

**THE DEVELOPMENT OF AN ENGLISH
CONVERSATION SYLLABUS BASED ON THE
THEORY OF MULTIPLE INTELLIGENCES**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Doctor of Philosophy in English Language Studies**

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Suranaree University of Technology has approved this thesis submitted in partial fulfillment of the requirements for the Degree of Doctor of Philosophy.

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ศาดรา สหัสทัศน์ : การพัฒนาประมวลรายวิชาการสนทนาภาษาอังกฤษโดยใช้ทฤษฎี
พหุปัญญา (THE DEVELOPMENT OF AN ENGLISH CONVERSATION SYLLABUS
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การศึกษาในครั้งนี้ มีวัตถุประสงค์ 5 ประการ คือ เพื่อพัฒนาประมวลรายวิชาการสนทนา
ภาษาอังกฤษ 1 โดยใช้ทฤษฎีพหุปัญญาที่มีประสิทธิภาพตามเกณฑ์มาตรฐาน 80/80 เพื่อเปรียบเทียบ
ความสามารถทางภาษาอังกฤษของนักศึกษาที่ได้รับการสอนในรายวิชาการสนทนาภาษาอังกฤษ 1
โดยใช้ทฤษฎีพหุปัญญา กับนักศึกษาที่ได้รับการสอนโดยใช้วิธีการบรรยาย เพื่อเปรียบเทียบพหุ
ปัญญาของนักศึกษาก่อนและหลังเรียนโดยใช้ประมวลรายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้
ทฤษฎีพหุปัญญา เพื่อศึกษาความสัมพันธ์ระหว่างความสามารถทางภาษาอังกฤษของนักศึกษากับ
ปัญญาในแต่ละด้าน และเพื่อศึกษาทัศนคติของนักศึกษาที่มีต่อการเรียนการสอนโดยใช้ประมวล
รายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้ทฤษฎีพหุปัญญา การศึกษาในครั้งนี้ ได้ทำการทดลองกับ
นักศึกษาในระดับปริญญาตรี สาขาการจัดการ ของมหาวิทยาลัยเทคโนโลยีราชมงคลธัญบุรี วิทยา
เขตเทพารักษ์ ในปีการศึกษา 2552 ซึ่งกลุ่มตัวอย่างมีจำนวน 66 คน โดยแบ่งออกเป็นกลุ่มทดลอง
และกลุ่มควบคุม กลุ่มละ 33 คน โดยที่นักศึกษาในกลุ่มทดลองจะเรียนวิชาสนทนาภาษาอังกฤษ 1
โดยใช้ประมวลรายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้ทฤษฎีพหุปัญญา ขณะที่นักศึกษาในกลุ่ม
ควบคุมจะเรียนวิชาภาษาอังกฤษ 1 โดยใช้วิธีการบรรยาย หลังจากนั้น นักศึกษาทั้งสองกลุ่มได้ทำ
ข้อสอบวัดความสามารถทางภาษาอังกฤษ ในขั้นสุดท้าย นักศึกษากลุ่มทดลองได้ตอบแบบสอบถาม
และนักศึกษจำนวน 6 คนได้เข้ารับการสัมภาษณ์ การวิเคราะห์ข้อมูลทางสถิติที่ใช้ในการศึกษาครั้ง
นี้ประกอบด้วย ค่าเฉลี่ย ร้อยละ Independent Sample t-test และ Multiple Regression Analysis

ผลการวิจัยพบว่า

1. ประมวลรายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้ทฤษฎีพหุปัญญา มีประสิทธิภาพตาม
เกณฑ์มาตรฐาน 80/80
2. นักศึกษาที่ได้รับการสอนในรายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้ทฤษฎีพหุปัญญา
มีความสามารถทางภาษาอังกฤษสูงกว่านักศึกษาที่ได้รับการสอนโดยใช้วิธีการบรรยายอย่างมี
นัยสำคัญทางสถิติ
3. ระดับพหุปัญญาของนักศึกษหลังเรียนโดยใช้ประมวลรายวิชาการสนทนาภาษาอังกฤษ 1
โดยใช้ทฤษฎีพหุปัญญาสูงกว่าก่อนเรียน

4. มีเพียงปัญหาทางด้านภาษาเท่านั้นที่มีความสัมพันธ์อย่างมีนัยสำคัญทางสถิติอย่างสูงกับความสามารถทางภาษาอังกฤษ

5. นักศึกษามีทัศนคติที่ดีต่อการเรียนโดยใช้ประมวลรายวิชาการสนทนาภาษาอังกฤษ 1 โดยใช้ทฤษฎีปัญหา

SATTRA SAHATSATHATSANA : THE DEVELOPMENT OF AN ENGLISH CONVERSATION SYLLABUS BASED ON THE THEORY OF MULTIPLE INTELLIGENCES. THESIS ADVISOR : PEERASAK SIRIYOTHIN, Ph.D., 170 PP.

THE DEVELOPMENT OF AN ENGLISH CONVERSATION SYLLABUS

The five main purposes of this study are: 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 a traditional method, to compare students' Multiple Intelligences both before and after learning through the MITA Syllabus, to explore the relationship between students' English proficiency and each intelligence, and to explore the students' attitudes towards studying the English Conversation 1 course via the MITA Syllabus. This study was conducted with 66 undergraduate students in management at Rajamangala University of Technology Isan Kalasin Campus, in the academic year of 2009. The subjects were divided into two groups, an experimental group and a control group. The experimental group studied the English Conversation 1 course through the MITA Syllabus whereas the traditional teaching method was used for the control group. After that, the English Proficiency Test was administered to both the experimental and the control groups. Finally, a questionnaire and semi-structured interviews were administered to the experimental group. The statistical analysis used in this study included the arithmetic mean, percentage, an independent sample t-test, and multiple regression analysis.

The findings are summarized below:

1. The MITA Syllabus was effective for the teaching of students who were studying the English I Course according to the 80/80 standard.

2. The students' achievement of learning through the MITA Syllabus on the English Conversation Course was significantly better than through the traditional method.

3. The students' intelligences after learning through the MITA Syllabus were higher than before learning via the MITA Syllabus.

4. Only verbal / linguistic intelligence was highly and significantly correlated with students' English proficiency.

5. The students revealed a very positive attitude toward learning via the MITA Syllabus. It is concluded that the MITA Syllabus is appropriate for the teaching of the English I Course.

School of English

Academic Year 2010

Student's Signature _____

Advisor's Signature _____

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CHAPTER 1

INTRODUCTION

1.1 Introduction

This study aims to develop the course for teaching an English Conversation I syllabus based on the multiple intelligences theory to the third-year students at Rajamangala University of Technology Isan Kalasin Campus. This chapter is the introduction to the study, including the background and context of the present study. It includes the rationale of the study, the purposes of the study, the research questions, the limitations of the study, the significance of the study, the definitions of the key terms, and an outline of the study.

1.2 Rationale of the Study

With globalization and information technology and the rapid economic development of the world, the demand for high proficiency labor has increased in the labor market. One result of globalization is the requirement of English proficiency which has become a means of linking every part of the world. This is a fact that must be faced by new graduates who are seeking jobs in developing countries.

English is an international language which plays an important role in our lives for communicating in daily life, trade, commerce, science and technology, and education. Therefore, a high level of English proficiency not only benefits many people during their studies, but helps with professional promotion, career development, and further studies.

As a result of globalization, the National Education Act (Office of The National Education Commission, 1999) was promulgated in 1999 focusing on developing the whole system of education in Thailand. Many policies were declared by the Ministry of Education (MOE) to support globalization. After the declaration for the enforcement of the National Education Act in 1999, all of the Rajamangala Institutes of Technology in Thailand were affected by the 36th Section of the National Education Act. Consequently, the Rajamangala University Act 2005 (Government Gazette, 2005) was passed to support the National Education Act. According to the promulgation of the Rajamangala University Act, the many campuses of Rajamangala Institute of Technology in Thailand located in the same region were combined to be into one Rajamangala University of Technology in each region. Today, there are nine Rajamangala Universities of Technology in Thailand. With this change, Rajamangala Institute of Technology, Kalasin Campus, was also affected by this act and combined with the other four Rajamangala Institutes of Technology in the northeast of Thailand which consisted of Khon Kaen campus, Nakhon Ratchasima campus, Sakon Nakhon campus, and Surin campus to make up the Rajamangala University of Technology Isan.

Due to this tremendous change, Rajamangala University of Technology Isan, Kalasin Campus, encountered many problems because of their lack of readiness in many aspects. There are three main problems for the teaching English which emerged from interviews with members of the English department that will be discussed in this study. First, Rajamangala University of Technology Isan, Kalasin Campus, does not have its own curriculum. From interviews with the faculty members about this problem, the results reveal that the curricula currently used by every campus of Rajamangala University of Technology Isan were adopted from other Rajamangala

University of Technology campuses. For example, the curriculum of the Faculty of Industrial Agricultural Technology was adopted from the Rajamangala University of Technology Tawan-Ok, while the curriculum of the Faculty of Social Technology was adopted from Rajamangala University of Technology Thanyaburi. Since the curricula of each campus are based on its individual principles, the curriculum has to serve the specific needs and context of that particular university. Therefore, some aspects of the adopted curriculum might not be appropriate for use at Rajamangala University of Technology Isan, Kalasin Campus.

Secondly, there is the problem of the negligence of individual students concerning their language proficiency, motivation, aptitude, and needs. Felder (2002) stated that students have different levels of motivation, different attitudes about teaching and learning, and different responses to specific classroom environments and instructional practices. Teachers can observe that students learn differently and express knowledge in different ways. Some students learn more effectively when they are taught by means of their preferred approach. However, students who have different levels of English proficiency are often placed in the same class. Some teaching techniques or materials which may be suitable for some students may not be suitable for other students who have different proficiencies, motivations, aptitudes, and needs. The teacher should be aware of this matter in implementing teaching and learning activities. This fact was supported by Sangkhamanon (2005) who stated that the attitudes of students in Rajamangala Institute of Technology in the northeast region encountered serious problems in learning English and that they need to improve their English skills.

The third problem is the lack of a suitable teaching approach for teaching English which is affected by the second problem as mentioned above. According to Debbasadin na Ayudhya (1987) one of the characteristics of university lectures which may obstruct teaching and learning is lack of attention and understanding in students. The information obtained from the interviews with the teachers of the English Department showed that their English teaching approach tends to be teacher-centered and depending on the nature of each course, the teachers' experience, needs, and beliefs. It is well-known that the approach to the teaching of English in Thailand, especially in the regional and new universities tends to be the Grammar Translation Method, in which the teacher's role is to act as an instructor and corrector of errors. The student's role is to do what the teacher says, Consequently, students tend to be over-dependent on their teachers in their learning practice and always think of their teachers as providers of knowledge. This is in contrast to the purpose of the Education Reform Act B.E in 1999 which is intended to promote autonomous learning and lifelong learning. Richard (1990) suggested that the teacher's role should include organizing, motivating, counseling, providing an accurate language model, developing materials, evaluating and acting as a friend.

Regarding the problems mentioned above, the researcher should be aware of the individual differences of students in developing the new teaching approach. The teaching and learning activities should be designed to be suitable for students' different language proficiencies, motivations, attitudes, and needs as well.

English teachers at Rajamangala Universities of Technology Isan should try to study and develop the content of each English course and an appropriate teaching approach for the different backgrounds, English proficiency levels, motivations,

aptitudes, and needs of their students. As we know, students who have different levels and needs of learning will respond differently in class. The crucial issues are how teachers can take good care of every student, how teachers can give an equal opportunity to every student to show their strengths, and how teachers can construct a well-organized, well-integrated, well-selected, and convenient teaching method and materials for students. As mentioned above, the teaching approach should be developed to solve these problems to improve both proficiency and motivation of students and it should be flexible according to the different needs of the students.

Nowadays, there are many teaching approaches in TEFL which aim to encourage students to learn the target language by using it and to encourage students to learn autonomously. These approaches include task-based learning, content-based learning, project-based learning, and problem-based learning.

Along with those teaching approaches mentioned above, Gardner's Multiple Intelligences (MI), a psychological theory, addresses how the brain deals with information. It states that there are nine different ways to demonstrate ways of thinking, solving problems, and learning. However, even though it is a theory and has no specific application method or instructional approach, it offers a structure by which to develop a pedagogical model for teaching through the use of the Multiple Intelligences Theory.

Teaching through multiple intelligences theory has been found to increase motivation and achievement in classroom assessment (Greenhawk, 1997). Therefore, the multiple intelligences theory will hopefully encourage students to take control of their learning. Moreover, MI based assessment also allows students to show their strengths and perform adequately on a range of tasks. This approach may also help EFL teaching in the Thai context.

This study, therefore, aims to develop a suitable syllabus for teaching the English Conversation I course by integrating it with the multiple intelligences theory. The results of the study may also serve as a guide for the development of a new syllabus for teaching other English courses.

1.3 Purposes of the Study

The purposes of this study are:

1. To develop an effective syllabus for teaching the English Conversation I Course based on the multiple intelligences theory to fourth-year students at Rajamangala University of Technology Isan Kalasin Campus, based on the 80/80 standard.
2. To compare the students' English proficiency levels when they are taught through the MITA Syllabus with those when they are taught by a traditional method
3. To compare students' Multiple Intelligences both before and after learning through the MITA Syllabus.
4. To explore the relationship between students' English proficiency levels and their intelligence levels.
5. To explore the student's attitudes towards learning the English Conversation I Course via the MITA Syllabus.

1.4 Research Questions

In order to achieve the purposes mentioned above, the study formulated the following questions:

1. Is the MITA Syllabus effective according to the 80/80 standard level?

2. Are there any differences in the levels of English proficiency between the experimental and control groups?

3. Are there any differences between learners' Multiple Intelligences before and after learning through the MITA Syllabus?

4. What are the relationships between students' learning achievement and each intelligence?

5. What are the students' attitudes and intelligences employed in studying the English Conversation I Course via the MITA Syllabus?

