7	0	32	Interpersonal	Logical/Mathematical Intrapersonal
S8	0	35	Interpersonal	Logical/Mathematical

Students	Pre-test scores	Post-test scores	Strong Intelligence(s)	Weak Intelligence(s)
S9	0	24	Verbal/Linguistic Interpersonal Intrapersonal	Logical/Mathematical
S10	0	18	Visual/Spatial	Logical/Mathematical Intrapersonal

Findings from classroom observations

To support the findings from the descriptive statistics of pre-test and post-test, this study also employed classroom observation. In lesson 1, 4 and 8, students were video recorded when they were learning, doing activities and tasks. The researcher observed students in class and also in videos to study their learning behaviour during the lesson. Class observation check-list adapted from Karges-Bone (2000) was employed. This part of the research findings presents the results from those observation.

There were two types of data obtained from the classroom observation. The first data looked at the numerical and statistical data. They were collected by the researcher observing the recorded videos of the students during lesson times and

allocating numerical scores according to the scoring rubric in the classroom observation checklist (Appendix E).

The second type of data obtained from this instrument was a qualitative and descriptive that looked at behaviours, quantity and quality of interactions and verbal output. Scoring rubric was implemented in the class observation checklist. The scales

ranked from 1-3 as follows:

0 = Poor (Poorly improved)

1 = Fair (Adequate for age)

2 = Good (Well improved)

Table 4.3 presents the classroom observation of individual student conducted in lesson 1, 4 and 8 of the experiment.

Table 4. 3.

The classroom observation of individual student conducted in lesson 1, 4 and 8 of the experiment.

Student	Lesson 1 score (21 points)	Lesson 4 score (21 points)	Lesson 8 score (21 points)
S1	3	9	10
S2	0	2	4
S3	0	8	9
S4	0	2	3
S5	3	8	10
S6	0	2	3
S7	0	2	3
S8	0	8	9
S9	0	2	3
S10	0	2	3
N	10	10	10
Minimum	0	2	3
Maximum	3	9	10
\bar{X}	0.6	4.5	5.7
S.D.	1.26	3.24	3.30

To clearly see the improvement of the students' English speaking ability obtained from class observations in lesson 1, 4 and 8, Figure 4.1 is presented as follows:

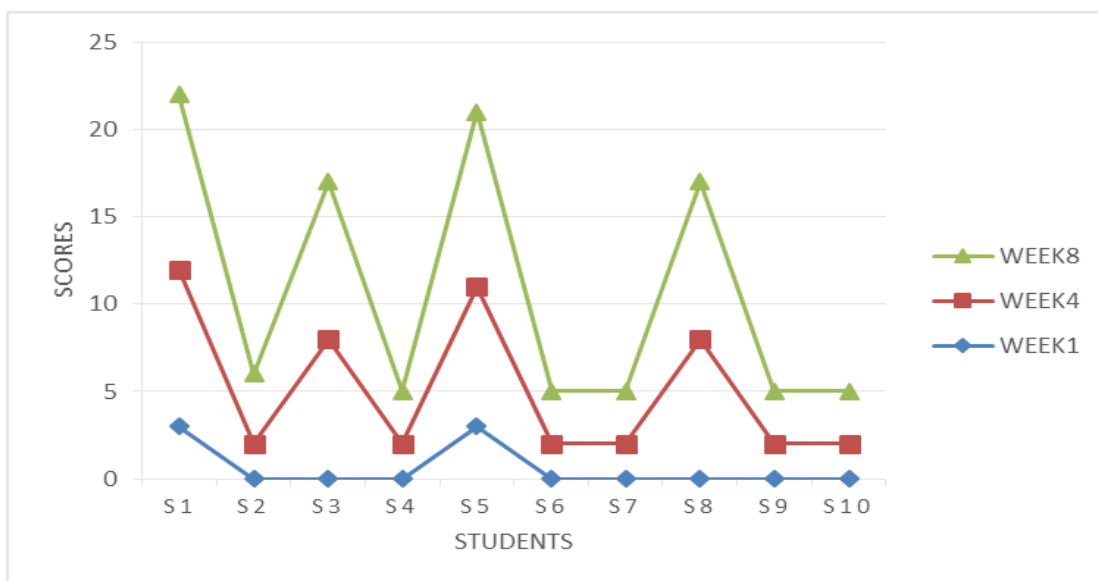


Figure 4. 2. The improvement of the students' English speaking ability obtained from class observations in lesson 1, 4 and 8.

At the early stage of the experiment (Lesson 1) the students' participations were very low. They barely produced any verbal output. Some utterances occurred only when prompted and led by the teacher. For example, when the teacher showed the word cards of the country name, only S1 and S5 said the name of the country right away before the teacher asked the question.

T showed a word card 'Cambodia'

S1: Gampoocha.

When asked for volunteers to read the dialogue, none of the students volunteered including S1 and S5 but when the teacher assigned these 2 students, they showed a little hesitation and eventually stood up and performed.

In lesson 1, function of talk that the lesson focused on was transaction and the focused intelligence was verbal/linguistic. S5 had a strong profile in verbal/linguistic intelligence and S1 had a high level of these intelligence as well, so this can explain why these 2 students were quite confident to participate more than other students. Although, according to the multiple intelligences inventory survey, some students had strength in verbal/linguistic intelligences as S1 and S5 but the lack of confident prevent them from participation.

By lesson 4, there were dramatically changes in some students (S1, S3, S5 and S8). This shows the sign of change and participation. While the majority scores were still low. The scores had moved from minimum of zero and maximum of 3 to minimum of 2 and maximum of 9. This indicated that the level of participation had raised sensationally. Negative behaviours were less found or did not occur. Students showed more attempts to perform and participate in the activities.

T showed flash cards of several items in a shop.

S1: Pencil.

S3: Sock

S5: Chair

S8: TV

T put the price next to each item.

(Picture of a chair) S1: Fifty (fifty)

(Picture of TV) S8: One hundred (hundred) seventy.

Other students seemed to have more willingness, compared to the first lesson, to participate in the lesson. They talked to their partner who sat next to them to discuss what they saw on the board and tried to figure out the answer. They spoke with very soft voice and when the teacher asked them to confirm the answer, they show hesitation and turned to their friends to check if their answer was correct.

At the end of the experiment (lesson 8), most of the students tried to use English phrases or short sentences that the teacher used in the previous lessons but usually not grammatically correct. Vocabulary was the area that most of the students

struggled. Students showed improvement in recognising and processing words and phrases for example they nodded the head to show that they understood and they tried to answer the questions by themselves or sought help from their classmates. However, students struggled with speaking and using language with ease. They spoke with a long pause when they were asked questions that were not listed in the handouts or worksheets. Those who didn't struggle still spoke with unnatural flow. They obviously spoke by the same patterned sentences they'd learned.

T: What can you see in this picture? (question from previous lesson)

Ss: Lime.

T gave signal to student to answer in full sentence by tapping the table 4 times (I-can-see-lemon)

Ss: I can see lime.

T: What does lemon taste? (question from previous lesson)

Ss: Sour.

T gave signal to student to answer in full sentence by tapping the table 3 times (It-tastes-sour)

Ss: It taste sour.

T: What kind of food can you put lime in? (question from previous lesson)

S1: Tom Yum Goong.

S8: Pad Thai.

T: What will happen if I put lime in coffee? (question that students hadn't learned)

Ss discussed with their classmates and tried to form a sentence.

S1: It, it...sour.

From the example situation above, it shows that students spoke with clearer articulation, for instance, there was no evidence of stuttering when they were asked the question that they learned in the previous lesson and they already know how to answer even though they still answered in words, not a sentence but the way how they pronounce the words presented the improvement on their articulation.

Range of vocabulary of students was a lot wider. They could use words they learned in previous lessons and combine with new vocabulary. At the beginning of the experiment, students struggled in speaking English even in producing a word. Lack of vocabulary knowledge was the main reason of this phenomenon. In lesson 1, students were taught about countries in ASEAN and the greetings.



Figure 4. 3. Sample of information card in lesson 1.

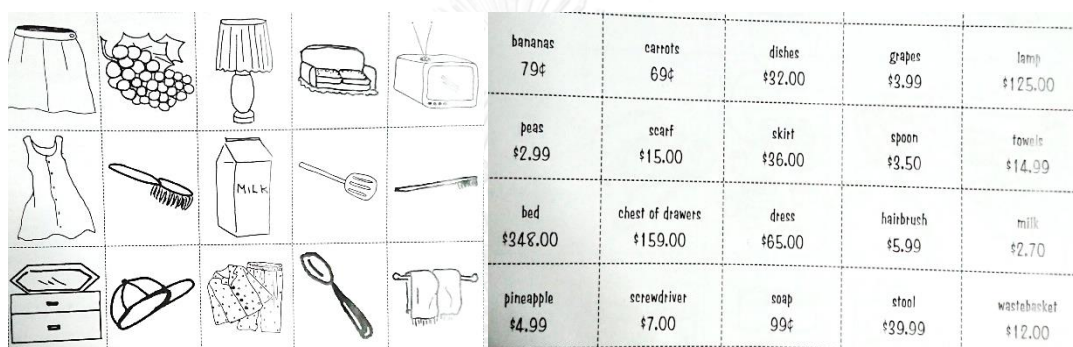
T: (show an information card)

The first line is the name of a person. What do you think the second line is?

