ผลของการสอนการพูดภาษาอังกฤษโดยใช้ทฤษฎีพหุปัญญาที่มีต่อความสามารถในการพูดภาษาอังกฤษ ของนักเรียนชั้นมัธยมศึกษาปีที่ 1

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

นายพัฒน ทรงชาติ *

Patthanah Songchat

รศ.ดร.สุมาลี ชิโนกุล **

Assoc. Prof. Sumalee Chinokul, Ph.D.

บทคัดย่อ

    การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อศึกษาผลการสอนการพูดภาษาอังกฤษโดยการใช้ทฤษฎีพหุปัญญามีต่อความสามารถในการพูดภาษาอังกฤษของนักเรียนชั้นมัธยมศึกษาปีที่ 1 และเพื่อสำรวจความคิดเห็นของนักเรียนที่มีต่อการสอนการพูดภาษาอังกฤษโดยใช้ทฤษฎีพหุปัญญา

    กลุ่มตัวอย่างได้แก่ นักเรียนชั้นมัธยมศึกษาปีที่ 1 โรงเรียนวัดบ้านแก จำนวน 10 คน ในรายวิชาภาษาอังกฤษพื้นฐาน ภาคเรียนที่ 2 ปีการศึกษา 2559 ได้มาโดยการเลือกกลุ่มตัวอย่างแบบเจาะจง การทดลองใช้เวลาทั้งสิ้น 12 สัปดาห์ เครื่องมือที่ใช้ในการทดลองได้แก่ แบบทดสอบการพูดภาษาอังกฤษก่อนและหลังการสอนโดยใช้ทฤษฎีพหุปัญญา การสัมภาษณ์แบบกึ่งมีโครงสร้าง และการสังเกตพฤติกรรมในชั้นเรียน วิเคราะห์ข้อมูลโดยใช้สถิติบรรยายวิลคอกซัน และการวิเคราะห์เนื้อหา

    ผลการวิจัยพบว่า 1) คะแนนเฉลี่ยแบบทดสอบการพูดภาษาอังกฤษหลังการสอนโดยใช้ทฤษฎีพหุปัญญาสูงกว่าคะแนนเฉลี่ยก่อนการสอนโดยใช้ทฤษฎีพหุปัญญาอย่างมีนัยสำคัญทางสถิติที่ระดับ 0.05 2) ความคิดเห็นของนักเรียนที่มีต่อการสอนการพูดภาษาอังกฤษใช้ทฤษฎีพหุปัญญาแสดงให้เห็นว่านักเรียนที่ทัศนคติเชิงบวกต่อการสอนการพูดภาษาอังกฤษใช้ทฤษฎีพหุปัญญา 3) พฤติกรรมการเรียนของนักเรียนมีการพัฒนาไปในทางที่ดีขึ้น

* นิสิตมหาบัณฑิตสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

E-mail Address: patnah@gmail.com

** อาจารย์ประจำสาขาวิชาการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ ภาควิชาหลักสูตรและการสอน

คณะครุศาสตร์ จุฬาลงกรณ์มหาวิทยาลัย

E-mail Address: csumalee@gmail.com

ISSN1905-4491

Abstract

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' opinion towards English Speaking Instruction Based on Multiple Intelligences Theory.

The samples of this study selected by purposive sampling were 10 seventh grade students in Bankae School who enrolled the fundamental English course in term 2, academic year 2016. The duration of the experiment were taken place for 12 weeks. The instruments used in this research were English speaking test before and after conducting English speaking instruction based on Multiple Intelligences Theory, semi-structured interview and class observation. The data were analysed using descriptive statistics, the Wilcoxon matched-pairs signed-rank test and content analysis.

The finding shows that 1) the English speaking post-test mean scores was higher that 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) learning behaviours of students had improved.