1.5 Limitations of the Study

Although this study aims to develop a new syllabus for teaching the English Conversation I Course, there are two limitations as follows:

(1) The findings will be used to describe only the subjects of this study, that is, the fourth-year students studying the English Conversation I Course in the academic year 2009 at Rajamangala University of Technology Isan, Kalasin Campus.

(2) The aim of this study is to develop the MITA Syllabus to teach the English Conversation I Course which focuses on using communicative English in a variety of situations and how students can use multiple intelligences to acquire the information and to express their knowledge. This approach might not be appropriate for courses that focus on specific content and ways of expressing knowledge.

1.6 Significance of the Study

This study presents the following potential implications:

(1) The findings of the research can be used to develop a new English I Conversation Course which focuses on a learner-centered approach and a diversity of learners.

(2) The findings of this study could be used to improve students, learning achievement on other English courses.

(3) The findings of the research can be useful for further research and studies that use multiple intelligences theory in the teaching of English.

(4) A process or model for developing the syllabus for teaching the English Conversation I Course based on the multiple intelligences theory in this study might be applied to the development of other course designs, teaching materials, or curriculum.

(5) The findings and process of collecting students' attitude from this study might be applied or used as a guide to improving the teaching or learning activities in other English courses.

1.7 The Definitions of Key Terms

Key words used in this study are defined as follows:

(1) **“Multiple Intelligences”** means the nine distinct modes of intelligence of a person as developed and expressed in specific task within each discipline.

(2) **The “Multiple Intelligences Teaching Approach Syllabus (MITA Syllabus)”** is a syllabus created from the principles of multiple intelligences theory which encourages students to use their intelligences to improve their learning.

(3) **“Rubrics Assessment”** means rating scales which are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student performances or products resulting from a performance task

(4) **“English Conversation 1”** is a compulsory course for Rajamangala University of Technology Isan, Kalasin Campus students. It focuses on encouraging students to use English to communicate in various situations in daily life appropriately and according to the culture of its speakers.

(5) **“Students”** refers to the 27 fourth-year students enrolled in the English Conversation I Course at Rajamangala University of Technology Isan, Kalasin Campus, in the second semester of the academic year 2009.

(6) **“Attitudes”** refers to attitudes or feedback as reported in questionnaires about studying for the English Conversation I Course via the MITA Syllabus.

(7) **“80/80 Standard”** means the numbers that show the effectiveness of the learning material according to the analysis of the Effective Index or E1/E2 formula.

1.8 Outline of the Study

Chapter 1 describes the rationale and significances of the study. This is followed by the purposes of the study, the research questions, the scope and limitations of the study and the implications of the study. Lastly, an outline of the thesis is presented.

Chapter 2 discusses the related literature and previous research in a Review of the Literature. This chapter includes a literature review on Multiple Intelligences, the description of the theory of Multiple Intelligences, the Application of MI Theory to English Language Teaching (ELT), the Multiple Intelligence Teaching Approach

(MITA), Multiple Intelligence-Based Assessments, Theories of Multiple Intelligences related to Education and the teaching of English as a Foreign Language, Lastly, previous research studies on Multiple Intelligences in TEFL and TESOL contexts are considered.

Chapter 3 describes the research procedure. It discusses the main research methods, including variables, sampling, instruments, construction and efficiency of the instruments, and the data collection. The data analysis will be included in the last part of this chapter.

Chapter 4 describes the results of the research findings of the present study.

Finally, Chapter 5 summarizes the main findings of the present study in response to the research questions, including discussions of the research results, the pedagogical implications, and recommendations for further studies.

1.9 Summary

In this chapter, the researcher describes the rationale followed for the purposes of this study and the research questions. The scope and limitations of the study, the significance of the study, and the definitions of key terms are presented. . Lastly, an outline of the thesis is provided.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study aims to develop a course for English Conversation I based on multiple intelligences theory to teach to students at Rajamangala University of Technology Isan Kalasin Campus. The present chapter provides essential information for an understanding of this research. The core topics and related research are presented under the following topics:

- 2.1.1 Multiple Intelligences Theory
- 2.1.2 Description of the Theory of Multiple Intelligences
- 2.1.3 The Application of MI Theory to English Language Teaching (ELT)
- 2.1.4 Multiple Intelligence Teaching Approach (MITA)
- 2.1.5 Multiple Intelligence-Based Assessments
- 2.1.6 Theories of Multiple Intelligences related to Education and the teaching of English as a Foreign Language
- 2.1.7 Previous Research Studies on Multiple Intelligences in TEFL and TESOL Contexts
- 2.1.8 Summary

Each of the topics will be described in the following sections.

2.2 Multiple Intelligences Theory

For decades, theories and tests of intelligence have been based on the results of reasoning and problem - solving tasks. The process used for reasoning and the ways that cognitive factors interact with skills have not received as much attention. In response to this drawback, Gardner (1983) described seven distinct intelligences and coined the term “multiple intelligences.” He has since added an eighth and a ninth category of intelligence. The reconsideration of the word “intelligence” has greatly affected the way the educational community perceives students. These discrete intelligences had been identified to assess a wide range of intelligent behavior. Through the theory of multiple intelligences, we can seek to address students’ diverse intelligences by creating individualized learning environments. The main focus of this theory is that intelligences that are different can still be easily identified through common life experiences (Gardner, 2000). This will become an important principle in developing a syllabus for teaching the English Conversation I course to students at Rajamangala University of Technology Isan Kalasin Campus.

Multiple intelligences theory suggests that there is not just one concrete measure of intelligence and by implication not just one single way of teaching. Hence Gardner suggests that learning and teaching can be understood and practiced through many approaches. In 1983, he started with seven intelligences, but his research has now identified nine intelligences. These include not only mathematical, linguistic and visual learning, but also bodily-kinesthetic, musical, interpersonal, intrapersonal, naturalistic and, most recently, existential intelligence (Shore, 2001). The ninth intelligence, existential intelligence, being more recent, is not mentioned in much of the literature on multiple intelligences.

Autonomous learning has been encouraged by the Ministry of Education in Thailand by the Education Act of 1999 for learners at all levels of the education system, in the belief that this will help them know how to learn independently for their life long learning. The researcher suggests that Multiple Intelligences theory may also serve the needs of the Ministry of Education. Students can use their full range of intelligences in acquiring and expressing their knowledge and help them learn autonomously.

2.3 Description of the Theory of Multiple Intelligences

The following descriptions of intelligences and activities based on the theory of multiple intelligences and recommended for use in the classroom have been summarized from Gardner (1993), Chapman (1993), Nicholson-Nelson (1998) and Lazear (2000). However, it should also be noted that it is not assumed that intelligence is only active in isolation. Gardner indeed suggests that during a learning episode it will be normal for a number of intelligences to be used together. In fact, he suggests that all intelligences are needed in order for a person to function productively in society.

2.3.1 Verbal / Linguistic Intelligence

Verbal / Linguistic intelligence is the ability to use language effectively and to communicate in both speaking and writing. People who have a strong verbal / linguistic intelligence usually have a good vocabulary. Students who are strong in verbal / linguistic intelligence love to read, write, and tell stories. They have good memories for names, places, dates, and trivia.

People who have a strong linguistic intelligence often choose careers as language teachers, interpreters, editors, linguists, radio or television announcers, reporters or librarians.

Activities to stimulate the verbal / linguistic intelligence are described below:

2.3.1.1 Learn the meaning of one interesting, new word each day and practice using it in normal conversation with others.

2.3.1.2 Get a book of word games and puzzles or play language-oriented table games.

2.3.1.3 Watch a TV drama or detective story, then write a sequel or ask students to say what they think should happen in the next episode.

2.3.1.4 Talk with someone about his or her ideas or attitudes. Ask questions, have a discussion, or engage in a friendly debate.

2.3.1.5 Make a presentation on a topic that interests and excites them.

2.3.2 Logical / Mathematical Intelligence

Logical / mathematic intelligence is the ability to reason deductively or inductively, to recognize and manipulate abstract patterns and relationships, and to use numbers effectively. Students who excel in logical-mathematical intelligence usually have strong problem - solving and reasoning skills, and ask questions in a logical manner. They like to solve abstract problems, and also test problems by trial and error. These people can see patterns in thought and logic as well as in nature. Many also tend to be familiar with scientific principles and methods.

People with logical-mathematic intelligence often choose careers as scientists, mathematicians, computer analysts, economists, accountants, statisticians, or science teachers.

Activities to stimulate the logical / mathematic intelligence are described below:

2.3.2.1 Practice analytic thinking by classifying a group of 12 randomly gathered objects. See if students can create a rationale for organizing them (for example, shape, colors, size, use, and so on).

2.3.2.2 Do a project that requires following step-by-step directions; for example, building something or cooking something from scratch.

2.3.2.3 Create a four-point outline describing a movie students have seen with each of the points having four sub-points, and each sub-point having four more sub- points.

2.3.2.4 Create a convincing, rational argument for something that is totally absurd; for example, the benefits of roller skates with oval-shaped wheels.

2.3.2.5 Create a sequence of numbers that have a hidden pattern. See if someone can discover a pattern.

2.3.3 Visual / Spatial Intelligence

Visual / Spatial intelligence is the ability to comprehend mental models, manipulate and model them spatially and draw them in detail. Students who prefer to use this kind of intelligence would rather employ a mental or physical picture to best understand new information, such as maps, charts, and diagrams rather than reading a paragraph. They are strong in drawing, designing, and creating things. People with spatial intelligence see and understand things that other people probably miss. They notice colors, shapes, and patterns, and how light falls on objects.

People with strong visual-spatial intelligence often choose careers as painters, engineers, architects, graphic artists, mechanics, photographers, sculptors, pilots, or interior decorators.

Activities to stimulate visual / spatial intelligence are described below:

2.3.3.1 Practice exercises for using the active imagination; for example, imagine yourself living in a different period of history and you are having a conversation with your heroes or heroines, characters from literature, or historical figures.

2.3.3.2 Try to express an idea, attitude, or feeling with clay, paints, colored markers, or pens. Use images, shapes, patterns, designs, textures, and colors to express ideas.

2.3.3.3 Plan a scavenger hunt with friends. Make complex and interesting maps for each other to follow that will lead to the treasure.

2.3.3.4 Create a picture on a theme or idea that interests you. Cut out the picture from magazines and arrange them to convey what you want to say.

2.3.4 Musical / Rhythmic Intelligence

Musical / Rhythmic intelligence is the ability to recognize and use non-verbal sounds (pitch, rhythms, and tonal patterns) as well as being responsive to the emotional implications of these elements of music. People who have a musical intelligence can usually hear music in their heads and learn songs quickly. They like to play some musical instruments and spend hours listening to music on the radio or CDs. But music belongs to everybody. Even if we sing off-key, we still can develop our musical intelligence.

People with strong musical intelligence often choose careers as musicians, music therapists, songwriters, music teachers, piano tuners, studio engineers, or disc jockeys.

Activities to stimulate musical / rhythmic intelligence are described below:

2.3.4.1 Think of something you want to remember, or you want to teach someone. Choose a well-known tune and create a simple song using the information to be remembered or taught.

2.3.4.2 Experiment expressing your feeling (for example, fear, contentment, anger, exhaustion, or exhilaration) through vocal sounds alone (no words). Try producing different volumes, pitches, tones, and noises to communicate your meaning.

2.3.4.3 Listen to the natural rhythmic pattern of your environment; for example, coffee brewing, traffic, wind blowing, or rain beating on the window.. See what you can learn from these rhythms and beats.

2.3.4.4 Read a story and practice illustrating it with various sound effects, music, rhythm beats, or tones.

2.3.5 Bodily / Kinesthetic Intelligence

Bodily / Kinesthetic Intelligence is the ability to use the body skillfully to express ideas and feelings, to solve problems, create products, convey ideas, and display emotions. Students with a preference for this kind of intelligence are generally good at physical activities, hand-eye coordination, and have a tendency to move around, touch things, and make gestures. But if bodily-kinesthetic intelligence is not our specialty, we can still use our body to help our mind.

People with bodily-kinesthetic intelligence often choose careers as athletes, dancers, actors, models, or mimics.

Activities to stimulate the bodily-kinesthetic intelligence are described below:

2.3.5.1 After a presentation, ask everyone in a group to express their reaction to the presentation through a physical gesture, action, movement, posture, or other body language.

2.3.5.2 Pay attention to your body as you do an everyday physical task, such as washing dishes, or fixing your car. See if you can be aware of your actions, what your body knows how to do, and how it functions.

2.3.5.3 Performing different physical activities, such as walking, dancing, or jogging. Try to match your mood. Also try some activities to change your mood.

2.3.6 Interpersonal Intelligence

Interpersonal intelligence is the ability to work effectively with other people, to be empathetic, and to understand others' feelings and thoughts. Students with a high preference for interpersonal intelligence thrive on cooperative work, have strong leadership skills, and are skilled at organizing, communicating, mediating, and negotiating. (Remember that this intelligence relates to a person's ability to understand other people, but it should not encourage over-emphasis on cooperative learning activities and is not always found in extroverts). People with interpersonal intelligence can use these skills to help and comfort people, to manipulate and persuade people.

Such people usually choose careers as salespersons, lawyers, politicians, business executives, travel agents, social workers, psychologists, religious leaders, or school principals.

Activities to stimulate the interpersonal intelligence are described below:

2.3.6.1 Explore different ways to express encouragement and support for other people (for example, facial expressions, body posture, gestures, sounds, words, and phrases). Practice encouraging and supporting others around you each day.

2.3.6.2 Practice listening deeply and fully to another person. Force yourself to stay focused on what is being said. Avoid the tendency to interpret what the person is saying and to express your views. Ask relevant questions, make appropriate comments, or paraphrase to check your own understanding.

2.3.6.3 Volunteer to be part of a team effort and watch for positive and negative team behavior (positive behaviors are things that help the team work collaboratively and successfully).