If I ask you "How old are you?" and you say I am (pause and point to number 12) years old.

Students could not answer “twelve” right away even it was a very simple number. The teacher needed to review the numbers in English with the students before continuing the lesson.

In lesson 4, students learned about shopping which involved numbers (price of items).













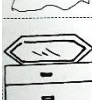



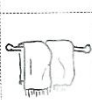





					bananas 79¢	carrots 69¢	dishes \$32.00	grapes \$3.99	lamp \$125.00
					peas \$2.99	scarf \$15.00	skirt \$36.00	spoon \$3.50	towels \$14.99
					bed \$248.00	chest of drawers \$159.00	dress \$65.00	hairbrush \$5.99	milk \$2.70
					pineapple \$4.99	screwdriver \$7.00	soap 99¢	stool \$39.99	wastebasket \$12.00

Figure 4. 4. Sample of flashcards in lesson 4

T: (show flashcards of items and prices and point to the picture of dress)

What is it?

S5: Dress.

T: How much is it? (point to the price flashcard)

S1: Sixty five.

T: Sixty five dollars.

This shows that they learned number vocabulary from the lesson 1 and could apply in the lesson 4. The word 'dollar' was a new word for them which could possibly be retained in their vocabulary bank and used in the future.

The objective of lesson 8 was that students would be able to create a short conversation using information from the 7 previous lessons. From the observation when students were asked to work in pair, they could use more words than the first lesson.

S1: *How own (old) are you?*

S3: *I am sirteen (thirteen) year (s) own (old). How own (old) are you?*

S1: *I am sirteen (thirteen) year (s) own (old).*

Over the 8 lessons, the students also had a developmentally appropriate use of grammar and syntax e.g. speaking more grammatically correct but not entire sentence. They still needed to be reminded to speak in a sentence, not only words. In lesson 1, students barely spoke apart from answering simple questions of the teacher. The answers from the students were mostly in words, not a sentence though.

This phenomenon carried on through the experiment but the development could be observed as the students could form sentences when they were reminded to do so.

Lesson 1:

T: (show country name flashcard) What country is this?

S3: Wietnam (Vietnam).

Lesson 4:

T: (show a flashcard of banana) What are they?

Ss: Banana.

T: They are ...

Ss: They are banana.

T: They are bananas.

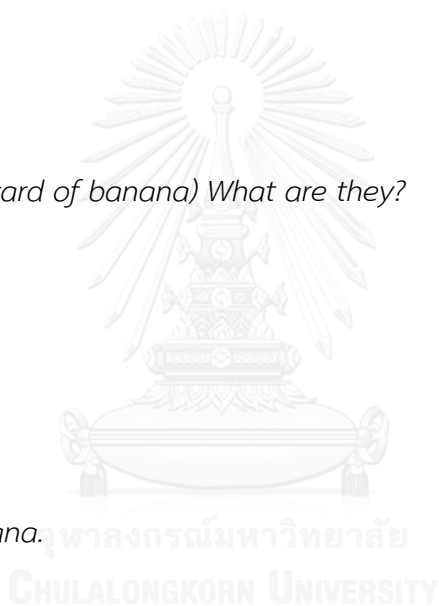
Lesson 8:

T: What is your favourite sport?

S8: Volleyball.

T: My favourite

S8: My favourite sport volleyball.



T: My favourite sport is ...

S8: My favourite sport is volleyball.

Last but not least, students showed more confidence and willingness to perform e.g. volunteer to perform and answer questions. Throughout the experiment, students obviously showed the development of confidence in speaking English. They were more enthusiasm and more willing to participate in activities. They sometimes didn't understand the instruction of the tasks or activities but they asked their classmates to explain to them and also tried to do the task and activities.

Although students' scores from rubrics slightly increased but it can be assumed that English speaking instruction based on Multiple Intelligences Theory enhanced English speaking ability of students as it was seen over three observed lessons. However, speaking ability of the students didn't dramatically improve but the changes in their learning behaviour significantly showed. They seemed to enjoy all the lessons. Even in their least favourite one (Logical-Mathematical Intelligence focused lesson), they were still enthusiasm to participate in activities and do the tasks they were

assigned. This shows that using Multiple Intelligences Theory can motivate students in learning English speaking.

4.2 Students' opinions on English Speaking Instruction Based on Multiple Intelligences Theory.

To explore students' opinion towards English speaking instruction based on Multiple Intelligences Theory, the semi-structured interview was conducted with all participants (10 students) after they completed the English speaking post-test. The findings are presented on the research question as follows:

Research question 2: What are students' opinion towards English Speaking Instruction Based on Multiple Intelligences Theory?

Finding from the semi-structured interview

Table 4.6 presents the opinions of 10 Seventh Grade students that studied in the Fundamental English Language course towards the English Speaking Instruction Based on Multiple Intelligences Theory. The interview composed of 2 parts. The first

part was about personal information - gender, the latest GPA and grade of English Language subject in the previous term. The second consisted of 7 questions. The data obtained from the interview was analysed using percentage as shown in Table 4.4 and content analysis.

The questions that used for the interview are as follows:

‘After learning with English speaking instruction based on MI Theory...’

1. Do you think your English speaking ability has improved? Why?
2. Do you think you have more confidence in speaking English? Why?
3. Do you have more interest in learning English? Why?
4. Which lesson do you like the best? Why?
5. Which lesson is your least favourite lesson? Why?
6. Which activity/task do you like the best? Why?
7. Which activity/task is your least favourite activity/task? Why?

Table 4. 4. The opinions of students towards English Speaking Instruction Based on Multiple Intelligences Theory

Question	Positive answer	Negative answer
1. Do you think your English speaking ability has improved?	90%	1%
2. Do you think you have more confidence in speaking English?	50%	50%
3. Do you have more interest in learning English?	100%	0%

When students were asked, from their perspective, if they thought their English speaking ability had improved, 9 out of 10 students (90%) responded positively. They said that the instruction and activities based on Multiple Intelligences Theory gave them more understanding of the lessons. Student's comments were:

S1: ดีขึ้น เพราะได้เข้าใจและรู้คำศัพท์ใหม่ ๆ *Improved because (I) understand and know more vocabulary.*

S2, S4 and S7:

ดีขึ้น เพราะรู้คำศัพท์มากขึ้น *Improved because (I) know more vocabulary.*

S3, S8 and S10:

ดีขึ้น เพราะเข้าใจมากขึ้น *Improved because (I) have more understanding.*

- S5: ดีขึ้น เพราะได้ใช้ภาษาอังกฤษมากขึ้น *Improved because (I) use English more.*
- S6: ดีขึ้น เพราะได้ฝึกพูดมากขึ้น *Improved because (I) practise speaking English more.*
- S9: ไม่ดีขึ้น เพราะยังไม่ค่อยเข้าใจ *Not improved because (I) don't understand the lesson.*

Regarding the above statements of students, it shows that students thought that speaking ability had increased after learning through lessons based on Multiple Intelligences Theory. This might be related to the fact that they found these instruction and activities made them feel more at ease to speak.

However, the interview reveals that one student (1%) answered that their speaking ability was as same level as before the experiment. The reason was she still couldn't understand the content of the lessons.

When it came to the question about confidence in English speaking, the answers were divided into 2 sides with equal numbers of participants. Five students (50%) said they had more confidence in speaking English. The reasons are shown below:

S1 and S3:

มั่นใจ เพราะรู้คำศัพท์มากขึ้น *Confident because (I) know more vocabulary.*

S2: มั่นใจ เพราะพูดผิดก็ไม่เป็นไร *Confident because it's okay to make mistakes*

S4: ไม่ค่อยมั่นใจ เพราะกลัวพูดผิด *Not quite confident because (I'm) am afraid of making mistakes.*

S5: ไม่มั่นใจ เพราะกลัวพูดผิด *Not confident because (I'm) afraid of making mistakes.*

S6: มั่นใจ เพราะได้ฝึกพูดมากขึ้น *Confident because (I) practise speaking English more.*

S7: ไม่ค่อยมั่นใจ เพราะกลัวพูดผิด *Not quite confident because (I'm) am afraid of making mistakes.*

S8: ไม่ค่อยมั่นใจ เพราะกลัวพูดผิด *Not quite confident because (I'm) am afraid of making mistakes.*

S9: ไม่มั่นใจ เพราะกลัวพูดผิด *Not confident because (I'm) am afraid of making mistakes.*

S10: มั่นใจ เพราะพูดผิดก็ไม่เป็นไร *Confident because it's okay to make mistakes.*

According to the statements from 2 questions above, students repeatedly mentioned vocabulary that it helped them to improve their English speaking ability and also gave them more confidence to speak English. This can be implied that vocabulary plays an important role in the English speaking ability in students' opinions.