คำสำคัญ: ทฤษฎีพหุปัญญา/ การสอนการพูดภาษาอังกฤษ/ ความสามารถในการพูดภาษาอังกฤษ

KEYWORDS: MULTIPLE INTELLIGENCES THEORY/ ENGLISH SPEAKING INSTRUCTION/ ENGLISH SPEAKNG ABILITY

Introduction

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. Oral communication skills (listening and speaking skills) are viewed as the most difficult to be developed. Foreign language learners 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). Researchers explain why foreign language learners are reluctant to develop their listening and speaking skills because they lack authentic speaking environment as well as the learners' apprehension (Salem, 2013)

Although Thai learners have learned English for several years, they are unable to communicate effectively with their teachers and classmates, let alone native speakers in real situations. This causes problem because students only use English in classroom and rarely have an opportunity to use English outside their classrooms. An obvious characteristic

of Thai students in English classroom 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) found another problem in Thai students which is lacking of confidence in speaking English due to their inadequate pronunciation, poor grammatical structures, deficient listening skills and low level of vocabulary bank.

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 contents of the lesson faster and more productively than the others. 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. There are different students with some different intelligence which impact the way they want to learn. Gardner (2006) proposes the eight intelligences which are: verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinaesthetic intelligence, musical intelligence, interpersonal intelligence, intrapersonal intelligence, and naturalist intelligence. This certainly supports the theory 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.

In the view of speaking skills, Champakaew (2004) finds 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. Multiple Intelligences can encourage students to take control of their learning and allows students to perform with their strength (Sonsuwit, 2009).

Bankae School where researcher works is an opportunity expansion school. In English lessons, students learn mostly English vocabulary. Communicative skills are not taught effectively. From class observations during teaching time and interaction with students outside classroom, despite poor English performance, students show abilities in other aspects such as sports, handicraft, and music. This has brought a notion of Multiple

Intelligences Theory into the consideration with a belief that it can lead to developing English speaking ability. MIT calls for multi-modal teaching strategies in which students are given more chances or options while they are learning and speaking. MIT 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 is to examine the effects of English speaking instruction based on Multiple Intelligences Theory on English speaking ability of seventh grade (Matthayomsuksa 3) students in order to develop their English speaking ability and also to explore students' opinion towards English speaking instruction based on Multiple Intelligences Theory.

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' opinion towards English Speaking Instruction Based on Multiple Intelligences Theory.

Procedures

The study was based on a mixed method to collect data of students' English speaking ability. The design of this research is one-group repeated measure experimental design. The study was carried out for 12 weeks during the second term of the academic year 2016. Instruments used to collect data were 1) parallel English speaking pre-test and post-tests   2) semi-structured interview and 3) class observation.

Participants

Numbers of participants were 10 seventh grade students (Matthayomsuksa 1) at Bankae School who enrolled the fundamental English language subject during the second term of the academic year 2016. The lesson was conducted once a week as a part of three English language lessons that school provided for students. The participants for the quantitative research on English speaking ability consisted of all 10 students. For the qualitative research, all participants were observed and interviewed.

Data collection

Concerning procedures for collecting data, survey, interview, observation and tests were employed. Firstly, the Multiple Intelligences survey was applied to the students in order to find out if all the intelligences presented in the classes and also the percentages of each one. The students answered the questions with the teacher's help 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.

After taking the survey, the researcher conducted the activities proposed in this study and then gave the students the pre-test and post-test which consist of three-situation oral tests and scoring rubrics were employed to mark students' English speaking tests. Since the activities presented in this study were used as reinforcement of English speaking ability, the tests were based on topics derived from learner's speaking ability and grade level's standards and indicators stated in the National Core Curriculum. The objective of these tests was to see if the students gained better English speaking ability after receiving reinforcement of the English speaking instruction based on Multiple Intelligences Theory. To examine the improvement of students' speaking ability and learning behaviour, classroom observation was conducted throughout the experiment. This was to collect the data to analyse progression of students' English speaking ability in each aspects.

Finally, semi-structured interview was used with 10 participants in order to explore their opinions towards the implemented methodology. Since the tests gave quantitative results, the observation was oriented towards discovering the students' English speaking ability and learning behaviour. The interview was aimed for point of view concerning the presented activities.

Data analysis

The collected data was analysed as follows:

1. The students' MI profiles were identified and the intelligences mean and standard deviation was calculated to decide which is the strongest and which the weakest intelligence the students possessed.

2. The students' English speaking ability was assessed using parallel tests. Mean of scores and Standard Deviation (S.D.) of pre-test and post-test were analysed. The Wilcoxon

signed rank test was used to compare the English speaking ability differences between pre-test and post-test results.