2.3.6.4 Try disciplined people-watching, guessing what others may be thinking or feeling, guessing their backgrounds and professions, based on non-verbal clues (for example, dress, gestures, voice tone, or colors). When possible (and if appropriate) check the accuracy of your guesses with the person.

2.3.7 Intrapersonal Intelligence

Intrapersonal intelligence is an ability for self-analysis and reflection, to understand and know about one's own emotions, goals, and intentions, and to be able to quietly contemplate and assess one's accomplishments. Students with a preference for intrapersonal intelligence have a strong sense of self, are confident, and can enjoy working alone. They like to ponder questions such as "Who am I?", "What is the purpose of life?", "What is the meaning of my dream?" and so on. Their goal is to understand themselves. In order to do this, they take time to be aware of many different emotions that live inside them. Perhaps they feel most peaceful and self-aware when they are walking around in nature.

People with high intrapersonal intelligence often choose careers as philosophers, psychiatrists, religious leaders, or brain researchers.

Activities to stimulate intrapersonal intelligence are described below:

2.3.7.1 Evaluate your thinking strategies and patterns in different situations; for example, if a problem arises in a well-thought plan when an emergency or crisis occurs, or you have to make a decision when there are a number of other available and attractive options.

2.3.7.2 Keep a daily journal or reflective log where you record your thoughts, feelings, ideas, insights, and important events from your day. Try practicing taking a few minutes to evaluate an idea or your performance after completing a task.

2.3.7.3 Pretend you are an outside observer watching your thoughts, feelings, and moods. Notice different patterns that seem to kick into gear in certain situations: for example, the anger pattern, playfulness pattern, or anxiety pattern.

2.3.8 Naturalistic Intelligence

Naturalistic intelligence is the ability to recognize and classify both the animal and plant kingdoms, to take other consequential distinctions in the natural world and to use this ability in biological science, farming and in hunting. Students who use this intelligence are often concerned with observing, classifying, and understanding the part of the physical environment as well as showing an understanding of natural phenomena.

People with high naturalistic intelligence often choose careers as farmers, botanists, conservationists, or biologists.

Activities to stimulate the naturalistic intelligence are described below:

2.3.8.1 Create a mini-greenhouse in your home or yard. See what plants, flowers, or herbs you can grow.

2.3.8.2 Gather a set of CDs or tapes that have environmental or natural sounds. Spend time listening to them, immersing yourself in the sounds of nature. What do they evoke in you?

2.3.8.3 Find an object in nature and study it carefully, looking at patterns in your own life that are reflected in this object.

2.3.9 Existential Intelligence

Existential intelligence is the ability to ponder the nature of existence—who are we, why do we die, how did we get here? It is seen in those who can deeply analyze and think about things we can not see and questions that do not have clear answers. The use of existential intelligence is very new and has not yet been integrated into most of the work done on multiple intelligences. In fact, many authors have not used it at all.

According to Gardner (1995a), those people who possess existential intelligence are concerned with questions regarding the human condition, such as the meaning of life, death, and love. It shows that this kind of intelligence is an interior feeling and it is hard to apply in teaching or learning contexts.

People with this kind of intelligence often practice meditation and learn about different types of religion, such as Buddhism and Shintoism (Chapman 1993; Gardner 1995a).

Regarding the definition and application of nine intelligences stated above, the researcher, therefore, tries to develop the MITA Syllabus using all categories of intelligence for teaching the English Conversation I. All the information given above

shows that students can learn and express their understanding or achievements in different ways according to their intelligences. Students may be good in some particular activities, but not good in others. Therefore, the teaching syllabus for this study will be based on the Multiple Intelligences theory so that students will be encouraged to learn English in a way that is suited to their intelligence.

2.4 The Applications of MI Theory to English Language Teaching

(ELT)

When humanism began to have an impact on education in the 1960s, the conventional teacher-centered method of instruction was changed to a learner-centered approach to instruction. Educators began paying more attention to the impact of affective factors such as feelings, emotions, anxiety, frustrations, motivations, and confidence in the process of learning (Lin, 2000). There has also been a maturing of some innovative English language teaching approaches, methods, and techniques over the last 20 years. Some of these include The Silent Way, Community Language Learning, Total Physical Response, Suggestopedia, The Natural Approach, the Communicative Approach, Cooperative Learning, and Whole Language Learning (Larsen-Freeman, 2000; Richard & Rodgers, 2003).

Every English Language Teaching (ELT) method or technique has a specific emphasis which has been developed to meet students' different needs, interests, and language proficiency. These approaches can be linked to Gardner's (1993) intention of developing or using different kinds of intelligences in ELT. The Silent Way, for example, emphasizes the developments of students' inner thinking (intrapersonal intelligence). Total Physical Response emphasizes language learning through

physical action (Bodily-kinesthetic intelligence). Suggestopedia focuses on using drama and visual aids as keys to unlock 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) to language learning. Yet specific activities can involve students in each of the other intelligences as well. Whole Language Learning has at its core the cultivation of linguistic knowledge (linguistic intelligence), yet it uses hands-on activities, (music from and 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 believes the coordination of bodily-kinesthetic, musical, interpersonal and intrapersonal intelligences are needed to promote language learning.

Multiple Intelligences Theory can provide ways for all teachers to reflect upon the best teaching methods, and figure out the reasons why some methods work well for some students but not for others. It may also help teachers to expand their current teaching repertoire to include a range of techniques, materials and methods for teaching an ever wider and more varied range of learners; it may be that some students have not responded well in the past because their preferred intelligences were not being stimulated by the teaching approach used (Armstrong, 2000; Lin, 2000).

As mentioned above, multiple intelligences theory can be applied to many teaching approaches while focusing on encouraging students to use their intelligences in learning to solve real problems in the classroom. Moreover, from a review of the

literature, the researcher found various teaching approaches which applied the Multiple Intelligences theory, known as the “Multiple Intelligence Teaching Approach” or MITA, which are discussed below.

2.5 Multiple Intelligence Teaching Approach (MITA)

The multiple intelligences teaching approach was developed by Webber (2000). This approach was created under multiple intelligences theory to develop new teaching techniques, learning environments, and learning assessment which focuses more on the diversity of students. There are five steps in the application of the Multiple Intelligences Teaching Approach as described below:

Step 1: Question possibilities

Assumption: Good questions help us map our interior worlds and motivate us to explore new lands. An opening question describes the lesson topics and relates content to students' interests and abilities.

Step 2: Target improvements

Assumption: When we know exactly where we are headed we are more likely to arrive there successfully. Clear targets for student outcomes define each lesson to ensure deeper understanding of context, good preparation, and fewer class management problems. The MITA curriculum guides teachers toward well-stated objectives that create active, student-centered learning of any topic.

Step 3: Expect quality

Assumption: With specific signposts and pathways lighted, we are sure to reach our destination. Expectations provide one tool to guide evaluation of students' work. MITA lessons provide more effective rubrics for improved feedback than the

current system by adding precision about specific criteria used for evaluating student work. By formulating our expectations at the start of our work, we will pay more attention to diversity among students, to their unique worlds, and to their dreams for the future.

Step 4: Move resources

Assumption: MITA activates student resources to ensure multiple approaches to any destination by creating choices along converging highways. Assessment tasks match related learning approaches, cover content, solve real world problems, create meaningful challenges, and motivate students to explore related issues. Through tapping student resources rather than rigid tests, students begin to use their gifts and abilities to explore lesson topics at deeper levels.

Step 5: Reflect for growth possibilities

Assumption: Reflection is a regular commitment much like inspecting an airplane for each new flight. Reflective tasks close each lesson to highlight parts that work well and to adjust weaker parts.

From all the teaching steps of MITA stated above, the researcher will adapt this approach to students in a Thai context. This teaching approach may stimulate the students to use their intelligences in learning and encourage their motivation for learning, because students can learn and express their learning in their own ways according to their multiple intelligences. Moreover, their learning will be assessed in multiple ways using rubrics according to the aims of the multiple intelligences.

2.6 Multiple Intelligence-Based Assessments

“Note how this approach to assessment differs from that employed in traditional intelligence testing. In the conventional test, the child is confronted by an adult who fires at him a rapid series of questions. The child is expected to give a single answer (or, when somewhat older, to write down his answer or select it from a set of choices).” Gardner (1983, p.386-387)

According to Gardner’s statements above, reliable assessment is needed when EFL (English as a Foreign Language) teachers hope to pursue the different teaching strategies implied by multiple intelligences. In EFL today, quantitative markers which refer to paper and pencil are the most commonly used assessment instruments. These instruments use items in tests that are of the True or False type, fill-in-the blank and multiple choice types. Although a standardized test is supposedly objective, it can not provide deep understanding of the learner’s knowledge. Also, teachers can not thoroughly examine a learner’s progress and achievement from a variety of perspectives. Moreover, most school tests that focus on verbal-linguistic and logical-mathematical intelligences are very academically oriented. In fact, many teachers wonder whether students are smarter than such results imply in the scores of the standardized test. Some students have a better understanding in some ways but not in others. For some people, music might be easy, but playing football is difficult. For others, it is relatively easy to understand how a flower grows, but it is rather difficult for some people to understand how to use a musical instrument. Therefore, it is quite important to let students be assessed through intelligence-fair tools that are compatible with the preferred intelligence of the particular students.

Multiple intelligences theory may provide a useful guide in this process. Gardner (1993) stated that assessment is an essential component of education that takes seriously multiple intelligences and those tests should be designed to elicit these differences. Thus it is particularly important to use multiple modes of assessment that will allow students to show their strengths and perform adequately. This view has gained the support of many testing professionals (Darling-Hammond, Ancess & Falk, 1995). They share the belief that authentic assessment, which emphasizes assessing what students know and how students perform from different perspectives, establishes a new approach to assessment that can provide a complete picture of students' abilities, efforts, and progress during the learning process.

The eight general features of the assessment approach proposed by Gardner (1993) are as follows:

1. emphasis on assessment rather than testing
2. assessment as simple, natural, and occurring in a reliable schedule
3. ecological validity that students can develop their strength
4. use of instruments which are intelligence-fair
5. use of multiple measures
6. sensitivity to individual differences, development levels and forms of expertise
7. use of intrinsically interesting and motivating materials and
8. use of assessment to benefit students

There are many possible variations in the achievement of multiple intelligences assessment tasks / projects / activities, and these should be employed according to the practical needs (themes, students, or time). For example, according

to the topics and content that have been taught and learned, the teacher may assign a set of eight assessments to all students. The results of these enable the teacher to observe an individual students' performance by different modes of assessment. The teacher may assign different assessments to different students, with the purpose of inviting students to respond individually to only one of the assigned multiple intelligences assessments to reflect what they have learned. Students may develop their own ways of assessment with the teacher's help (Chao, 2000; Gardner, 1999). Besides, the multiple intelligences assessments involved a variety of dimensions (covering multiple intelligence spectrums and language knowledge) within the four language skills, so the information about the strengths and weaknesses of individual learning are demonstrated in a fair and meaningful way that provides teachers with objective results to interpret or draw conclusions for learner achievement. In other words, assessment will be a welcome instrument that allows students to recognize how they are doing rather than being just a tool to push students to get higher scores.

2.6.1 Rubrics Scoring Assessment

According to Webber (2000), the Multiple Intelligence Teaching Approach (MITA) in phase three, rubric assessment was used to identify specific criteria for the evaluation for any work done by students.

Rubrics are rating scales which are formally defined as scoring guides, consisting of specific pre-established performance criteria, used in evaluating student performances or products resulting from a performance task (Mertler, 2001a). There are two types of rubrics: holistic and analytic (see Figure 2.1). A **holistic rubric** requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001). By contrast, with an **analytic**

rubric, the teacher scores separately, individual parts of the product or performance first, then sums the individual scores to obtain a total score as illustrated below (Moskal, 2000; Nitko, 2001).

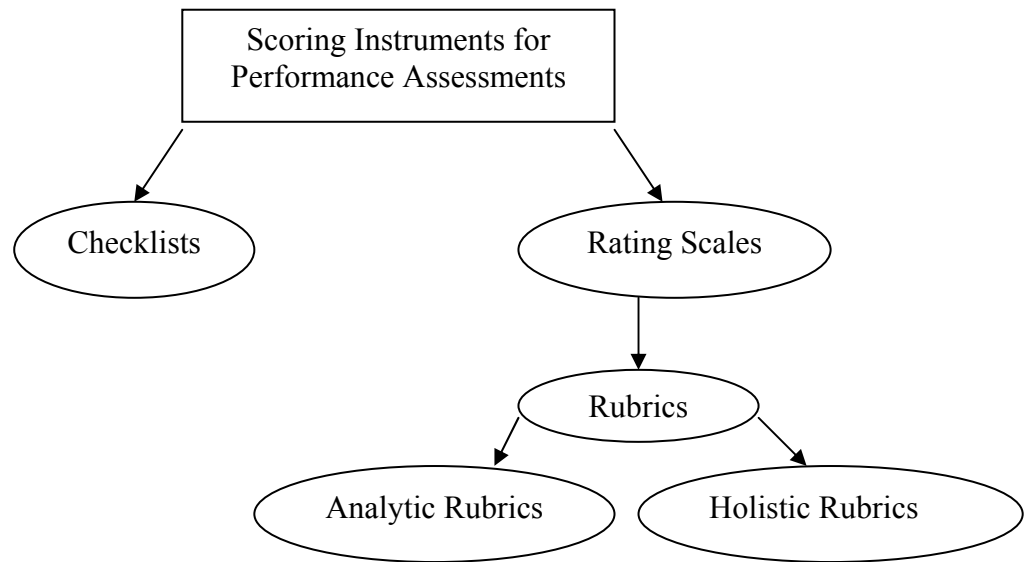


Figure 2.1: Types of scoring instruments for performance assessments

(Mertler, 2001a)

Nitko (2001) stated that using holistic rubrics is probably more appropriate when performance tasks require students to create some sort of response and where there is no definitive correct answer. The focus of a score report using a holistic rubric is on the overall quality, proficiency, or understanding of the specific content and skills, involving assessment on a uni-dimensional level (Mertler, 2001a). Holistic rubrics can result in a somewhat quicker scoring process than when using an analytic rubric (Nitko, 2001). This is basically due to the fact that the teacher is required to read through or otherwise examine the student product or performance only once, in

order to get an “overall” sense of what the student was able to accomplish (Mertler, 2001a). Since assessment of the overall performance is the key, holistic rubrics are also typically, though not exclusively, used when the purpose of the performance assessment is summative in nature. At most, only limited feedback is provided to the student as a result of scoring performance tasks in this manner.