On the other hand, another half of participants (50%) thought that they were still not confidence enough to speak English. They all gave the exact same reason that they were afraid of making mistakes which is the typical reason of Thai students.

When students were asked if they were more interested in learning English, a 100% of participants responded positively. They gave reasons as follows:

S1: มากขึ้น เพราะสนุก *More interested because (it's) fun.*

S2: มากขึ้น เพราะเรียนแล้วไม่เครียด *More interested because (it's) not stressed out.*

S3 and S4:

มากขึ้น เพราะมีกิจกรรมสนุก ๆ *More interested because (it) has fun activities.*

S5: มากขึ้น เพราะอยากพูดภาษาอังกฤษได้เยอะ ๆ *More interested because (I) want to be able to speak English better.*

S6, S8 and S9:

มากขึ้น เพราะมีกิจกรรมที่หลากหลายให้ทำ *More interested because (it) has various activities.*

S7: มากขึ้น เพราะได้ทำกิจกรรมที่หลากหลาย *More interested because (it) has various activities.*

S10: มากขึ้น เพราะน่าสนใจ *More interested because (it's) interesting*

According to the statements of students, the various kinds of activities based on Multiple Intelligences Theory made them learn happily and also effectively as shown in the scores of students.

Table 4.5 presents the students' preferences of each lesson using the question about their most and least favourite lessons and activities or tasks.

Table 4. 5.

The opinions of students towards each lesson

Lesson	Topic	MI focused	Students preference (number of students)	
			Like	Dislike
1	Travelling (greeting)	Verbal/Linguistic	1	-
2	Travelling (food)	Visual/Spatial	1	1
3	Around Town (direction)	Body/Kinaesthetic	1	-
4	Around Town (shopping)	Logical/Mathematical	-	6
5	Favourite things (describing personal favourite)	Intrapersonal	1	1
6	Favourite things (rap song)	Musical/Rhythmic	1	2
7	Fresh air (describing natural object)	Naturalist	2	-
8	Fresh air (having short conversation)	Interpersonal	3	-
Total			10	10

When asked about lessons that students liked the most, the answers were very scattered. The lesson that students liked the most was Fresh air (having short conversation) which was chosen by 3 students. The focused Multiple Intelligence in

this lesson was Interpersonal Intelligence. In the lesson, students were assigned to explain 5 things they had learned from the previous lessons to their partner without saying an exact word and their partner had to draw pictures of that items. Students gave the answers and reasons as follows:

S1: อ่างทอง เพราะสนุก ได้เคลื่อนไหว *Around town because (it's) fun. (It) has movement.*

S2: ที่ออกไปข้างนอก เพราะได้ออกไปข้างนอก *Fresh air because (it was conducted) outside classroom.*

S3: คุยกับเพื่อน เพราะไม่เครียด *Fresh air because (it's not) stressed out.*

S4: Rap (Favourite things) เพราะสนุก *Favourite things because (it's) fun.*

S5 and S6:

จับคู่คุย (Fresh air) เพราะได้คุยกับเพื่อน *Fresh air because (I) talk to a friend.*

S7: พูดถึงสิ่งที่ชอบ (Favourite things) เพราะได้พูดถึงสิ่งที่ชอบ *Favourite things because (I have a chance to) talk about my favourite things.*

S8: จับคู่พูด เพราะได้พูดเยอะ *Fresh air because (I have a chance to) speak more.*

S9: อาหาร เพราะสนุก *Travelling (Food) because (it's) fun.*

S10: เกี่ยวกับอาเซียน เพราะง่าย *Travelling (Greeting) because (it's) easy.*

Those 3 students whose favourite lesson was 'Fresh air' also had a high level of Interpersonal Intelligence Inventory from the Multiple Intelligences Inventory Survey which can be implied that the focused Multiple Intelligences matched their Multiple Intelligences Profile. However, 7 lessons were chosen except 'Around Town (shopping)' where the focused Multiple Intelligences was Logical/Mathematical Intelligence. Consequently, it was coherent with the next question.

When it came to the question of the least favourite lesson, 'Around Town (shopping)' was chosen by 5 students and it hit the first rank. The students were assigned to perform a roleplay as a shopkeeper and a customer. This lesson was about buying goods and calculating prices. Students' comments were:

Six students chose ช้อปปิ้ง (*Shopping*) in the 'Around Town' topic as their least favourite lesson and the reason were:

S1: เพราะศัพท์ยาก *because vocabulary is difficult.*

S2: เพราะไม่ชอบคิดเลข *because (I) don't like calculation.*

S6: เพราะคิดเลขไม่เก่ง *because (I'm) not good at calculation.*

S7: เพราะไม่ชอบคิดเลข *because (I) don't like calculation.*

S8: เพราะไม่รู้คำศัพท์และไม่ชอบคิดเลข *because (I) don't know vocabulary and don't like calculation.*

S10: เพราะไม่รู้คำศัพท์ *because (I) don't know vocabulary*

Two students showed that they did not like the lesson that required singing

(Favourite things).

S3: เพราะไม่ชอบร้องเพลง *because (I) don't like singing.*

S9: เพราะไม่ชอบร้องเพลง *Favourite things (Rap) because (I) don't like singing.*

The other answers were:

S4: อาหาร เพราะจำศัพท์ไม่ได้ *Travelling (Food) because (I) can't remember vocabulary.*

S5: พูดถึงของชอบ เพราะไม่รู้จะพูดอะไร *Favourite things (personal favourite) because (I) don't know what to talk about.*

As expected, the main reason that made students chose this lesson as the least favourite one was calculation part. This responds to students' Multiple Intelligences Inventories which show that Logical/Mathematical Intelligence was the

weak part of their inventories. Surprisingly, vocabulary was raised as a reason that made this lesson unenjoyable for them.

When asked about activities they liked the most, the answers students responded were various. All 8 lessons provided students opportunity to do variety of activities in one lesson. The most frequent activities that students seemed to enjoy the most involved pictures such as drawing pictures and guessing pictures which was chosen by 3 students. The reasons from students who liked Picture Guessing were:

S1: เพราะสนุก *because (it's) fun.*

S5: เพราะชอบวาดรูป *Picture guessing because (I) like drawing pictures.*

s6: เพราะรู้สึกมั่นใจเวลาเห็นรูปภาพ *Picture guessing because (I) feel confident when I see pictures.*

According to the statement above, it indicates that using pictures can enhance their learning. Students enjoyed the lessons and had more confident in doing activity or task. According to Multiple Intelligences Inventory Survey, 80 percent of students had visual/spatial Intelligence in an average to high level. They could deal with pictures quite well.

When students were asked about the least favourite activity from 8 lessons, the answers were scattered. 7 activities were chosen as the most unenjoyable for them. 3 activities that were picked by 2 students were giving direction (focused multiple intelligences was bodily/kinaesthetic intelligence), asking and giving personal information (focused multiple intelligences was verbal/linguistic intelligence) and calculating prices (focused multiple intelligences was logical/mathematical Intelligence). Students' comments were:

Calculating prices:

S5: เพราะคิดไม่ทัน *Because (I can't) figure it out in time.*

S6: เพราะไม่เก่งเลข *Because (I'm) not good at maths.*

Giving direction:

S3: เพราะดูแผนที่ไม่เป็น *Because (I) can't read map.*

S9: เพราะสับสน กลัวผิด *Because (I'm) confused and afraid to make mistakes.*

Asking and giving personal information:

S7: เพราะกลัวผิด *Because (I'm) afraid to make mistakes.*

S8: เพราะไม่รู้ศัพท์ *Because (I'm) don't know vocabulary.*

Regarding the reasons students responded, after cross-checking with the Multiple Intelligences Inventory of students, their least favourite activity matched with their low Multiple Intelligences Inventory. Students couldn't perform well or weren't keen on doing activity that didn't go along with their Multiple Intelligences Inventory.

In conclusion, all students had positive opinions towards English speaking instruction based on Multiple Intelligences Theory because they had various kinds of activities that students could amplify and implement their strong Multiple Intelligences in the activities and tasks. Moreover, students realised their weakness and showed their attempt to improve their ability. In addition, students had more interest in learning English in general, not only in the speaking lesson.