3. Classroom observation was analysed to examine the students' English speaking ability and learning behaviour

4. Content analysis was used to analyse the qualitative data on students' opinions towards Speaking Instruction based on Multiple Intelligences Theory.

Results of the study

Section 1 English Speaking Ability

To test the hypothesis that students' English speaking ability is improved after conducting English speaking instruction based on Multiple Intelligences Theory, the scores of post-test were compared with the pre-test in terms of descriptive statistics which were the minimum and maximum scores, mean scores and standard deviation.

Table 1

Descriptive statistics of the English speaking test scores

	N	Minimum	Maximum	Mean	S.D.
Pre-test	10	0	18	0.80	2.52
Post-test	10	8	35	25.60	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.

It is shown in the speaking pre-test that the mean score was 0.80 points with the 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. 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. This consequently conforms the hypothesis of the research that English speaking instruction based on Multiple Intelligences Theory enhances English speaking ability.

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.

Table 2 below 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. 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 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 $Z = -2.807$, $p < .05$. 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 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-Prettest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	10[b]	5.50	55
	Ties	0[c]		
	Total	10		

a. Posttest < Pretest

b. Postest > 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

Section 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 post-test. The semi-structured interview employed 7 open-ended questions in order to elicit students' opinions whether they would support the hypothesis that English Speaking Instruction Based on Multiple Intelligences Theory could enhance English speaking ability. The questions were:

After participating in English speaking instruction based on Multiple Intelligences 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?

From the interview, 90% of students thought that their speaking ability had improved after learning with instruction and doing activities based on Multiple Intelligences Theory gave them more understanding of the lessons. Moreover, the activities motivated them to speak English. Yet only 50% of students answered that they were more confident in speaking English. Most of students who still didn't have more confidence gave an exact same reason that they were afraid of making mistakes which was completely opposite to the reason from students who had more confidence. Confident students said that they were not worried if they made mistakes.

When students were asked about their most and least favourite lesson and activity or task, the answers were various and they didn't match with their strong Multiple Intelligences profile as researcher expected. The lesson focused on Logical-Mathematics Intelligence was chosen as the least favourite lesson by 50% of participants including some students who had high level of Logical-Mathematics Intelligence. The reason they gave was that the content was too difficult.

Section 3 Students' speaking ability and learning behaviour improvement

In each lesson, students were recorded when they were learning, doing activities and tasks. Researcher observed students on cite and also in videos to study their speaking ability and also learning behaviour during the lesson. The class observation check-list adapted from Karges-Bone (2000) was employed.

On the early stage of conducting English speaking instruction based on Multiple Intelligences Theory, researcher noticed that students didn't seem to engage in the lessons. They didn't make eye contact and always looked at their friends who sat next to them for help when they were asked to speak and answer questions. After 3 lessons, the changes appeared. Students could recognise words and phrases, for example, nodding their head when researcher explained the task instruction. They also could process words and phrases showing by answering questions.

Even though students showed improvement in recognising and processing words and phrase, they still 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.

Students spoke with clearer articulation, for instance, there was no evidence of stuttering. Range of vocabulary of students was a lot wider. They could use words they learned in previous lessons and combine with new vocabulary.

They also had a developmentally appropriate use of grammar and syntax e.g. speaking more grammatically correct. Last but not least, students showed more confidence and willingness to perform e.g. volunteer to perform and answer questions.

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.

Discussion

The main purpose of this study was to 1) 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' opinion towards English Speaking Instruction Based on Multiple Intelligences Theory.

The results of the study showed that 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. This could be attributed to Multiple-Intelligences-Theory-based instruction that brought about improvement in the students' performance of the English speaking ability. Hence, the hypothesis was accepted. This finding also conforms with Brunia (2007) who studied about engaging students in Multiple Intelligences-based activities to promote English Language skills. Sahatsathatsana (2010) 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 copes with 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).

The findings from semi-structured interview show that students have positive opinions towards English speaking instruction based on Multiple Intelligences Theory. 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. This

corresponds with the study of 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.