Analytic rubrics are preferred when a fairly focused type of response is required (Nitko, 2001); that is, performance tasks where there may be one or two acceptable responses and creativity is not an essential feature of the students’ responses. Furthermore, analytic rubrics result initially in several scores, followed by a summed total score, their use represents assessment on a multidimensional level (Mertler, 2001a). As previously mentioned, the use of analytic rubrics can cause the scoring process to be substantially slower, mainly because assessing several different skills or characteristics individually requires a teacher to examine the product several times. Both their construction and use can be quite time-consuming. A main idea of analytic rubric is that an individual’s work should be examined at a separate time for *each* of the specific performance tasks or scoring criteria (Mertler, 2001a). However, the advantage to the use of analytic rubrics is quite substantial. The degree of feedback offered to students, and to teachers, is significant. Students receive specific feedback on their performance with respect to each of the individual scoring criteria which does not occur when using holistic rubrics (Nitko, 2001). It is possible to create a “profile” of specific student strengths and weaknesses (Mertler, 2001a).

The first step for developing rubrics scoring is to identify the type of rubrics, specific criteria, and observable indicators. According to Mertler (2001a), teachers have to consider first how to use the results. If an overall, summative score is needed,

a holistic scoring approach would be more appropriate while the analytic scoring rubrics should be used if a formative score is preferred. Other implications affecting identifying types of rubrics are times, nature of task and the specific performance criteria being observed.

According to the requirements of the multiple intelligence theory, multiple assessments for students are needed to show their abilities in multiple ways other than completing standardized tests. This includes communicating in various situations. The holistic rubric will be developed and manipulated to analyze student's performance on these multiple criteria. Moreover, using rubrics can guide students in learning, because they know what they want to do and what they want to get. However, standardized tests are needed for this study according to the regulation of the faculty. Therefore, the evaluations of this study will consist of rubrics assessment to evaluate students' performance, and standardized tests to evaluate the students' achievements.

2.6.2 Designing Rubrics Scoring

Mertler (2001a) proposed a step by step process for designing rubrics scoring for classroom use which was compiled from various sources (Airasian, 2000 & 2001; Mertler, 2001a; Montgomery, 2001; Nitko, 2001; Tombari & Borich, 1999) as explained and illustrated below.

Step 1: *Re-examine the learning objectives to be addressed by the task.* This allows you to match your scoring guide with your objectives and actual instruction.

Step 2: *Identify specific observable attributes that you want to see (as well as those you don't want to see) your students demonstrate in their product, process,*

or performance. Specify the characteristics, skills, or behaviors that you will be looking for, as well as common mistakes you do not want to see.

Step 3: *Brainstorm characteristics that describe each attribute.* Identify ways to describe above average, average, and below average performance for each observable attribute identified in Step 2.

Step 4a: *For holistic rubrics, write thorough narrative descriptions for excellent work and poor work incorporating each attribute into the description.* Describe the highest and lowest levels of performance combining the descriptors for all attributes.

Step 4b: *For analytic rubrics, write thorough narrative descriptions for excellent work and poor work for each individual attribute.* Describe the highest and lowest levels of performance using the descriptors for each attribute separately.

Step 5a: *For holistic rubrics, complete the rubric by describing other levels on the continuum that ranges from excellent to poor work for the collective attributes.* Write descriptions for all intermediate levels of performance.

Step 5b: *For analytic rubrics, complete the rubric by describing other levels on the continuum that range from excellent to poor work for each attribute.* Write descriptions for all intermediate levels of performance for each attribute separately.

Step 6: *Collect samples of student work that exemplify each level.* These will help you score in the future by serving as benchmarks.

Step 7: *Revise the rubric, as necessary.* Be prepared to reflect on the effectiveness of the rubric and revise it prior to its next implementation.

The rubric scoring for this study will be constructed step by step under the principle of designing rubrics as described above. The next section will be a review of

some theories related to the aim of this study which focuses on developing a course for English Conversation I based on multiple intelligences theory.

2.7 Relevant Theories for this Study Related to Education and Teaching English as a Foreign Language

2.7.1 Constructivism Theory

According to Multiple Intelligences Theory, students can learn in different ways according to their intelligences to build their understanding, which is related to the educational philosophy known as constructivism. Therefore, the constructivism theory was considered as one of many theories in syllabuses in this study. Constructivism is a theory of knowledge and learning (Fosnot, 1996 quoted in Liaw, 2001) which believes that knowledge is not transmitted by the teacher to the students. Rather, the teacher helps the learners to construct their own meaning (Jonassen, Peck & Wilson, 1999, quoted in Duhaney, 2001).

Duffy & Jonassen (1991, quoted in Boyle, 1997) and McDonough (2001) suggest that knowledge is constructed by the individual. People learn from whatever they experience by constructing their own meaning based on what they already know, and how they perceive the world around them. One individual cannot fully understand anything in exactly the same way that another individual understands it.

According to McDonough (2001), different learners learn in different ways, Multiple Intelligences approach will help to encourage them to learn in their individual ways. Thus, the process and product of learning will be more effective if they have a chance to learn in the style that they prefer. This is an opportunity for discovery learning, constructing one's own knowledge using one's own intelligences.

From this perspective of constructivism theory, teachers should try to create learning conditions which focus on encouraging students to build their own learning. The learning conditions in a classroom should contain: first, emphasis on knowledge construction, second, a focus on using authentic tasks in a meaningful context, third, promoting thoughtful reflection on experience, and lastly, promoting collaborative construction of knowledge.

In conclusion, constructivism emphasizes learning that is constructed by the learner rather than the teacher. A constructivist views learning as connecting new information to what they already know from their experience and then creating new understanding. The content of the lesson provided for students should be based on situations in real life which challenges their critical thinking, increases students' attention and enthusiasm in learning and engages them in the lesson. Students learn best when they are involved in the process of understanding, and the instructional materials should improve the process of knowledge construction.

2.7.2 Autonomous Learning

The new policy of the Ministry of Education (MOE) of Thailand focuses on promoting life-long learning and independent learning. Therefore, helping students to become more autonomous learners has been one of many important issues for teachers to reach those goals. The idea of autonomous learning is a pre-condition for effective learning; when learners succeed in developing autonomous learning, they not only become better learners but they are also better in being responsible and critical members of their communities.

According to Little (1991: 4), autonomous learning is a capacity for detachment, critical reflection, decision-making, and independent action. This means

that learners can learn and use their knowledge independently to solve problems in real life by themselves.

Autonomy, or the capacity to take charge of one's own learning, is seen as a natural product of the practice of self-directed learning, or learning in which the objectives, progress and evaluation of learning are determined by the learners themselves (Benson, 2001).

Schwartz (as cited in Holec, 1981) mentioned that autonomy is the ability to assume responsibility for one's own affairs. In the context of language learning, autonomy is therefore the ability to learn independently. This ability is not gifted, but must be acquired by formal learning or special training.

In order to implement autonomous learning in the curriculum, students must be ready for teaching and learning autonomously and appropriately. Students need to be trained how to learn autonomously and even the teachers should be aware of how to teach and guide students to learn autonomously, not just let them go freely. The role of the teacher is changed into that of a counselor, adviser, and facilitator, not a knowledge giver.

Adequate and effective preparation for autonomous learning should be provided for both teachers and students. This process may take a longer or shorter time. It depends on the individual's previous learning experience, age, language proficiency, personality, maturity, social level, and cultural background.

However, we should be aware of the cultural differences of students. In Thai culture, education is a spoon-fed process where teachers give so much information or knowledge and students just receive everything without studying or learning by themselves. Consequently, changing the educational behavior of students requires a

lot of time to adjust slowly until the learners' awareness of what they are experiencing is accepted.

2.7.3 Cooperative Learning

Cooperative learning is one strategy for group instruction which is under the learner-centered approach. Many educators give definitions of cooperative learning:

“Cooperative learning is an instructional program in which students work in small groups to help one another master academic content” (Slavin, 1995).

“Cooperative learning involves students working together in pairs or groups, and they share information .They are a team whose players must work together in order to achieve goals successfully” (Brown, 1994).

In addition, Kessler (1992) proposes a definition of cooperative learning particularly in a language learning context:

“Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.”

According to Johnson (2005), cooperation is not assigning a job to a group of students where one student does all the work and the others put their names on the paper. It is not having students sit side by side at the same table to talk to each other as they do their individual assignments as well. It is not having students do a task individually with instructions that the ones who finish first are to help the slower students. On the contrary, cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is

responsible not only for learning what is being taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it.

The Elements of Cooperative Learning

Cooperative efforts are expected to be more productive under certain conditions. The followings are the five basic elements of cooperative learning.

1. Positive Interdependence

The first requirement for an effectively structured cooperative learning environment is that students believe they “sink” or ‘swim’ together (Johnson, Johnson & Stanne, 2000). That is, cooperation occurs only when students perceive that the success of one depends on the success of the other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for the group’s success. Students have to learn to work together in order to accomplish tasks. This is why learning task must be designed in a way that makes them believe, “they sink or swim together.” Through the assigned material, students learn to achieve the goal. Therefore, a number of ways of structuring positive interdependence are carried out such as reward, resources, or task responsibilities to supplement goal interdependence. Each group member has a unique contribution to make to the joint effort because of his or her resources or role or task responsibilities.

2. Face-to-Face Interaction

The second element of cooperative learning requires face-to-face interaction among students within which they promote each other’s learning and success. Johnson (2005) suggests that it is necessary to maximize the opportunities for them to help, support, encourage, and praise each other. Such promotive interaction helps to promote the following:

- orally explaining how to solve problems
- teaching one's knowledge to others
- checking for understanding
- discussing concepts being learned
- connecting present with past learning

3. Individual and Group Accountability

The third element leads to the belief “What students can do together today, they can do alone tomorrow.” The purpose of cooperative learning groups is to make each member a stronger individual. Individual accountability exists when the performance of each individual student is assessed, and the results are given back to the groups. Therefore, the group knows who needs more assistance, support, and encouragement in completing the job. Johnson & Johnson (1991) suggest some common ways to structure individual accountability. These include giving an individual test to each student, randomly selecting one student to represent the entire group, or having students teach what they have learned to someone else.

4. Interpersonal and Small – Group Skills

Students must be taught the social skills and be motivated to use them. Social skills which are needed for both teamwork and task work include leadership, decision-making, trust-building, communication, and conflict-management skills (Johnson, Johnson, & Holubec, 1993).

5. Group Processing

Group members should think about how well they have cooperated as a team and how to enhance their future cooperation. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive

feedback and maintaining student involvement in processing. To be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful, and process as a group how effectively members are working together. These five essential components must be present for small group learning to be truly cooperative. There needs to be an accepted common goal on which the group will be rewarded for their efforts (Johnson & Johnson, 1991).

According to the principle of Cooperative Learning mentioned above, this study aims to integrate cooperative learning in the learning processes and activities in the MITA Syllabus for improving students' learning achievements and attitudes towards learning through the MITA Syllabus.

2.7.4 Instructional Systems Design

According to the process of developing a course on English Conversation I based on multiple intelligences theory, this study needs the Instructional System Design (ISD) to create a model for developing the course. Instructional Systems Design (ISD) is a process for developing instruction. There are many available models that provide guidance for developing instruction. The ISD model acknowledges a relationship among learners, instructors, and materials in developing instruction. Developers who use the ISD model can see how learners, instructors, and materials are related and that they are dependent on one another. Because every component in ISD is related to each other, changing any one of those, therefore, will affect the entire system and the outcome of instruction. Several models are suitable for the design of instruction of course units and lessons.

2.7.4.1 Dick and Carey Model

One widely known model is the Dick and Carey (1985) model presented in figure 2.1.