Summary

This chapter presents the finding under two main points:

1. The results of the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability.

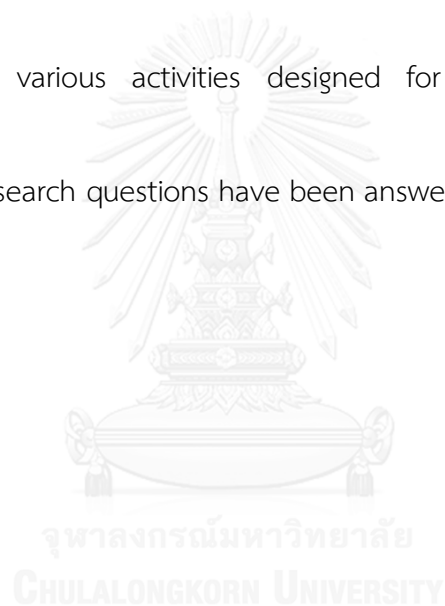
2. Students' opinions on English Speaking Instruction Based on Multiple Intelligences Theory.

To measure English speaking ability, the English speaking achievement test was used as a research instrument to obtain the data. To help confirm the data from the test, the data obtained by class observation and also students' opinions from the semi-structured interview were analysed.

According to the Wilcoxon matched-pars signed-rank test, the results showed that the students' post-test mean score of the English speaking test was significantly different from the pre-test. Therefore, the post-test mean score of the English speaking test was significantly higher than the pre-test.

According to the data obtained from the class observation, the students had improvement in English speaking ability as shown in the mean score of the scoring rubric from lesson 1 to lesson 8.

With regard to the students' opinions towards English speaking instruction based on Multiple Intelligences Theory, the analysis illustrated a positive degree of satisfaction towards various activities designed for teaching English speaking. Consequently, the research questions have been answered.



CHAPTER 5

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

The results in Chapter 4 show that the students' English speaking ability improved and the students also had a positive opinions towards English speaking instruction based on Multiple Intelligences Theory. This chapter presents the discussion, conclusions and recommendations. A summary of the study and research findings are presented in relation to the research questions. The findings discussed with support from the relevant theoretical and empirical work on Multiple Intelligences Theory and English speaking ability. The chapter will end with the pedagogical implication, limitation of the study and recommendation for future study.

5.1 Summary of the study

5.1.1 Objectives

The main objectives of this research are to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade students and to explore students' opinion towards English speaking instruction based on Multiple Intelligences Theory.

5.1.2 Research design

This study is an experimental research. To study the effects of English speaking instruction based on Multiple Intelligences Theory, the experimental design was conducted for comparing the post-test score from the English speaking test with the pre-test score along with class observation. Furthermore, the semi-structured interview was employed to elicit the students' opinion towards English speaking instruction based on Multiple Intelligences Theory.

5.1.3 Research procedure

This study consisted of 2 phases. The first phase involved the preparation of English speaking instruction based on Multiple Intelligences Theory. In this phase, the instructional and research instruments were developed and pilot tested to ensure its content and construct validity. The second phase involved the implementation of the English speaking instruction based on Multiple Intelligences Theory. The details of two phases are as follows:

Phase 1: The preparation of English speaking instruction based on Multiple Intelligences Theory

This phase was divided into 6 stages:

- 1) Specifying the population and participants,
- 2) Exploring and studying basic concepts and related documents,
- 3) Constructing lesson plans and research instruments,
- 4) Verifying the effectiveness of lesson plans and research instruments, and
- 5) Piloting test and revising lesson plans

Stage 1: Specifying the population and participants

The population of this study were 10 Seventh Grade students at Bankae School, an educational opportunity extension school located in Sawaengha District, Angthong Province. The students studied a fundamental English Language course in second term of academic year 2016.

Stage 2: Exploring and studying basic concepts and related documents

The theories and basic concepts related to this study were explored. The studied topic were the framework of Multiple Intelligences sequences of teaching proposed by Lazear (1991) and learning process of speaking skills proposed by Thornbury (2005).



Stage 3: Constructing lesson plans and research instrument

Eight lesson plans were developed based on the framework of Multiple Intelligences sequences of teaching proposed by Lazear (1991) and learning process of speaking skills proposed by Thornbury (2005). Each lesson plan included the title of the lesson, learners, time, MI focused, function of talk, terminal and enabling objectives, materials and evaluation (Appendix J). The research instruments for

collecting data included English speaking test, class observation and semi-structured interview for eliciting students' opinions were also constructed.

Stage 4: Verifying the effectiveness of lesson plans and research instruments

The checklist and evaluation form were constructed to verify the effectiveness of lesson plans and research instruments. Those forms were submitted to the experts in the field of EFL teaching, Language instruction, Language assessment, and evaluation for evaluating lesson plans and research instruments. The revision was made according to the experts' comment and suggestions.

Stage 5: Piloting test and revising lesson plans

A pilot study was carried out at the beginning of the second term of academic year 2016. The sample of the pilot study consisted of 6 Eighth Grade students in Bankae School who studied a fundamental English Language subject. Lesson 1 'Travelling (greeting)' was tried out to identify some potential problems and revision.

Phase 2: The implementation of English speaking instruction based on

Multiple Intelligences Theory

The implementation of English speaking instruction based on Multiple Intelligences Theory consisted of 7 stages as follows:

- 1) Surveying students' strong and weak intelligences,
- 2) English speaking pre-test,
- 3) Conducting the instruction,
- 4) English speaking post-test,
- 5) Eliciting students' opinion using the semi-structured interview, and
- 6) Evaluating the effectiveness of the instruction.

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Stage 1: Surveying students' strong and weak intelligences

Before employed the treatment, students were assigned to do Multiple Intelligences Inventory so that the research would obtain the data of strength and weakness of the students' MI profile.

Stage 2: English speaking pre-test

Students sat the English speaking pre-test to compare their English speaking ability before and after the treatment.

Stage 3: Conducting the instruction

The instructional intervention was conducted with 10 Seven Grade students who studied a fundamental English Language subject for 12 weeks. There were eight lesson plans. Each lesson lasted for 50 minutes. In lesson 1, 4 and 8, students were video recorded for the researcher to collect the data from class observation.

Stage 4: English speaking post-test

At the end of the study, the student had to sit an English speaking test in order to examine the effects of English speaking instruction based on Multiple Intelligences Theory.

Stage 5: Eliciting students' opinions using the semi-structured interview

To triangulate the effects of English speaking instruction based on Multiple Intelligences Theory, the students were asked to express their opinions towards English

speaking instruction based on Multiple Intelligences Theory via the semi-structured interview.

Stage 6: Evaluating the effectiveness of the instruction

In order to evaluate the effectiveness of the English speaking instruction based on Multiple Intelligences Theory, both quantitative and qualitative were employed.

Quantitatively, the mean differences and rank of pre-test and post-test of the English speaking test were subject to the Wilcoxon matched-pairs signed-rank test analysis to confirm the findings along with the mean score from class observation checklist.

Qualitative data from the semi-structured interview was analysed to determine whether the English speaking instruction based on Multiple Intelligences Theory enhance students' English speaking ability.

5.1.4 Results

The results of the study can be summarised in response to the research questions as follows:

1) To what extent does English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students?

Results from the English speaking test presented that students' post-test mean score was significantly higher than the pre-test.

Results from the class observation checklist support the quantitative findings from the English speaking test that English speaking instruction based on Multiple Intelligences Theory affect English speaking ability of students. All of the students had higher scores when the data obtained in the last lesson of the treatment ($\bar{X} = 5.7$) comparing to the first lesson ($\bar{X} = 0.6$).

2) What are students' opinions towards English speaking instruction based on Multiple Intelligences Theory?

Findings from the semi-structured interview showed that students have positive opinions towards English speaking instruction based on Multiple Intelligences Theory. 90% of the students said that their English speaking ability had improved. 50% of the students said they had more confidence in speaking English. All of the students said that they had more interest in learning English.

Besides, qualitative findings from the interview revealed that the students prefer learning with visual aids or pictures. The content that involved numbers or calculation was the students' least favourite. It is found that some of students (30%) like working in pair or group.

5.2 Discussion

English speaking ability

It was found that the students' post-test mean score from English speaking test was higher than the pre-test. As the pre-test and post-test scores showed that all the students made a distinct improvement with high scores. The mean score of the post-test was 25.60 points which is apparently higher than the pre-test mean score which was 0.8 points. There is a statistically significant difference at the significant level (0.05) between mean scores of the participants on the English speaking pre-test and post-test.

The results from the obtained data from class observation checklist showed that the students also had improvement in English speaking ability. All of the students had higher scores when the data obtained in the last lesson of the treatment ($\bar{X} = 5.7$) comparing to the first lesson ($\bar{X} = 0.6$). This could be attributed to Multiple-Intelligences-Theory-based instruction that brought about improvement in the students' performance of the English speaking ability.

The higher scores in English speaking post-test and increased English speaking ability of students could possibly be the effects of lesson designing and the process of language learning.