This corresponded with Bas 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 a higher motivation level 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' need with different intelligence abilities during the language instruction period (cited in Pishghadam and Moafian 2007).

To elaborate on the above findings, it can be that making students aware of their intelligences and guiding them of the ways they would be more successful in learning paves the way for learners to learn study 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).

Conclusion

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 need to be taken into consideration by EFL language teachers in particular.

Suggestions

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

1. EFL teachers should consider students' individual differences by diversifying their teaching methods in a way that involve the different intelligences that student's possess to enhance their English skill and also promote their learning motivation.

2. During the speaking lessons, students should be provided a relaxing, effective and interactive environment that fosters interaction and help to develop the students speaking abilities. Contents of the lesson should not be too difficult since the objective of speaking lesson is to communicate orally, therefore students have limitation of time to comprehend and respond.

3. The teacher should integrate more intelligences into the lessons to serve a diversity of the students. It can motivate the students and engage weaker students as well as explore the students' existing and hidden abilities.

References

BAŞ, G., & BEYHAN, Ö. (2010). Effects of multiple intelligence supported project-based learning on students' achievement levels and attitudes towards English lesson. *International Electronic Journal of Elementary Education, 2*(3), 365-385.

Brunia, M. C. P. (2007). *Engaging Mathayom Suksa 3 students in multiple intteligences-based activites to promote English language skills and self directed learning.* (Master's thesis), Chiang Mai University.

Champakaew, W. (2004). *An Integrated Multiple Intelligence Instruction to Develop English Language Learning Ability and Multiple Intelligence of Prathom Suksa Students.* Chiang Mai University.

Don, C. V. (2016). Integrating Multiple Intelligences Activities in Developing English Speaking Skills for English Major Students at Phu Yen University, Vietnam. Retrieved from http://www.vnseameo.org/TESOLConference2015/Materials/Fullpaper/Mr.%20Chau%20Van%20Don.pdf

Gardner, H. (2006). *Multiple Intelligences: New Horizon*. United States of America: Basic Books.

Hamidi, A., & Seifoori, Z. (2014). The Impact of MI-Oriented Tasks on the Accuracy of Iranian Intermediate EFL Learners' Speaking. *International Journal on Studies in English Language and Literature (IJSELL), 2*(11), 112-118.

Karges-Bone, L. (2000). *A checklist for everything: Simple assessment tools for students project, grants and parent communication*. USA: Teaching & Learning Company.

Maftoon, P., & Sarem, S. N. (2012). The Realization of Gardner's Multiple Intelligences (MI) Theory in Second Language Learning Acquisition (SLA). *Journal of Language Teaching and Research, 3*(6), 1233-1241.

Panyajirawut, W. (2009). *Factors influencing confidence in speaking English: A case study of senior Thai undergraduate students at Srinakharinwiroj university.* Thammasat University.

Pishghadam, R., & Moafian, P. (2007). The role of multiple intelligence profile of teachers of English in their success of teaching. *Foreig language research, 42*.

Sahatsathatsana, S. (2010). *The development of an English conversation syllabus based on the theory of multiple intelligences.* (Doctoral Thesis), Suranaree University of Technology.

Saibani, B. (2015). The relationship between multiple intelligences and speaking skill among intermediate EFL learners in Bandar Abbas Azad University in Iran. *International Journal of Research Studies in Language Learning, 4*(2), 43-56.

Salem, A. A. M. (2013). The impact of multiple intelligences-based instruction on developing speaking skills of the pre-service teachers of English. *English Language Teaching, 6*(9), 53-66.

Soleimani, H., Moinnzadeh, A., Kassaian, Z., & Ketabi, S. (2012). The Effect of Instruction Based on Multiple Intelligences Theory on the Attitude and Learning of General English. *English Language Teaching, 5*(9), 45-53.

Sonsuwit, P. (2009). *Multiple Intelligences Activities to Promote English Oral Communication Ability and Positive Attitudes of Developing Level Students.* Chiang Mai University.

Supawachiranant, R. (2014). *Teaching ASEAN Community Content through Multiple Intelligences-Based Activities to Promote English Speaking Ability of Grade 7 Students.* (Master's Thesis), Rajabhat University Nakhon Ratchasima.