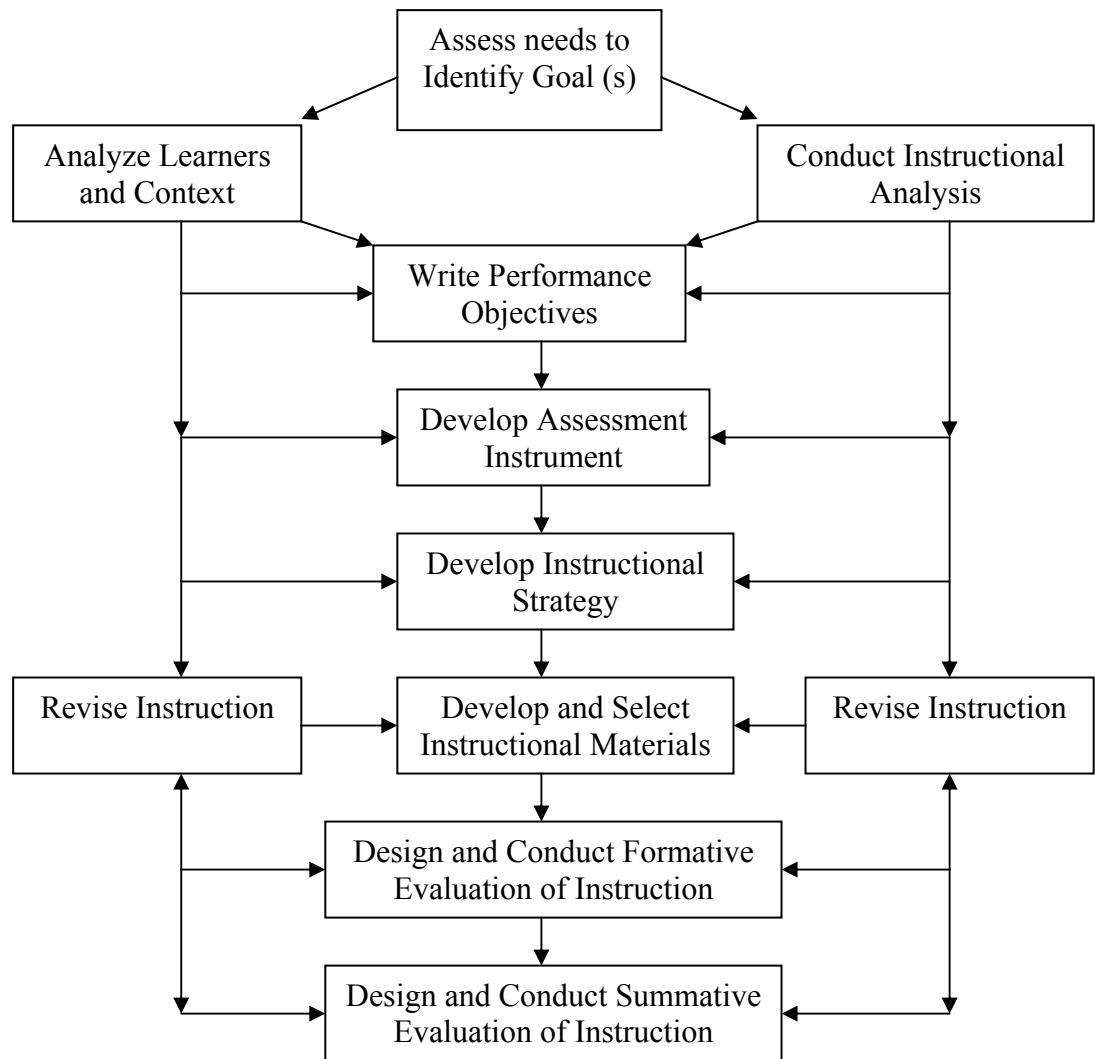


Figure 2.2: The Dick and Carey Systems Approach Model for Designing

Instruction (Dick & Carey, 1985, pp. 2-3)

Figure 2.2 illustrates a cycle process of instructional design of the Dick and Carey (1985) model. It is designed to create a new instruction step-by-step and

requires the developer to revise all steps whenever he/she has finished developing each step. The steps are explained and discussed below.

(1) Assess Needs to Identify Goal(s)

The first step in the Dick and Carey (1985) model is to analyze what the learners want to learn and identify what you want learners to be able to do after they have learned by means of the instruction method. The instructional goal may be obtained from a list of goals in the curriculum, a needs assessment, experience in the difficulties in learning of students and teachers, from the analysis of the employer or employee in a related job, or from some other requirements for new instruction from the stakeholders.

(2) Conduct Instructional Analysis

After identifying the instructional goal, the designer will determine step-by-step what the learner will do while they are working towards their goals. The final step in the instructional analysis process is to determine the skills, knowledge, and attitudes, known as entry behaviors, which are required for the learners to be able to do the instruction.

(3) Analyze Learners and Contexts

Besides analyzing the instructional goals and instruction, an analysis of the learners and contexts is conducted in parallel to identify the context in which the learner will learn the skills, and the context in which the learner will use them. Learners' skills, preferences, and attitudes are determined along with the characteristics of the instructional setting and the setting in which the skills will eventually be used. These crucial data form a number of the succeeding steps in the model, especially the instructional strategy.

(4) Write Performance Objectives

According to the instructional analysis and the statement of entry behaviors, the designer will write specific statements of what the learners will be able to do when they finish the instruction. These statements obtained from the skills identified in the instructional analysis, will identify the skills to be learned, the conditions under which these skills must be performed, and the criteria for successful performance.

(5) Develop Assessment Instruments

Regarding the objectives identified in the previous step, the aim of this step is to develop parallel assessments to measure the learners' ability in performing what is described in the objectives. The main emphasis of this step is to link the relationship between the kinds of behavior described in the objectives to what the assessment requires.

(6) Develop Instructional Strategy

Based on the five preceding steps, identifying a learning strategy in instruction to achieve the objectives is the emphasis of this step. The strategy will be based on theories selected by the designer, the characteristics of the medium that will be used to deliver the instruction, the content to be taught, and the characteristics of the learners who will learn the instruction. These features are used to develop or select materials, or to develop a strategy for interactive classroom instruction.

(7) Develop and Select Instructional Materials

The decision to develop original materials will depend on the type of learning to be taught, the availability of existing relevant materials, and developmental resources available. Furthermore, this step requires an instructional strategy to produce or select the materials for new instruction. Instructional materials typically

include a learner's guide, instructional materials, and tests (The term instructional material includes all forms of instruction such as instructors' guides, student modules, overhead transparencies, videotapes, computer-based multimedia formats, and web pages for distance learning).

(8) Design and Conduct the Formative Evaluation of Instruction

After a draft of the instruction was tried out, a formative evaluation was designed to identify how to improve each component of the instruction. The three types of formative evaluation are referred to as one-to-one evaluation, small-group evaluation, and field evaluation. Each type of evaluation provides the designer with a different type of information that can be used to improve the instruction.

(9) Revise Instruction

The final step and the first step in the model reviewing cycle is revising the instruction. Data obtained from the formative evaluation are summarized and interpreted to identify the difficulties in the instruction experienced by learners in achieving the objectives and to try to improve the instruction. The data obtained from a formative evaluation including statements of performance objectives, tests, and instructional strategy items are used to re-examine the validity of the instructional analysis, the assumptions about the entry behaviors, and the characteristics of the learners in order to make the instruction more effective.

(10) Design and Conduct Summative Evaluation

Although summative evaluation is the last component of the model, it is not generally combined as a part of the design process. It is an evaluation of the value or worth of the instruction. It occurs after the instruction has been formatively evaluated and precisely revised to meet the standards of the designer and the curriculum. Since

the summative evaluation usually does not involve the designer of the instruction but involves instead an independent evaluator, this component is not considered an integral part of the instructional design process per se.

2.7.4.2 Suppasetsee Model

Suppasetsee (2005) presents the six main elements of the instructional design process necessary for a course called Remedial English for first-year students at Suranaree University of Technology. Suppasetsee's Remedial English Online (SREO) model is presented in Figure 2.2 as follows:

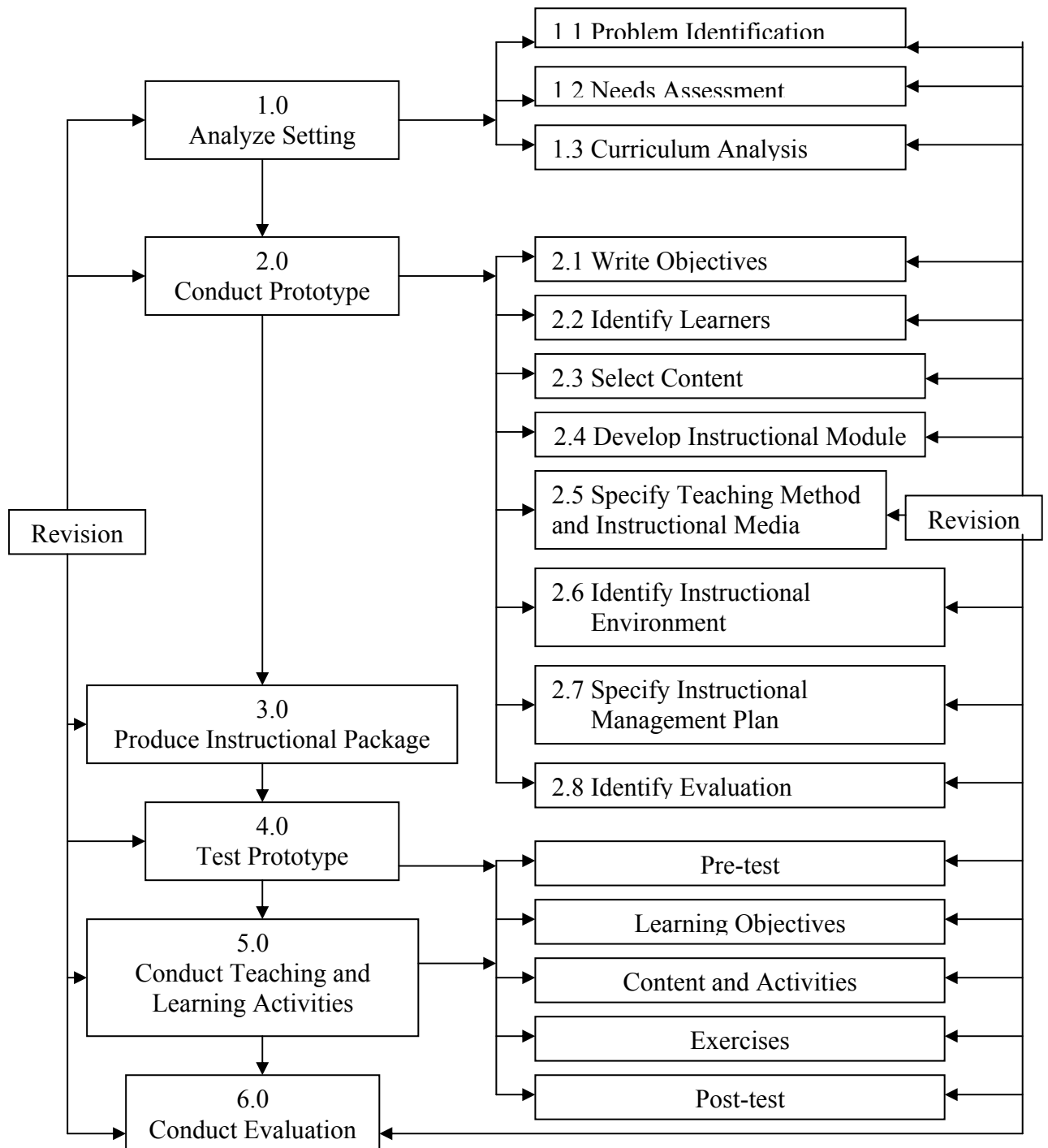


Figure 2.3: Suppasetsee's Remedial English Online (SREO) Plan

From Figure 2.3, Suppasetsee's Remedial English Online (SREO) Plan comprises six major steps as shown below:

Step 1.0 Analyze Setting

The purpose of this step is to conduct a survey to identify learners' problems and needs, and the expectation of the curriculum. The data obtained is used to create the framework for developing the instruction of the program of study.

1.1 Problem Identification

The first step is to identify students' problems in learning English. The next and more difficult step is to find the precise solution to answer those questions.

1.2 Needs Assessment

A needs assessment is a systematic exploration to determine students' skills, knowledge, and abilities. This analysis also examines institutional goals, climate, and internal and external constraints. One must identify the desired or necessary conditions for institutional and personal success. This analysis focuses on the necessary job tasks/standards, as well as the skills, knowledge, and abilities needed to accomplish the instruction.

1.3 Curriculum Analysis

The curriculum should be analyzed in terms of sequence and completeness and the requirements of prerequisite skills and content for the new instruction.

Step 2.0 Conduct Prototype

There are 8 sub-steps for conducting an instructional prototype, including writing objectives, identifying the learners, selecting the content, developing an instructional module, specifying teaching methods and instructional media, identifying the instructional environment, specifying the instructional management plan and identifying evaluation. The details of each step are explained below:

2.1 Write Objectives

In this step, the needs and goals were interpreted to create performance objectives that are sufficiently specific and clear to show progress toward goals. There are two reasons for working from general goals to increasingly specific objectives. The first is to be able to communicate at different personal levels. Some people, such as parents or a board of directors, are interested only in goals, and not in details, whereas others, such as teachers and students, need detailed performance objectives to determine what they will be teaching or learning. A second reason is to make possible planning and development of the materials and the delivery system.

2.2 Identify Learners

The aim of this step is to determine the skills, knowledge, and language proficiency of learners. Some learners know more than others, so the teacher must choose where to start the instruction, knowing that it will be redundant for some, but necessary for others.

2.3 Select Content

The content description includes only that which is needed to fill the gap between what students already know and what they must know before they can practice the objectives.

2.4 Develop Instructional Module

A logical sequence enables the learner to easily follow the material from an elementary to a complex level. The instructor should be concise, and include only the information required for communicating the intended message which is directly related to the subject. He/she should avoid complexity, and include only those components that the learner can actually use.

2.5 Specify Teaching Method and Instructional Media

Select learning activities that provide students with examples and non-examples of desired outcomes and guide students to practice new behaviors or skills to master objectives. Choose media based on how they can add value to the learning experience.

2.6 Identify Instructional Environment

The learning packages work well in a specially designed virtual environment to provide self-paced learning on the parts of the students. The teacher may be at home or in the office in front of a computer to send information to students and students may be at home, school, or an Internet Café to get information and respond to the teacher at any time.

2.7 Specify Instructional Management Plan

The planning at this level is primarily concerned with the structuring and relationships of units of required effort. It establishes the feasibility of meeting the due date for the successful completion of instructional materials. The plan must be realistic in its requirements and consistent with the available resources and time. The planning function sets forth the important objectives, quality, and quantity of the materials to be developed.

2.8 Identify Evaluation

Formative evaluation takes place during the development process in the try-out step. It is useful for determining and revising any weaknesses in the instructional plan before a full-scale implementation. Formative evaluation focuses on assessing the suitability of objectives, subject content, learning methods and materials of the instruction.

Step 3.0 Produce Instructional Packages

The aim of this step is to create the lesson plans supporting each objective (or group of similar objectives) based on the content related to the learning objectives.

Step 4.0 Test Prototype

This step aims to enable each step to be tested and evaluated in order to revise and improve the instruction and to ensure that all the objectives have been followed.