In this study, English Speaking instruction based on Multiple Intelligences theory was the main concepts used to design the lessons. Reflecting back when the researcher tried to design the lessons, it would seem that what the researcher planned can be explained by the notion of the central design process of curriculum approach in language teaching (Richards, 2013).

Central design begins with classroom process and methodology. The learning outcomes are not specified in detail when lessons are planned. Rather than starting

planning processes by detailed input or output, most teachers start by thinking about the activities they will use in the classroom. While they assume that the exercises and activities they make use of will contribute to successful learning outcomes, it is the classroom processes they seek to provide for their learners that are generally their initial focus (Richards, 2013). Figure 5.1 presents implementing a central design.

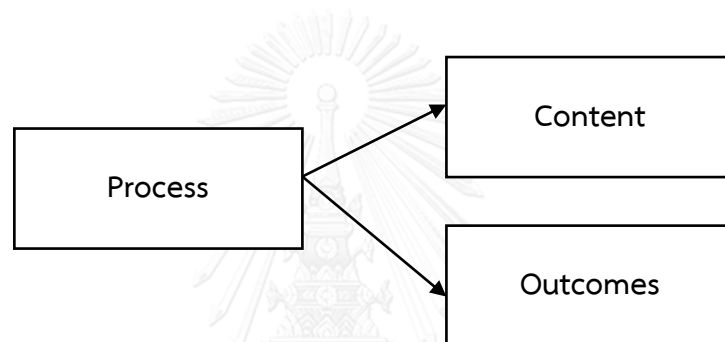


Figure 5. 1 Implementing a central design

First of all, the researcher decided to implement the English speaking instruction based on Multiple Intelligences Theory which contains 3 stages as shown in table 5.1

Table 5. 1

Stages of English Speaking Instruction based on Multiple Intelligences Theory

Stage	Learning process of speaking skills	Multiple Intelligences sequences
1	Stage 1: Awareness-raising	Stage 1:Awaken intelligences Stage 2: Amplify the intelligences
2	Stage 2: Appropriation	Stage 3: Teach with intelligence
3	Stage 3: Autonomy	Stage 4: Transfer the intelligence

The researcher began the lesson designing with identifying the tasks or activities that support the focused intelligence in each lesson. For example, in the lesson with the focused intelligence of naturalist preferably requires an activity that focus students' attention on the world outside classroom to help them find patterns and classify plants, mineral and animal. Hence, the lesson was designed to be conducted outside classroom. Activities and tasks were created to involve 5 senses e.g. an activity called 'Feely Bag' required students to be blindfold and then touched, smelt and tasted the natural items in the bag. The students needed to use their senses to guess what the items were hidden in the bag. All materials were natural items, e.g. rock, feather, flower, lime etc., to help enhance the naturalist intelligence. After the procedures were

decided, focused language of the lesson was selected to collaborate with tasks. The researcher selected the modal verb 'can' to be the language structure of the lesson because it allowed the students to speak about their ability to sense natural items.

The 3 stages of speaking instruction based on multiple intelligences theory could enhance students' English speaking ability because it gradually built up speaking skills of the students with the help of multiple intelligences theory. In stage 1 of learning speaking, the awareness of students was raised by drawing their attention using focused intelligence in each lesson. This also could help triggering the senses of students to waken their intelligences. When students' intelligences were activated, the teacher provided more activities to expanding or strengthen the intelligences. In this stage, the students would notice the gap between what they had known and what they were about to learn.

From class observation, the students with strong verbal/linguistic intelligence seemed to be active but the students who had intelligence profile that matched with the focused MI in that lesson also showed strong interest.

The next stage of the instruction was where the students were given the task with focused language learning. The activity or task was still designed based on the focused intelligence. The students had opportunity to practise their English speaking in the stage of Appropriation in learning speaking process with the help from the teacher.

The students were allowed to apply what they learned to freely perform the new task in the last stage where they needed to transfer the intelligence into the autonomy speaking. The students mostly used the pattern that they learn in the lesson to do the task but they could do with more ease.

The increasing of the scores of the students could possibly be explained by the role of speaking practice following the notion of the four stands by Nation (2014).

The students learned through the meaning-focused input strand involved learning through listening and reading - using language receptively. In the first stage of the instruction, the students mostly listened to the teacher or did activity which wasn't required much speaking.

When the students' intelligences were awoken, the students were provided the language-focused learning. It involves the deliberate learning of language features such as pronunciation, vocabulary, grammar and discourse. They also learned through the meaning-focused output strand which involved learning through speaking and writing - using language productively. This was where the students practise their speaking.

In the last stage, the students were supposed to be becoming more fluent in speaking. Actually, the fluency development strand involved all the four skills of listening, speaking, reading and writing. In this strand, the students were helped to make the best use of what they already knew. Like meaning-focused input and output, the fluency development strand is also meaning-focused. The students' aim was to receive and convey messages and perform the tasks on their own.

With the combination of function of talk (Richards, 2008), speaking learning process (Thornbury, 2005), multiple intelligences teaching sequences (Lazear, 1991), central design instruction (Richards, 2013), and the four strands (Nation, 2014), the

students achieved the impressive high scores of post-test and also performed really well in class observation.

The students who had strong intelligence of verbal/linguistic performed quite well in the post-test. This shows that verbal/linguistic intelligence was an important factor in language learning. In a meanwhile, students who had strong interpersonal intelligence received high scores in post-test as well. As language is a tool for communication, the interpersonal intelligence also plays an important role in language learning.

This finding also conforms with Brunia (2007) who studied about engaging students in Multiple Intelligences-based activities to promote English Language skills.

The study showed that Students' reading skills improved the most followed by speaking skills then listening and writing skills. Sattra Sahatsathatsana (2010) also conducted the development of an English conversation syllabus based on the theory of multiple intelligences and his findings showed that syllabus based on Multiple Intelligences Theory helped students to improve their English proficiency.

The finding from the study of Salem (2013) that investigate the effect of using a Multiple Intelligences-Based Training Program on developing the pre-service English teachers' oral communication skills. The results of the study showed that English speaking skills of the participants who were the first year students were enhanced because of the Multiple Intelligences-based classroom activities.

Don (2016) stated that integrating Multiple Intelligences classroom activities was an effective way to develop the English speaking skill trough focusing on individual differences among students. This finding was derived from the study he conducted with English major students. He also concluded that the Multiple Intelligences Theory enabled students to demonstrate and share their strengths. Building strengths gives a student the motivation to be a “specialist”. This can in turn to increased self-esteem.

(Chapman, C & Freeman, L, 1998 cited in Don, 2016).

Students' opinions towards English speaking instruction based on Multiple

Intelligences Theory

The results from semi-structured interview show that students have positive opinions towards English speaking instruction based on Multiple Intelligences Theory. 90% of the students said that their English speaking ability had improved. 50% of the students said they had more confidence in speaking English. All of the students said that they had more interest in learning English. It can be said that activities and tasks designed based on Multiple Intelligences Theory motivated the students to learn English and also built up their confidence in speaking English.

From the beginning of the experiment, the students had very low ability of English speaking. They also low self-esteem and confidence in speaking English. After they received the treatment , with the combination of function of talk (Richards, 2008), speaking learning process (Thornbury, 2005) and multiple intelligences teaching sequences (Lazear, 1991), the students were provided an opportunity to learn and practise speaking in the scaffolding process. Starting off with listening and doing activities that support or strengthen their intelligences. They learned in the relaxing

atmosphere even the students who didn't have strong intelligence that matched with the focused MI seemed to enjoy and engaged in the lesson. Volunteering to participate in game or activity was seen much more in the lessons. When they were provided a chance to practise speaking under the idea of practised control where the possibility of making mistakes was ever-presented, but where support from the teacher was always at hand. This made the students feel more comfortable to speak without worrying about making mistakes.

When they practised and realised that they were able to speak what they couldn't do before, it strongly gave them more confidence and raised their self-esteem as well. This positively affected the opinions of the students towards the English speaking instruction base on Multiple Intelligences. It also increased students' motivation to learn English in general, not only in the speaking lesson.

This corresponded with BAŞ and BEYHAN (2010) whose study about the effects of multiple intelligence supported project-based learning on students' achievement levels and attitudes towards English lesson, they found out that the students who were educated by multiple intelligences instruction strategy had higher motivation

than the students who were educated by the traditional instructional methods (Supawachiranant, 2014). Palmberg (2002) also showed how teachers engaging learners' Multiple Intelligence can satisfy their students' needs with different intelligence abilities during the language instruction period (cited in Pishghadam and Moafian, (2007)).

This also corresponds with the study of Rattana Supawachiranant (2014) who investigated English speaking ability of Grade 7 Students by teaching ASEAN Community content through Multiple Intelligences-based activities. The results of her study revealed that students responded favourably with their opinions towards learning lessons. This study showed that Multiple Intelligences-based activities helped students to engage themselves to learn English and to be enthusiastic to practice speaking English.

To elaborate on the above findings, it can be said that making students aware of their intelligences and guiding them through the ways they would be more successful in learning paves the way for learners to learn the skills that consider their strengths and compensate their weaknesses (Soleimani, Moinnzadeh, Kassaian, &

Ketabi, 2012). The students were given opportunities to show their abilities and express themselves in different ways as well as utilising their intelligences (Supawachiranant, 2014).

5.3 Conclusions

From the results of the present study, it apparently presents that Multiple Intelligences Theory can help students to enhance their English speaking ability. The application of English speaking instruction based on Multiple Intelligences Theory also can help EFL teachers to be able to assist their students to solve problems in their learning activities and create relevant language products which are designed and presented through students' diversity of intelligences and learning preferences (Don, 2016)

Saibani (2015) stated that EFL teachers, syllabus designers and material developers, should take into account this variation so as to meet different needs of students in order to optimize learning by considering and developing these

intelligences in connection with speaking ability of learners. Since learners as individuals are unique, it is indisputable that we cannot assume that all are in favour of the specific strategy employed in the class (Maftoon & Sarem, 2012) and employ same type of intelligence. This issue is of paramount importance and needs to be taken into consideration by EFL language teachers in particular.

5.4 Pedagogical implication

1. The teacher should know the students' intelligence profiles, strength and weakness. Awareness of students' intelligences will help the teacher in planning suitable lessons and allow the teacher to select a variety of appropriate assessment that will allow students to show and also help improve their abilities.

2. The teacher should provide a variety of materials and teaching aids. They should motivate the students and also engage the weak students as well as explore all the students' exiting and hidden abilities.

3. The teacher should design the lesson to integrate as many intelligences as possible. Christison (2005) mentioned that no intelligence exists by itself. They work together in a complex way. Teacher may think how to put multiple intelligences activities to the lesson as possible but it is no need to include activities for developing all the eight multiple intelligences within each lesson (Ying, 2001 cited in Montira Emanoch, 2009).

5.5 Limitation of the study

The limitation of the study is the sample size of population which was very small and the issues of generalisation. The sample of 10 students with very low academic performance coupled with low English proficiency in the study is subject to limitation. It would not be appropriate to extrapolate the data to a larger population. Therefore, with limited sample size, the generalisation of the findings should be interpreted carefully even when applying to other populations of similar students.

5.6 Recommendations for future study

In the light of the results and conclusions of the study, following suggestions are presented:

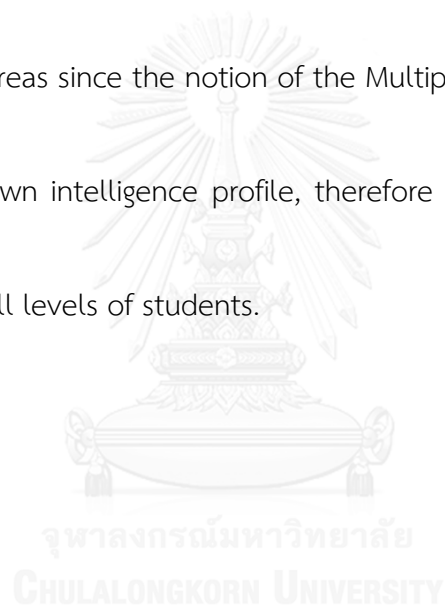
1. A comparison between two methods: conventional method and Multiple Intelligences Theory could be conducted to compare the effects on English speaking ability of students and also opinions towards the two different methods. The results of the comparison could show the effectiveness of the speaking instruction based on Multiple Intelligences Theory with the support of the students' opinions towards the method.

2. Multiple Intelligences Theory could be applied in many aspects of English Language teaching and learning. This research only focused on speaking skill. The future study could be expanded to cover all other 3 skills - listening, reading and writing. The study could be conducted with the one focused skill or all 4 skills. Teaching vocabulary or grammar would be the interesting field that Multiple

Intelligences Theory could be involved. The findings would truly help improve English ability of the students.

3. This study was conducted with students in grade 7 with low English proficiency in an educational opportunity expansion school located in remote area.

The study could be furthered to cover all levels of students with average English proficiency in other areas since the notion of the Multiple Intelligences Theory is that everyone has their own intelligence profile, therefore Multiple Intelligences Theory could be used with all levels of students.



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APPENDIX

จุฬาลงกรณ์มหาวิทยาลัย
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Appendix A

Walter McKenzie's "Multiple Intelligences Survey"

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning
- _____ **TOTAL for Section 1**

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music
- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme

- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me
- _____ **TOTAL for Section 2**

Section 3

- _____ I am known for being neat and orderly
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied
- _____ **TOTAL for Section 3**

Section 4

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a "team player"
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone
- _____ **TOTAL for Section 4**

Section 5

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle
- _____ **TOTAL for Section 5**

Section 6

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates
- _____ **TOTAL for Section 6**

Section 7

- _____ My attitude effects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject

- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong
- _____ **TOTAL for Section 7**

Section 8

- _____ Re-arranging a room and redecorating are fun for me
- _____ I enjoy creating my own works of art
- _____ I remember better using graphic organizers
- _____ I enjoy all kinds of entertainment media
- _____ Charts, graphs and tables help me interpret data
- _____ A music video can make me more interested in a song
- _____ I can recall things as mental pictures
- _____ I am good at reading maps and blueprints
- _____ Three dimensional puzzles are fun
- _____ I can visualize ideas in my mind
- _____ **TOTAL for Section 8**

Part II: Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	

Part III: Now plot your scores on the bar graph provided:

10								
90								
80								
70								
60								
50								
40								
30								
20								
10								
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8

Keys:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This shows your Interpersonal strength

Section 5 – This tells your Bodily-kinaesthetic strength

Section 6 – This indicates your Linguistic/Verbal strength

Section 7 – This reflects your Intrapersonal strength

Section 8 – This suggests your Spatial/Visual strength

Appendix B

Pre/post English speaking test

Task I (2 minutes)

Teacher gives a card to students (one card for each student). In pair, students ask their partner about name, age, country and greeting.

Task prompt:

In this task you are required to ask and answer about personal information in a card as follows;

1. Ask your partner's **name**
2. Ask your partner's **age**
3. Ask your partner's **country**
4. Ask your partner about **greeting** in his/her country

Information cards

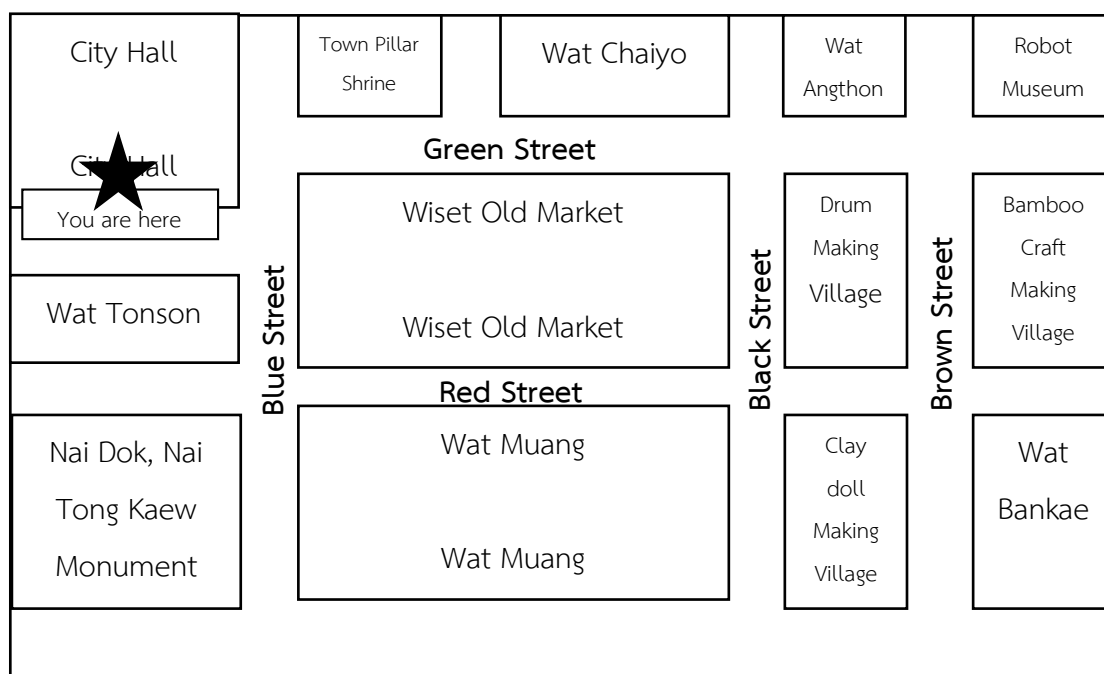
Elsa 12 Myanmar Ming Kalaba	Ana 10 Brunei Salamat Da Tang	Mickey 11 Singapore Ni Hao	Minnie 9 Indonesia Salamat Slang
Goofy 15 Malaysia Salamat Da Tang	Pooh 14 Vietnam Xin Chao	Donald 13 Cambodia Shua Sa Dai	Snoopy 12 Laos Sabaidee
Jaidee 10 Thailand Sawaddee	Garfield 14 The Philippines Kumusta		

Task II (2 minutes)

Teacher gives a map to students. Teacher asks students about the direction.
Then students give direction from the map.