Step 5.0 Conduct Teaching and Learning Activities

In this step, the learning packages are delivered in the form of web-based materials via the Internet and other on-line components such as e-mail and web board to students.

Step 6.0 Conduct Evaluation and Revision

The aim of this step is to evaluate the whole model such as the suitability of learning objectives, learning activities, materials, and tests. Instructors analyze grades to determine what components of the class worked best and which ones need to be improved.

According to the two models illustrated and explained above, they were adapted to create the new instructional system design mode called the MITA Model to develop the MITA Syllabus for teaching an English Conversation I Course to the experimental group in this study.

2.8 Previous Research Studies on Multiple Intelligences in TEFL and TESOL Contexts.

Multiple Intelligences Theory has been implemented widely in teaching English for K- 12 level in other countries, but there are just a few studies that look at

higher education. The researcher has found no research on implementing the Multiple Intelligences Theory in teaching English at higher education level in Thailand. Therefore, the researcher considers it is necessary to conduct research on implementing the Multiple Intelligences Theory in teaching English at the higher education level in Thailand.

Malm (2001) used the MIDAS to assess the distribution of MI among faculty and students enrolled in various associate degree, college-transfer, and career/occupational programs at a community college to determine if there were differences and if the differences found were program specific. He was also interested in determining if there were dominant intelligences of students in the programs. The data indicated that the intelligences were evenly distributed among students in each program, and there were no significant differences in intelligences among students in each program. There were, however, significant differences between students in different programs. Additionally, there were no significant differences between faculty and students within the same programs. Malm asserted that the self-reported high scores in interpersonal and intrapersonal intelligence provide important educational information related to adult students.

Berkemeier (2002) conducted research on students at Ozarks Technical Community College for the following purposes: to study student learning through the theory of Multiple Intelligences, to investigate differences in self-reported multiple intelligences based on age and gender, to investigate the differences between perceived and tested multiple intelligences in regards to non-science and science majors, and to determine which teaching style would be most effective for science majors. Relationships between MI and science majors and non-science majors,

gender, and age were identified. There was a difference in students' tested MI and perceived MI. There also was a change in the perception of study methods among the experimental group. Older students preferred lecture-style instruction while the younger students preferred a variety of methods. The results suggested that curriculum reform should begin with changing student attitudes toward study methods rather than instructional content.

Chen (2005) conducted quasi-experimental research on cooperative learning, multiple intelligences and proficiency with application to college English language teaching and learning with 120 college EFL learners in Taiwan to investigate the students' language proficiency and attitudes. There were three research instruments used in the study including questionnaire, interview, and proficiency test. The results of the study showed that the experimental group that was taught using the principles based on cooperative learning and multiple intelligences out-performed the group based on cooperative learning and the control group on the Simulated General English Proficiency Test for the four language skills. Moreover, the motivation in learning English was enhanced a great deal for the experimental group that was taught using the cooperative learning and multiple intelligences principles.

Shore (2001) investigated the use of MI in a university ESL classroom. The correlation between MI and student self-efficacy was examined. There was a significant correlation among students' reading self-efficacy and logical-mathematical and interpersonal intelligences. Correlations were also found between writing self-efficacy and interpersonal, intrapersonal, bodily-kinesthetic, and linguistic intelligences. It was also found that 90% of the instructors emphasized logical-mathematical, linguistic, and interpersonal intelligences. The researcher

indicated that integrating MI practice into the classroom and understanding the importance of personal intelligences would have a positive effect on self-efficacy in the ESL courses.

Talbot (2004) studied a comparison of a multiple intelligences curriculum and a traditional curriculum on students' foreign language test performance to study the effects of teaching through the multiple intelligences on foreign language acquisition. The study took place in 32 high school first-year level French classes and examined students' performance on standardized tests after being taught in either the traditional method or the multiple intelligence method. The research instruments in this study consisted of quizzes and tests. The results reveal that students performed significantly higher on the vocabulary and structure quizzes given during the traditional method units than those given during the multiple intelligences units. When the time came to take the chapter tests, however, there were no significant differences reported between the two groups.

Moreover, current research in the use of the MI theory in diverse language classrooms indicates that the implementation of the MI theory has been successful in producing resources-rich environments for diverse language learners and has allowed for a greater capacity for learning (Green, 1999). In Green's qualitative study for diverse learners, teachers reported that students were more able to transfer strategies and skills learned in one subject to another and were more curious and engaged in their learning experiences. Besides, their standardized tests scores rose with the application of MI theory in the classroom. Green's study was valuable in that it lent support to the assertion that the application of MI theory improves achievement and motivation.

One interesting point that Mettetal, Jordan and Harper (1997) found was that students were more in touch not only with their own strengths, but with those of the other students as well. When one child was asked to comment about another child who had been struggling with an assignment, he/she noted that the second child had the best handwriting in the class. He/she also suggested that if anyone needed help with writing or letter making they could go to him or her. In this manner, students learned how to acknowledge their own weaknesses and benefit from the strengths of other students. As a result, students engaged in more positive peer interaction.

The findings of all the research mentioned above reveal that the implementation of multiple intelligences theory in teaching shows positive results in both learners' achievement and learning behaviors.

2.9 Summary

From the evidence mentioned above, one can see that implementing Multiple Intelligences in teaching English in both EFL and ESL contexts provides both positive and negative perspectives that need careful consideration. Thus, the researcher has to be careful and well-prepared in order to develop the Multiple Intelligences Theory in a Thai context.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to describe the research methodology and research design of the present study. This is followed by a discussion of population and sample, description of instruments, and the construction and effectiveness of research instruments. The next section is about how the data obtained are analyzed and interpreted. The last part of this chapter deals with the pilot study procedures of this study.

3.2 Research Design

The research design based on the MITA Model for Conducting MITA Syllabus for Teaching English Conversation I comprising 6 phases: (1) Context Analysis, (2) Developing MITA Syllabus (3) Formative Evaluation (MITA Syllabus's Pilot Study) (4) Revision of the Model (5) Implementation Lesson Plan, and (6) Summative Evaluation as illustrated below:

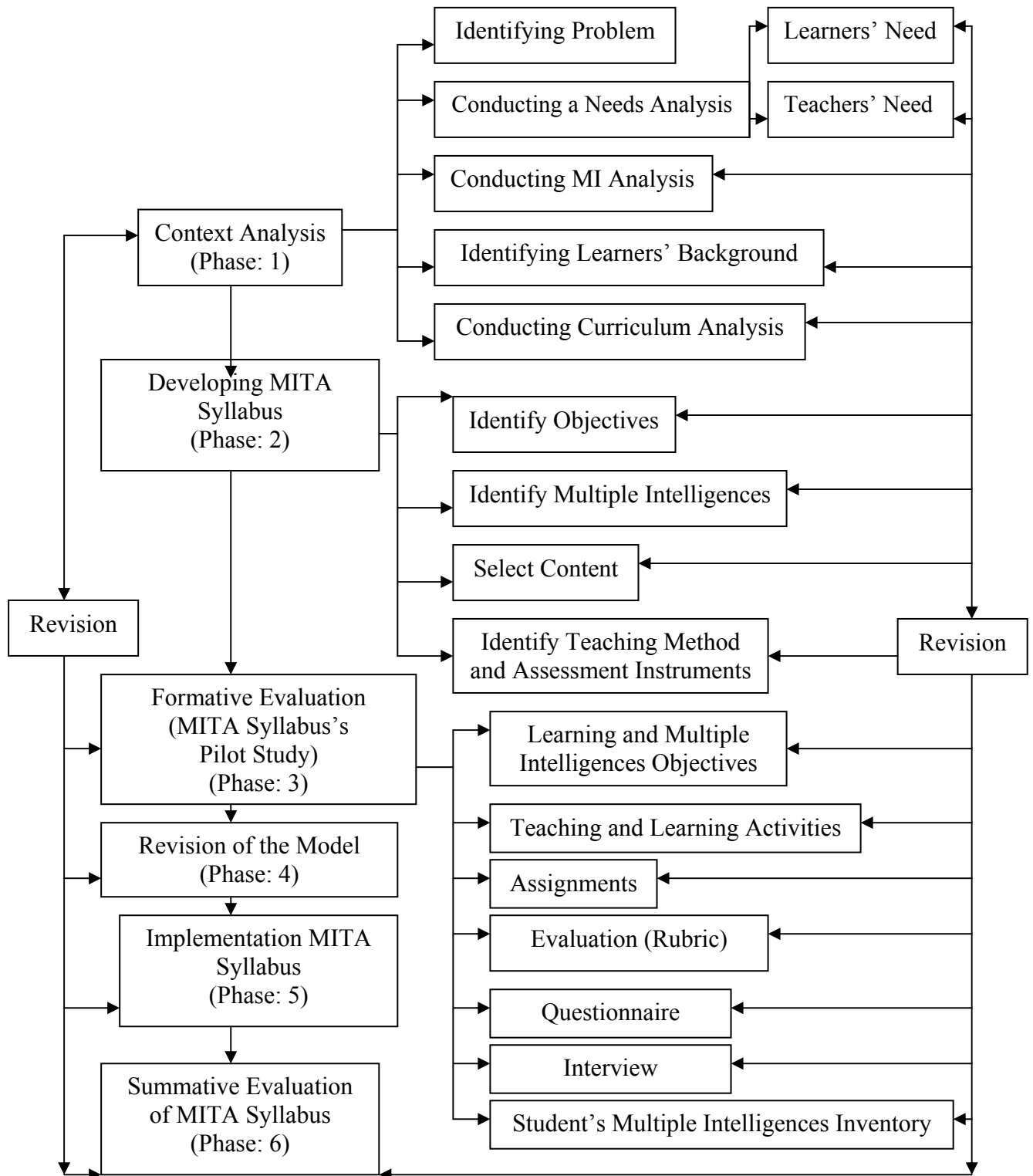


Figure 3.1: MITA Model for Developing MITA Syllabus for Teaching English

Conversation I

Figure 3.1 illustrates the MITA Model for developing the MITA Syllabus to teach the English Conversation I Course. The stages and details of the MITA Model are discussed below:

Phase 1: Context Analysis

In order to conduct foreign language instruction in any particular context, the researcher has to analyze each factor within this context to identify those factors that can possibly affect the success of implementation, and try to find the solutions or protection in advanced. Therefore, the first step in the model is to identify the problems, needs and expectation of the learners and the teachers. The data obtained will be used as a framework of goals for developing the English Conversation I Course.

Phase 2: Developing MITA Syllabus

The purpose of the second phase is to develop the MITA Syllabus after analyzing the components mentioned above. The contents in the MITA Syllabus were based on the requirements of the curriculum and syllabus of the English Conversation I Course, and the needs of the learners and teachers. A logical sequence in developing the MITA Syllabus enables the learner to easily follow from a simple to a more complex level. Moreover, only necessary components that the learners can actually use in real life will be chosen for the MITA Syllabus.

Phase 3: Formative Evaluation (MITA Syllabus's Pilot Study)

To evaluate the effectiveness of the MITA Syllabus, the formative evaluation was done in three steps of the pilot study including one-to-one testing, small group testing, and field trial testing. The purpose of each step was to improve the lessons and research instruments including learning objectives, multiple intelligences objectives,

learning activities, assignments, rubric assessments, questionnaires, semi-structured interviews, and student's multiple intelligences inventories.

An evaluation was carried out as part of the process of a pilot study of the MITA Syllabus in order to find out what is working well, what is not working well, and what problems need to be addressed and resolved. The data obtained from the three steps of the trial were used to revise and improve the MITA Syllabus in the revision phase.

Phase 4: Revision of the Model

After the formative evaluation step, a revision of the MITA Syllabus will be carried out. Data from the formative evaluation was summarized and interpreted to attempt to identify difficulties experienced by learners in achieving the learning objectives, multiple intelligences objectives, learning activities, assignments, and assessments in MITA Syllabus before it was implemented in the next phase.

Phase 5: Implementation Lesson Plan

After the MITA Syllabus was revised in the revision phase, it was implemented with the fourth - year students at Rajamangala University of Technology Isan Kalasin Campus in the academic year 2009.

Phase 6: Summative Evaluation

Dick & Carey (1985) state that although summative evaluation is not part of the design process, most teachers and program administrators need to conduct one to make decisions about the worth or value of the instruction. Moreover, they said that this kind of evaluation related to determining the effectiveness of the course, its efficiency, and to some extent its acceptability. Therefore, a summative evaluation will also be administered to evaluate the MITA Syllabus after its implementation.

3.3 Research Methodology

The present study is a mixed-method research which consists of both quantitative and qualitative data analysis. The study includes two groups of subjects, the control and the experimental groups. The control group will be taught through the traditional approach based on the prior content of the English Conversation I Course, whereas the experimental group will be taught via the MITA Syllabus on the English Conversation I Course. For the experimental group, the student's predominant intelligences inventory will be measured at the beginning of the course to find students' multiple intelligences and use the findings to group students. The data obtained were analyzed quantitatively and qualitatively. For the qualitative analysis, questionnaires and semi-structured interviews were administered to elicit students' feedback of the course after its completion. On the other hand, the quantitative analysis containing the analysis of the scores from the English Proficiency Test and rubric assessment was carried out to find whether the scores from the two groups were significantly different, and the scores from the students' multiple intelligences inventory were analyzed to find whether the scores from before and after learning via the MITA Syllabus were significantly different.

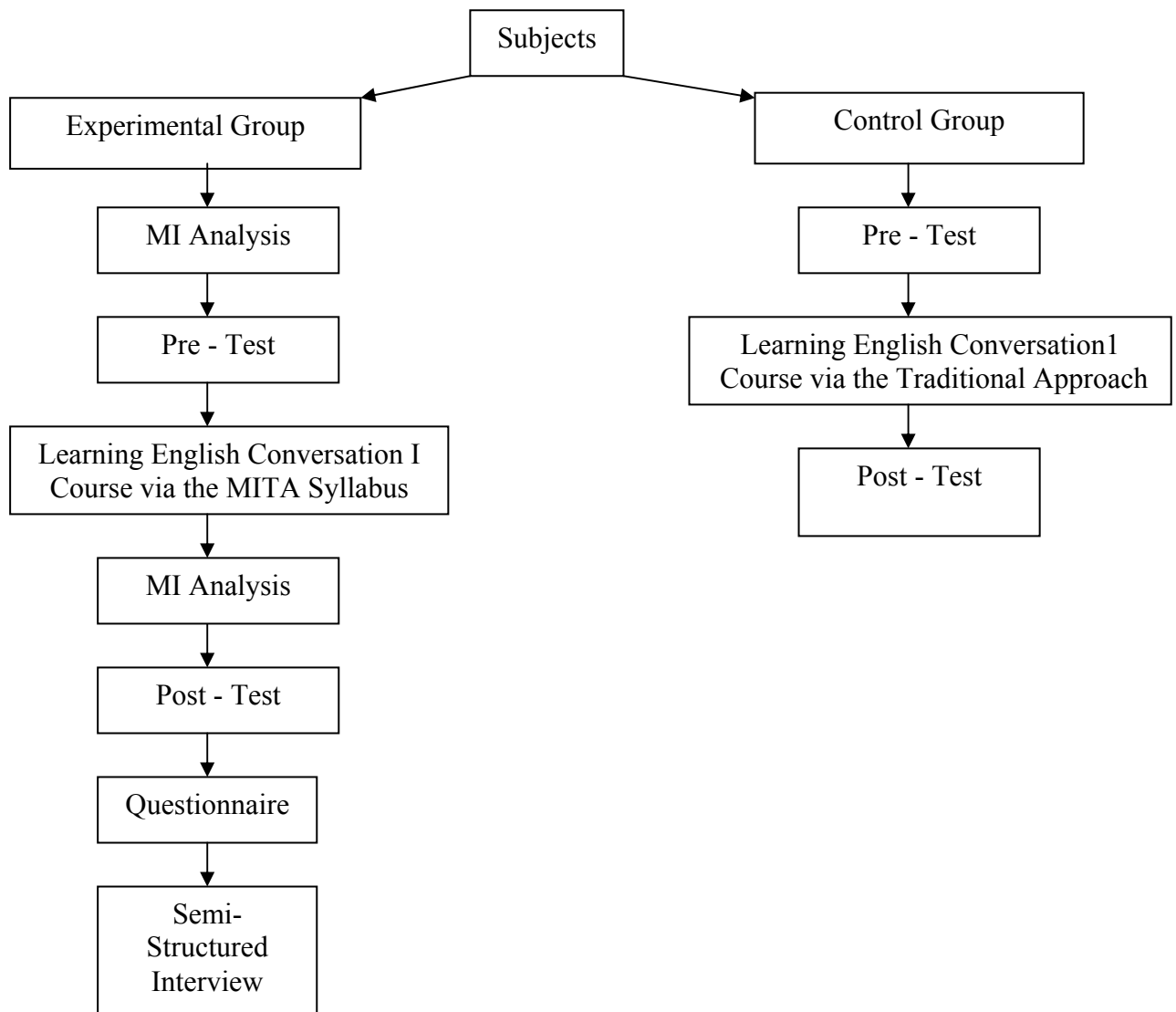


Figure 3.2: Research Methodology

3.4 Variables

As illustrated above, the research design indicates two main types of variables: independent and dependent variables.

3.4.1 Independent variables

The independent variables included the two teaching approaches: the MITA Syllabus and a traditional teaching approach.

3.4.2 Dependent variables

The dependent variables which could be affected by the independent variables were students' English proficiency and attitudes toward learning through the MITA Syllabus.

3.5 Population and Subjects

The population for this study is 138 fourth-year students at Rajamangala University of Technology Isan Kalasin Campus Thailand. They are studying the English Conversation I Course in the second semester of the 2009 academic year. The subjects in this study were 66 mixed-ability fourth-year students at Rajamangala University of Technology Isan Kalasin Campus. They were studying the English Conversation I Course in the second semester of the 2009 academic year. The subjects were divided into two groups: 33 students in the experimental group and 33 students in the control group. The subjects in the experimental group were divided into three groups, above average, average, and below average, according to their grade in the English course in the previous semester. Students who got an A or B+ in the English course in the previous semester will be labeled as above average; students who got B, C+, or C in the previous English will be labeled as moderate; students who got lower than C in the previous English course will be labeled as below average.

3.6 Instruments

The research instruments used to accomplish the goal of the study are described as follows:

3.6.1 MITA Model for Conducting MITA Syllabus

The MITA Model has been developed step-by-step under the principles of Instructional System Design (ISD), and it was adapted from Dick and Carey (1985), and Suppasetserree's Remedial English Online (SREO) Plan (2005).

3.6.2 Multiple Intelligences Teaching Approach Syllabus (MITA Syllabus)

The MITA Syllabus for teaching the English Conversation I Course has been developed by the researcher under the framework of the multiple intelligences theory and the processes in the MITA Model to promote students' autonomous learning and improve students' learning achievement.

3.6.3 Traditional Lesson Plan for Teaching Control Group

The traditional teacher-centered lesson plan of English Conversation I Course was constructed according to the requirements of the curriculum of this course. After the constructing process, this lesson plan was sent to the experts in English Language Teaching and English Language Testing to evaluate before the plan was tried out and administered to the control group in this study.

3.6.4 Rubrics Assessment

A rubrics assessment for the English Conversation I Course was constructed by the researcher to assess and grade students' learning behavior during the learning process.

3.6.5 Questionnaire

To explore students' attitudes toward studying the English Conversation I c via the MITA Syllabus, a questionnaire will be administered to collect the data.

3.6.6 Semi-Structured Interview

To elicit students' attitudes about studying the English Conversation I Course via the MITA Syllabus, students were asked to express their attitudes or comments about learning.

3.6.7 Student's Multiple Intelligences Inventory

To obtain students' predominant intelligences, the multiple intelligences inventory adapted for the Thai context from Students' Multiple Intelligences Inventory (Webber. 2005), a Survey for Covering Your Strongest Intelligences (Armstrong. 2000), and Multiple Intelligences Inventory (McKenzie. 1999) were used.

3.6.8 English Proficiency Test

The English Proficiency Test was used as a supportive instrument. It was adapted from the standardized midterm and final tests of the English Department of Rajamangala University of Technology Isan Kalasin Campus and used as a pre-test and post-test. The purpose of testing was to assess students' English Proficiency. By comparing the pre-test and the post-test scores, and comparing the scores of the experimental group with the control group, the researcher was able to determine whether students improved their learning.

3.7 Construction and Effectiveness of the Research Instruments

The construction and effectiveness of the research instruments were carried out with the consultation with the research professionals and research experts in many

fields. The following are the procedures of instrument construction and the determination of the research instruments' effectiveness:

3.7.1 MITA Model for Conducting the MITA Syllabus

An instructional system design model for conducting the MITA Syllabus was conducted by the researcher. Following are the steps of the construction of the plan.

1. The researcher reviewed related literature on instructional systems design.
2. The researcher determined the components of the instructional system design model for conducting the MITA Model.
3. The researcher constructed the MITA Model for creating the MITA Syllabus for teaching the English Conversation I.
4. After the MITA Model has been developed, it was proved by experts of Instructional System Design at Suranaree University of Technology, and Multiple Intelligences Theory at Mahasarakham University to evaluate the MITA Model.
5. Finally, the MITA Model was be revised according to the comments of all experts received from face to face discussion, and it was employed with the subjects in the experimental group by the researcher.

3.7.2 Multiple Intelligences Teaching Approach Syllabus (MITA Syllabus)

The MITA Syllabus for teaching the English Conversation I was developed by the researcher under the framework of the MITA Model mentioned above. Following are the steps of the construction of the MITA Syllabus.

1. The researcher studied a curriculum of the English Conversation I course.
2. The researcher studied the theory of Multiple Intelligences, the Implementation of Multiple Intelligence, the Assessment for Multiple Intelligence

Teaching Approach, and related aspects of employing Multiple Intelligences in EFL and ESL.

3. The researcher surveyed student's language proficiency, multiple intelligences, and needs for creating the MITA Syllabus.

4. The researcher determined the content, teaching approach, and assessment of the MITA Syllabus for teaching English Conversation I according to the results of student's language proficiency, multiple intelligences and needs.

5. The researcher constructed the prototype the MITA Syllabus for teaching English Conversation I course.

6. After the MITA Syllabus has been designed and developed, it was sent to experts of Instructional System Design at Suranaree University of Technology, English Language Teaching at Thammasat University, and Multiple Intelligences Theory at Mahasarakham University to evaluate the MITA Syllabus before the implementation step.

7. Finally, the MITA Syllabus was revised following the comments of all experts received from face to face discussion and telephoning discussion, and it was employed with the subjects in the experiment group by the researcher. The result of the effectiveness of this MITA Syllabus was 80.04/80.46 which means that it was effective according to the 80/80 standard.

3.7.3 Traditional Lesson Plan for Teaching Control Group

The traditional lesson plan has been constructed by the researcher for teaching to the control group. The step-by-step process of constructing this lesson plan is shown below:

1. The researcher studied a curriculum of the English Conversation I course.

2. The researcher reviewed related literature on English Conversation I.
3. The researcher constructed the lesson plan for teaching English Conversation I using the traditional teaching approach.
4. The traditional approach lesson plan was sent to expert in English Language Teaching at Suranaree University of Technology for evaluation.
5. The researcher improved and revised the lesson plan according to the suggestions of experts received from face to face discussion before it is used with the subjects in a control group.

3.7.4 Rubrics Assessments

Rubrics assessment for the MITA Syllabus for English Conversation I course has been adapted the rubrics assessment from Webber (2000) following these steps:

1. The researcher studied curriculum of English Conversation I course.
2. The researcher reviewed the related literatures on rubric assessment.
3. The researcher studied the criteria of Webber (2000) for conducting rubrics assessment for the MITA Syllabus.
4. The researcher re-examined the learning objectives to be addressed in the rubrics.
5. The researcher identified those intelligences which are most appropriate for students to use and for the teacher to assess in each scheduled activity.
6. After finishing conducting rubrics, the rubric assessment was sent to experts in, English Language Teaching at Suranaree University of Technology and Thammasat University, and Multiple Intelligences Theory at Mahasarakham University to evaluate the rubrics assessment.

7. The rubrics assessment was revised by the researcher according to the comments from experts received from face to face discussion and telephoning discussion.

3.7.5 Questionnaire

According to the triangulation method of collecting and cross referencing data in this research, the questionnaire was used as one of two research tools which were used to elicit students' attitudes about learning English Conversation I course via the MITA Syllabus. The questionnaire consists of two main parts. The first part aims to elicit students' attitudes about learning English Conversation I through the MITA Syllabus using Likert's rating scale. In this study, the Likert's scale consists of four categories to avoid the result from being neutralized from choosing the neutral in neutral in category three of the five-point Likert's rating scale. Consequently, each scale consists of a list of responses categories ranging from "strongly agree" to "strongly disagree". The data obtained from the first and second part of the questionnaire were analyzed quantitatively. For the third part, an open-ended questionnaire, attempts to obtain the students' attitudes that were not stated in the provided questions will allow the learners to give suggestions about learning via the MITA Syllabus. The data obtained from the third part of the questionnaire were analyzed qualitatively. Moreover, the same opportunity was provided for students in the interview part which was described in the next part.

The questionnaire contains ten items. After students read through each item, they tick in one box. A four-point rating scale was used for rating students' attitudes are as follows:

4 = strongly agree

3 = agree

2 = disagree

1 = strongly disagree

Based on Likert's scale method, the questionnaire was constructed and developed using the following procedures.

1. The researcher studied literature review on the construction of the questionnaire.
2. The researcher compiled the issues concerning learning via the MITA Syllabus on English Conversation I.
3. The researcher constructed statements based on the issues compiled from learning English Conversation I course via the MITA Syllabus.
4. The questionnaire was sent to the experts to check for content validity of all statements (Chuasathuchon, 1990, quoted in A-kakul, 1999).
5. The questionnaire was revised according to the comments of the experts received from face to face discussion.
6. The statements were tried out with 30 samples for the reliability via SPSS.
7. Ten items were chosen to be the statement in a questionnaire and these items were tried out again to find out the reliability.
8. The reliability of the questionnaire was examined, using the method of Cronbach Alpha (A-kakul, 1999). The result of the Coefficient Alpha of Cronbach of the reliability of the questionnaire was 0.94.

3.7.6 Semi-Structured Interview

Besides collecting qualitative data from the third part of the questionnaire, the semi-structured face to face interview was administered to collect more details than an open-ended questionnaire. The interview protocol was constructed and applied to help the researcher recognize the recurring questions and notes the important points while interviewing the students. The questions in the interview focused on learner's attitudes about learning English Conversation I course via the MITA Syllabus. These questions were revised according to the comments and suggestions of experts received from face to face discussion before the interviews were conducted. The interview took place after students were given the questionnaire. The researcher asked students for permission to use a tape recorder before the interview took place to ensure that the researcher would not miss the important points while interviewing.

3.7.7 Student's Multiple Intelligences Inventory

Understanding student's multiple intelligences is very important for this study; it was handled in the early step of the study. For doing so, Students' Multiple Intelligences Inventory (Webber, 2005), a Survey for Covering Your Strongest Intelligences (Armstrong, 2000), and Multiple Intelligences Inventory (McKenzie, 1999) were applied to construct Student's Multiple Intelligences Inventory to survey student's multiple intelligences in Thai context.

The new student's multiple intelligences inventory was created and developed by the following procedures:

1. The researcher studied literatures on Multiple Intelligences Inventory.

2. The researcher created the Student's Multiple Intelligences Inventory adapted from Students' Multiple Intelligences Inventory (Webber. 2005), a Survey for Covering Your Strongest Intelligences (Armstrong 2000), and Multiple Intelligences Inventory (McKenzie 1999).