Task prompt:

You work in a tourist information centre in Angthong. In this task, you are required to give directions to the tourists.

Map

Examples:

Turn left, turn right, go straight.

Task III (2 minutes)

Teacher gives pictures of food to students (one picture for each student)
Students describe, expressing like/dislike and opinion on given food.

Task prompt: In this task you are required to describe and express your opinion on;

1. Main ingredients and taste
2. Expressing like/dislike and opinion

Example: The food is

The ingredients are,, and



Appendix C

English Speaking Test Scoring Rubric

Category	Needs improvement (1 point)	Satisfactory (2 points)	Good (3 points)	Excellent (4 points)
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication.	Pronunciation was clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the student in responding.	Student was able to use broad vocabulary but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for situation given.	Rich, precise and impressive usage of vocabulary learned in and beyond of class.
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and response fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentences structure and tenses.
Fluency	Speech was very slow, stumbling, nervous, and uncertain with response	Speech was slow and often hesitant and irregular. Sentences may be left uncompleted but the student was able to continue.	Speech was mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and grouping for words.	Speech was effortless and smooth with speed that comes close to that of a native speaker.

Source: <http://www.rcampus.com/rubricshowc.cfm?sp=true&code=L47B46>

Appendix D

Semi-structured interview to explore students' opinion towards English speaking instruction based on Multiple Intelligences Theory

แบบสัมภาษณ์ความคิดเห็นของนักเรียนเกี่ยวกับการสอนการพูดโดยใช้ทฤษฎีพหุปัญญาที่มีผลต่อ
ความสามารถในการพูดภาษาอังกฤษ

คำถามมี 2 ตอน ซึ่งประกอบด้วย

ตอนที่ 1: คำถามรายละเอียดเกี่ยวกับตัวนักเรียน

ตอนที่ 2: คำถามเกี่ยวกับการสอนการพูดโดยใช้ทฤษฎีพหุปัญญาที่มีผลต่อ
ความสามารถในการพูดภาษาอังกฤษ

ตอนที่ 1: คำถามรายละเอียดเกี่ยวกับตัวนักเรียน

1. เพศ ชาย หญิง
2. วิชาที่ชอบ
3. ระดับผลการเรียนเฉลี่ยในภาคเรียนที่ผ่านมา
4. ระดับผลการเรียนวิชาภาษาอังกฤษในภาคเรียนที่ผ่านมา

ตอนที่ 2: คำถามเกี่ยวกับการสอนการพูดโดยใช้ทฤษฎีพหุปัญญาที่มีต่อความสามารถในการพูด
ภาษาอังกฤษ

1. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพหุปัญญาทำให้นักเรียนสามารถพูดภาษาอังกฤษได้ดีขึ้นหรือไม่ เพราะเหตุใด
2. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพหุปัญญาทำให้นักเรียนมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้นหรือไม่ เพราะเหตุใด
3. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพหุปัญญาทำให้นักเรียนมีความสนใจในการเรียนวิชาภาษาอังกฤษมากขึ้นหรือไม่ เพราะเหตุใด
4. นักเรียนชอบบทเรียนใดมากที่สุด เพราะเหตุใด
5. นักเรียนชอบกิจกรรมหรืองานใดมากที่สุด เพราะเหตุใด
6. นักเรียนไม่ชอบบทเรียนใดมากที่สุด เพราะเหตุใด
7. นักเรียนไม่ชอบกิจกรรมหรืองานใดมากที่สุด เพราะเหตุใด

Appendix E

Classroom Observation Checklist

Speaking ability	Poor (Poorly improved)	Fair (Adequate for age)	Good (Well improved)
1. Recognising and processing words and phrases e.g. nodding their head, answering questions.			
2. Speaking and using language with ease e.g. speaking more naturally without long pause.			
3. Clear articulation e.g no evidence of stuttering or other problems.			
4. Listening to language and using it appropriately.			
5. Range of vocabulary e.g. using words they've learned in previous lessons			
6. Developmentally appropriate use of grammar and syntax e.g. speaking more grammatically correct.			
7. Confidence and willingness to perform e.g. volunteer to perform.			

Adapted from Karges-Bone (2000)

Appendix F

List of experts validating research instruments

1. Associate Professor Chansongklod Gajaseni, Ph.D.

Faculty of Education, Chulalongkorn University.

2. Ms. Kornkanok Pratoomsuwan

Faculty of Education, Phranakhon Si Ayutthaya Rajabhat University.

3. Mrs. Pantiphan Peungchitr

Head of Department of Foreign Languages, Anghong Patthamaroj

Witthayakhom School.

Appendix G

**Index of Item Objectives Congruence (IOC) of English speaking pre-test
and post test**

IOC direction: Please mark (✓) on the items -1, 0, 1

-1 means *unacceptable*

0 means *not sure*

1 means *acceptable*

Items	-1	0	1	Comments
1. Each task is suitable for students' proficiency level.				
2. Each task conforms to core curriculum.				
3. Each task conforms to the objectives of the research.				
4. Each task conforms to test specification.				
5. Instruction of each task is clear and understandable.				
6. Procedure of each task is suitable for students to follow.				
7. Materials in each task are suitable for the test.				
8. Time allocation in each task is suitable.				
9. Scoring rubric is suitable for the test.				

Appendix H

Index of item objective congruence (IOC) of semi-structured interview

IOC Directions: Please mark (✓) on the items -1, 0 and 1.

-1 means unacceptable

0 means not sure

1 means acceptable

Items	-1	0	1	Comments
1. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพบปัญหาทำให้นักเรียนสามารถพูดภาษาอังกฤษได้ดีขึ้นหรือไม่ เพราะเหตุใด				
2. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพบปัญหาทำให้นักเรียนมีความมั่นใจในการพูดภาษาอังกฤษมากขึ้นหรือไม่ เพราะเหตุใด				
3. การเรียนการพูดภาษาอังกฤษตามทฤษฎีพบปัญหาทำให้นักเรียนมีความสนใจในการเรียนวิชาภาษาอังกฤษมากขึ้นหรือไม่ เพราะเหตุใด				
4. นักเรียนชอบบทเรียนใดมากที่สุด เพราะเหตุใด				
5. นักเรียนชอบกิจกรรมหรืองานใดมากที่สุด เพราะเหตุใด				
6. นักเรียนไม่ชอบบทเรียนใดมากที่สุด เพราะเหตุใด				
7. นักเรียนไม่ชอบกิจกรรมหรืองานใดมากที่สุด เพราะเหตุใด				

Appendix I

Index of item objective congruence (IOC) of classroom observation checklist

IOC Directions: Please mark (✓) on the items -1, 0 and 1.

-1 means unacceptable

0 means not sure

1 means acceptable

Items	-1	0	1	Comments
1. Recognising and processing words and phrases e.g. nodding their head, answering questions.				
2. Speaking and using language with ease e.g. speaking more naturally without long pause.				
3. Clear articulation e.g. no evidence of stuttering or other problems.				
4. Listening to language and using it appropriately.				
5. Range of vocabulary e.g. using words they've learned in previous lessons				
6. Developmentally appropriate use of grammar and syntax e.g. speaking more grammatically correct.				
7. Confidence and willingness to perform e.g. volunteer to perform.				

Appendix J

Lesson Plan

Lesson topic: Fresh air

Level: Grade 7

Time: 50 minutes

Standard and indicators:

Strand 1: Language for Communication

Standard F1.2: Endowment with language communication skills for exchange of data and information; efficient expression of feelings and opinions.

Indicator 4: Speak and write appropriately to ask for and give data and express opinions about what has been heard or read.

Strand 4: Language and Relationship with Community and the World

Standard F4.1: Ability to use foreign languages in various situations in school, community and society

Indicator 1: Use language for communication in real situations/ simulated situations in the classroom and in school.

Learning outcome:

Students will be able to ask for and give information.

Function of Speaking: Talk as Transaction

Focused Intelligence: Naturalist

Focused vocabulary: Natural items (trees/ leaves/ birds/ grass/ dirt/ rock etc.)

Structure/Grammar: I can... (see/ smell/ hear/feel/taste)

Functions: Asking for and giving information (a variety of sounds, smells, tastes, touches and sights.)

Assessment:

1. Participation in activities as individual, pair work and group work.
2. Ability to give information in English. (Rubric)

Material and resources:

1. 'Feely' bags containing natural items such as tree branch, tree bark, different shapes of rocks, flowers, various parts of plants, feather etc.
2. CD of natural sound/music
3. Air freshener
4. Hand-out

Procedure:

Speaking Skills Stages	MI Stages	Activities	Remarks
	Stage I: Awaken the Intelligence	<ol style="list-style-type: none"> 1. Teacher tells students that they are going to experience what is in the different 'feely' bags. 2. Teachers shows students the 'feely' bags and tell them that there are several natural items inside the bags. 3. Teacher starts passing the bag around the room and let students put their hands inside the bags, seeing if they can recognise the items without looking into it. Teachers keeps reminding students that they must not say what they think out loud. 4. After the bags have been passed around the whole 	MI: Use natural items in 'feely' bags to trigger naturalist intelligence by let students touch them and, then, see them.

Speaking Skills Stages	MI Stages	Activities	Remarks
		<p>class, empty the bags so students can see the objects.</p> <p>5. Teachers ask students to share with their neighbours what happen to them when they encountered the different objects in the bags.</p> <p>6. Teacher randomly ask some of students to share their experiences with the class.</p>	
<p>Stage I: Raise awareness</p>	<p>Stage II: Amplify the Intelligence</p>	<p>7. Teacher pairs up students considering their different intelligences (prepared before class).</p> <p>8. Teacher tells students to rearrange their chairs so they face in opposite directions but they are seated side-by-side, so that they have easy access to each other's ears for quiet conversation. Each students have a pen/pencil and paper</p> <p>9. Teacher explain that they need to decide that one of them is person A and other is person B.</p>	<p>Speaking Skills: Students' awareness is raised by speaking activity after exposed to a variety of sounds, smells, tastes, touches and sights.</p> <p>MI: Strengthen naturalist intelligence by five senses exercise to give students a chance to practise</p>

Speaking Skills Stages	MI Stages	Activities	Remarks
		<p>10. Teacher instructs them to close their eyes and tell them that they are now going to be exposed to a variety of sounds, smells, tastes, touches and sights.</p> <p>11. Teacher asks informed person As to record what was evoked in person Bs through sounds, smells, tastes, touches and sights. Person As will do the same for person Bs</p>	<p>a process for activating the senses.</p>
		<p>12. Teacher reminds students that they should try not to guess what the sound, smell etc. is but rather be aware of the felling, images etc. that are evoked.</p> <p>13. After each experience, one partner speaks about his/her associations, feeling, images, colours, etc. that were evoked by the experience. The other partner record what his/her</p>	

Speaking Skills Stages	MI Stages	Activities	Remarks
		partner has said without making any comments.	
<p>Stage II: Appropriation</p>	<p>Stage III: Teach with the intelligence</p>	<p>14. Teacher gives students handout and explain each question to use for each sense.</p> <p>15. Teacher tells the class to practise questions and answers using 'I can see/hear/taste/feel/smell'</p> <p>16. Teacher gives students example using the objects in the 'feely' bags. Ask students to repeat.</p> <p>16. Teacher randomly calls a few pairs of students to demonstrate question and answer using prepared items.</p>	<p>Speaking Skills: Students practise control by repeating after teacher</p> <p>MI: Students are introduced to different types of questions regarding using five senses. Also learn to give answers using natural realia.</p>
<p>Stage III: Autonomy</p>	<p>Stage IV: Transfer of the intelligence</p>	<p>17. Teacher tell the whole class to look around the room or look out of the windows or the doors and try to answer with the real experiences that prompt at that moment.</p>	<p>Speaking Skills: Students promptly give answer using 'I can' + natural items they encounter at that moment.</p> <p>MI: Students are encouraged to find the relevance of</p>

Speaking Skills Stages	MI Stages	Activities	Remarks
		18. Teacher walks around the class to listen to each pair and help when needed.	the lesson for their own experiences by going beyond classroom.



Samples of items in 'Feely' bag



Handout

The Sense of Smell

🌐 What odour are you aware of?

.....
.....

The Sense of Touch

🌐 What textures do you see and/or feel?

.....
.....

The Sense of Sight

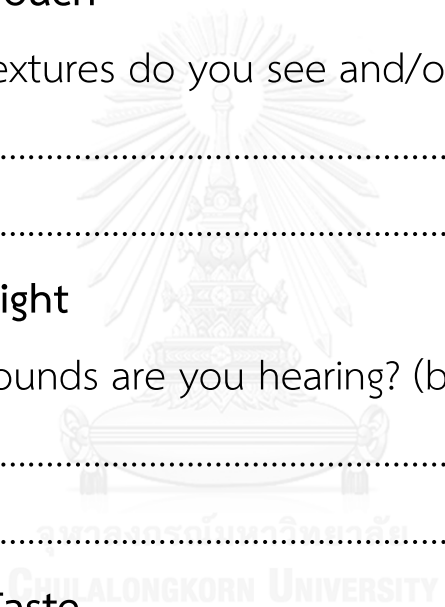
🌐 What sounds are you hearing? (beyond the obvious)

.....
.....

The Sense of Taste

🌐 What taste do you feel in your mouth?

.....
.....



Scoring Rubric

Category	Needs improvement (1 point)	Satisfactory (2 points)	Good (3 points)	Excellent (4 points)
Pronunciation	Student was difficult to understand, quiet in speaking, unclear in pronunciation.	Student was slightly unclear with pronunciation at times, but generally is fair.	Pronunciation was good and did not interfere with communication.	Pronunciation was clear and easy to understand.
Vocabulary	Student had inadequate vocabulary words to express his/her ideas properly, which hindered the student in responding.	Student was able to use broad vocabulary but was lacking, making him/her repetitive and cannot expand on his/her ideas.	Student utilized the words learned in class, in an accurate manner for situation given.	Rich, precise and impressive usage of vocabulary learned in and beyond of class.
Grammar	Student was difficult to understand and had a hard time communicating their ideas and responses because of grammar mistakes.	Student was able to express their ideas and responses adequately but often displayed inconsistencies with their sentence structure and tenses.	Student was able to express their ideas and response fairly well but makes mistakes with their tenses, however is able to correct themselves.	Student was able to express their ideas and responses with ease in proper sentences structure and tenses.
Fluency	Speech was very slow, stumbling, nervous, and uncertain with response	Speech was slow and often hesitant and irregular. Sentences may be left uncompleted but the student was able to continue.	Speech was mostly smooth but with some hesitation and unevenness caused primarily by rephrasing and grouping for words.	Speech was effortless and smooth with speed that comes close to that of a native speaker.

Appendix K

Index of Item Objectives Congruence (IOC) of lesson plans

IOC direction: Please mark (✓) on the items -1, 0, 1

-1 means *unacceptable*

0 means *not sure*

1 means *acceptable*

No.	Items	-1	0	1	Comments
1	Learning outcomes conform to national core curriculum.				
2	Learning outcomes conform to contents and language focus.				
3	Contents are suitable for students' age and English proficiency level.				
4	Teaching procedure is organised and apparent to follow.				
5	Teaching procedure conform to learning activities and time				
6	Learning activities conform to leaning outcomes and teaching procedure				
7	Learning activities conform to the objectives of the research				
8	Learning activities are suitable for English speaking instructions based on MI.				
9	Learning activities in lesson plan are suitable for students' age and English proficiency level.				
10	Learning activities in lesson plan support learning of English speaking.				
11	Materials are various and interesting.				

Appendix L
Pictures of experiment



“Find Your Partner” activity in lesson 1 (verbal/linguistic intelligence)



“Wheel of fortune” game in lesson 2 (visual/spatial intelligence)

Pictures of experiment (cont.)



“You say, I go” game in lesson 3 (body/kinaesthetic intelligence)



Shopping roleplay in lesson 4 (logical/mathematical intelligence)

Pictures of experiment (cont.)



“Face expression” game in lesson 5 (intrapersonal intelligence)



“Go with the rhythm” activity in lesson 6 (musical/rhythmic intelligence)

Picture of experiment (cont.)



“Feely Bag” game in lesson 7 (naturist intelligence)



Creating a short conversation in lesson 8 (interpersonal intelligence)

Pictures of experiment (cont.)



Post-test: task I - asking for and giving personal information
(Talk as Interaction)



Post-test: task II - giving direction
(Talk as Transaction)

Pictures of experiment (cont.)



Post-test: task III - food presentation
(Talk as Performace)



Interview

VITA

Patthanah Songchat obtained his Bachelor of Business Administration in International Transport Management from Faculty of Commerce and Accountancy, Thammasat University in 2001. He received his Graduate Diploma in Professional Teaching from Faculty of Education Phranakhon Si Ayutthaya Rajabhat University in 2014. In 2014, he continued his Master degree in Teaching English as a Foreign Language at Faculty of Education, Chulalongkorn University.