3. After finishing creating a Students' Multiple Intelligences Inventory, it was sent to the expert in English Language Teaching Suranaree University of Technology, and Multiple Intelligences Theory at Mahasarakham University to evaluate the content validity of the Student's Multiple Intelligences Inventory.

4. The Multiple Intelligences Inventory was revised according to the comments of experts received from face to face discussion and telephoning discussion.

5. The Multiple Intelligences Inventory was tried out with 30 samples for the reliability via SPSS.

6. The reliability of the Multiple Intelligences Inventory was checked, using method of Coefficient Alpha of Cronbach (A-kakul, 1999). The result of the Coefficient Alpha of Cronbach of the reliability of the Student's Multiple Intelligences Inventory was 0.83.

3.7.8 English Proficiency Test

Even the Multiple Intelligences theory encourages the teacher use multiple assessments to assess students' achievement, it is necessary for this study to construct English Proficiency Test for answering the research question. Hence, the tests were adapted from the standardized midterm and final tests of the English Department of Rajamangala University of Technology Isan Kalasin Campus to assess students' learning achievement for both groups. Through students' score of English Proficiency Test, the researcher could see whether students improve their learning. The test development was conducted as follows.

1. The researcher studied a curriculum and related literature and set the testing objectives corresponding to the learning objectives in the English Conversation for Daily Life lesson.

2. The researcher adopted a multiple-choice test with four alternatives for 60 items from the standardized midterm and final tests of the English Department of Rajamangala University of Technology Isan Kalasin Campus.

3. The tests were sent to expert in English Language Teaching at Suranaree University of Technology who was academically qualified to check content validity. The content was then adjusted to their suggestions received from face to face discussion.

4. The tests were proved in terms of the test items and analyzed by using the Item Analysis System (IAS) developed by Kaimook (2002). This process was to find out the quality in terms of the discrimination, difficulties and reliability using the KR-20. Forty items were chosen and the results showed that the level of difficulty (p) of the English proficiency test was 0.333 – 0.630, and the level of discrimination (r) was 213 – 0.663, while the reliability (KR 20) was 0.82.

3.8 The Multiple Intelligences Teaching Model (MITA Model)

This study attempts to develop a course on English Conversation I under the principle of Multiple Intelligences Theory to teach the third-year students at Rajamangala University of Technology Isan Kalasin Campus. The MITA Model was derived according to the models from Dick & Carey (1985), and Suppasetserree (2005) because they are clear and match the aims of this study. The MITA Model is illustrated in Figure 3.3.

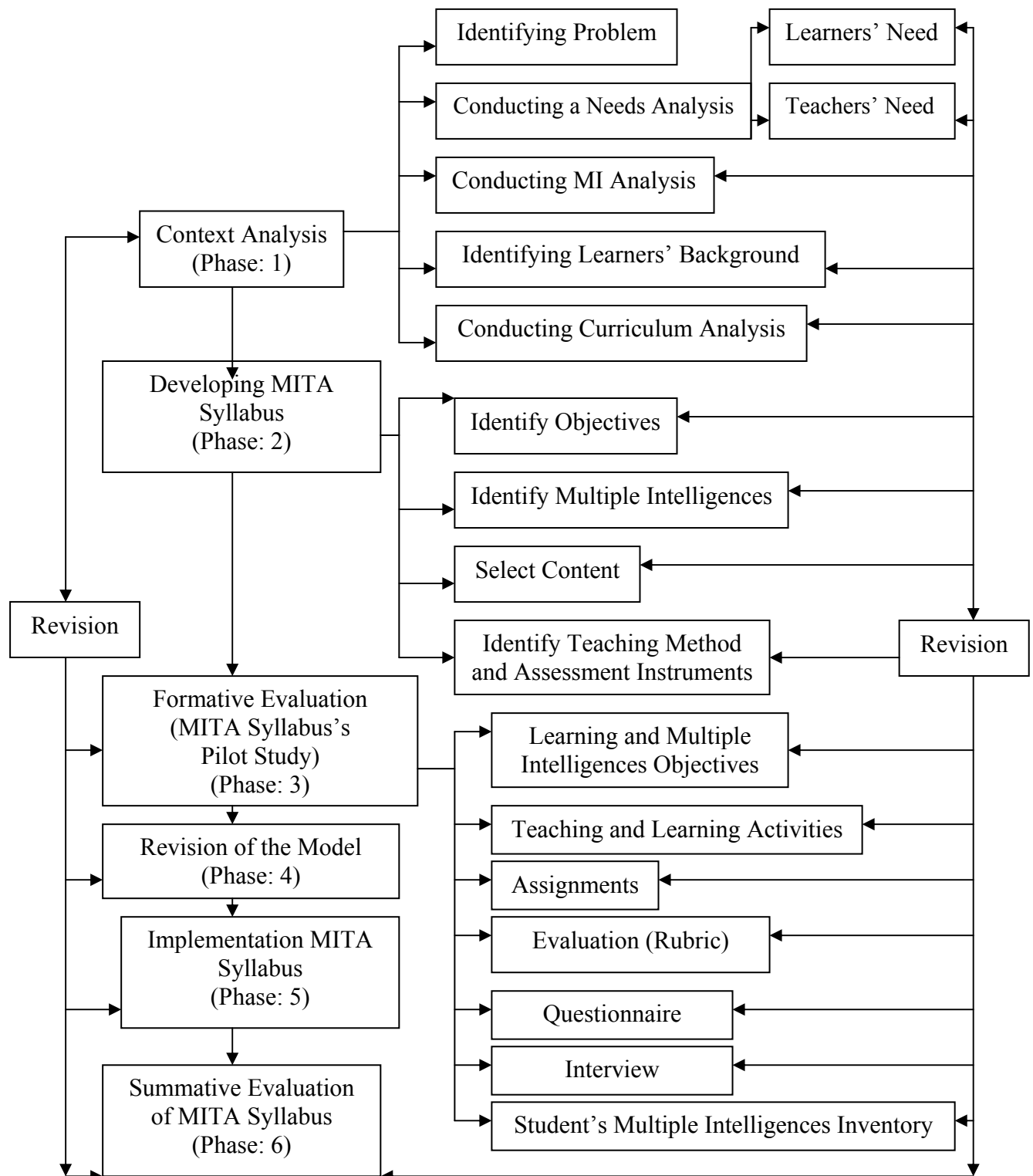


Figure 3.3: The MITA Model for Developing the MITA Syllabus for Teaching

English Conversation I

Figure 3.3 illustrates the MITA Model for developing the MITA Syllabus to teach English Conversation I course. The stages and details of the MITA Model are discussed below:

Phase 1: Context Analysis

In order to conduct foreign language instruction in any particular context, the researcher has to analyze each factor within this context to identify those factors that can possibly affect the success of implementation, and try to find the solutions or protections in advanced. Therefore, the first step in the model is to identify problems, needs and expectation of learners, and teachers. The data obtained will be used as a framework of goals for developing English Conversation I course.

1.1 Identifying Problems

The aim of the first step is to identify the existing problems and search for the possible and appropriate answers to those problems in developing the MITA Syllabus in advance. The problem of Rajamangala University of Technology Isan Kalasin Campus is the lack of a stable teaching approach for English. The researcher, therefore, decided to develop the MITA Syllabus to teach English Conversation I course. The researcher hopes that the MITA Syllabus will be used by others to teach their students or use it as a guide for developing the content and teaching approach for teaching other English courses.

1.2 Conducting A Needs Analysis

The next component in this phase is conducting a needs analysis. The purpose of this step is to determine what the learners want to be able to do and what the teachers want their learners to be able to do when they have finished the course. If needs are clear, the objectives of learning can be expressed more easily and precisely,

and the language course can become effective. A needs analysis in this study uses a triangulation method. The two main tools, semi-interview and questionnaire, will be administered to collect needs stated by learners, and teachers about the English Conversation I course. The researcher determined the current state of skills, knowledge, and abilities of the students who are going to study the English Conversation I course in the new academic year. Moreover, the researcher took into consideration the needs of teachers to examine the institutional goals, curriculum goals, and internal and external factors of English teaching.

1.3 Conducting MI Analysis

All individuals have personal intelligence profiles that consist of combinations of at least seven different intelligence types (Gardner 1983). Therefore, identifying learners' multiple intelligences is very important in this study. It was done in the early step of the MITA model to find out what their intelligence profiles are. The results were used to develop the MITA Syllabus and to group students for learning through the MITA Syllabus. It was done again to find out whether the learners strengthened new type of intelligences through the MITA Syllabus and to find out the relationship of students' learning achievement and their particular set of intelligences. According to the reliability of the data collected, the triangulation method for collecting learners' multiple intelligences was administered. The research tools that were employed to gather learners' multiple intelligences in this study consist of student's multiple intelligences inventory, and semi- structured interview.

1.4 Identifying Learners' Background

This step attempts to determine the differences of learners' language ability, current knowledge, preferences, and attitudes. According to individual differences,

some learners will know more than others, some learners like to learn in a different way than others and some learners have positive attitudes towards learning. The researcher has to be aware of where to start developing the MITA Syllabus. According to the statements stated above, learner's differences were considered as a part of developing MITA Syllabus. In this study, the learner's knowledge was considered from student's GPA on English course in previous semester. For the other aspects, semi-structured interviews was administered to find out the results.

1.5 Curriculum Analysis

The aim of this step is to identify skills, knowledge, and attitudes of the learners in the requirements of curriculum. This procedure helps in developing the MITA Syllabus to meet the goals of curriculum. The researcher has studied the curriculum of English Conversation I course at Rajamangala University of Technology Isan Kalasin Campus for developing the MITA Syllabus.

Phase 2: Developing MITA Syllabus

The purpose of the second phase is to develop the MITA Syllabus after analyzing many components mentioned above. The contents in the MITA Syllabus were based on the requirements of the curriculum and syllabus of English Conversation I course, and needs of learners and teachers. A logical sequence in developing of the MITA Syllabus enables the learner to easily follow from simple to complex conditions. Moreover, only necessary components that the learners can actually use in real life will be chosen for the MITA Syllabus.

There are 4 sub-phases in creating the MITA Syllabus including identifying learning objectives, identifying multiple intelligence objectives, selecting content and identifying teaching and assessment methods.

2.1 Identifying Learning Objectives

The aim of this step is to rephrase learning objectives as statements. This process was based on the results of needs of learners and teachers. The statements identify skills, knowledge, and abilities which required the learners to perform for the success in each unit in the MITA Syllabus.

2.2 Identifying Multiple Intelligences Objectives

Identifying multiple intelligences objectives is the importance process in developing the MITA Syllabus. The researcher tried to specify the different types of intelligence which are necessary for students to use in solving problems and doing their work in every unit in the MITA Syllabus. The MITA Syllabus for this study tries to encourage students to use all nine of their intelligences in learning; some intelligences were only slightly used according to the content of English Conversation I course, but all nine were used.

2.3 Selecting Content

In this step, the contents in each unit of the MITA Syllabus will be based on the results of needs analysis of learners, teachers, and the curriculum. The content description includes what the learners need to learn and what the teachers expect the learners to study. The needs of those people were analyzed, categorized and selected by the research according to the appropriateness, possibility, and necessity for the future of learners. The new contents were focused on developing knowledge, skills, and abilities that are required by learners and teachers for the real situation in the learners' future.

2.4 Specifying Teaching Method and Assessment

Based on the information from the early steps, the teaching method and assessment will be specified in this step. As mentioned above, this study aims to

employ the multiple intelligences theory in learning English Conversation I course. The teaching approach of every unit in this MITA Syllabus is under the principle of multiple intelligences theory. The six steps of the MITA Syllabus creates the learning activities and assessment that encourage students to use all their intelligences to solve problems, express their knowledge, and create their work. According to the multiple intelligences theory, it requires new assessments that differ from the traditional evaluation. Rubrics scoring assessment was adapted for the MITA Syllabus. Since multiple intelligences theory encourages multiple assessments, it is necessary for this study to use the midterm and final tests required by the regulation of Rajamangala University of Technology Isan Kalasin Campus. Hence, the tests were administered to assess students' learning achievement for both experiment and controlled groups.

Phase 3: Formative Evaluation (MITA Syllabus's Pilot Study)

To evaluate the effectiveness of the MITA Syllabus, the formative evaluation was done in three steps of the pilot study including one-to-one testing, small group testing, and field trial testing. The purpose of each step was to improve the lessons and research instruments including learning objectives, multiple intelligences objectives, learning activities, assignment, rubric assessment, questionnaire, semi-structure interview, and student's multiple intelligences inventory.

An evaluation was carried out as part of the process of a pilot study of the MITA Syllabus in order to find out what is working well, what is not, and what problems need to be addressed and resolved. The data obtained from the three steps of the trial were used to revise and improve the MITA Syllabus in the revision phase.

Phase 4: Revision of the Model

After the formative evaluation step, the revision of the MITA Syllabus will be administered. Data from the formative evaluation was summarized and interpreted to attempt to identify difficulties experienced by learners in achieving the learning objectives, multiple intelligences objectives, learning activities, assignment, and assessment in MITA Syllabus before it was implemented in the next phase.

Phase 5: Implementation Lesson Plan

After the MITA Syllabus was revised in the revision phase, it was implemented with the fourth - year students at Rajamangala University of Technology Isan Kalasin Campus in the academic year 2009.

Phase 6: Summative Evaluation

Dick & Carey (1985) states that although summative evaluation is not part of the design process, most teachers and program administrators need to conduct one to make decisions about the worth or value of the instruction. Moreover, they said that this kind of evaluation related to determining the effectiveness of the course, its efficiency, and to some extent with its acceptability. Therefore, the summative evaluation will be administered to evaluate the MITA Syllabus after its implementation.

3.9 Multiple Intelligences Teaching Approach Lesson (MITA Lesson)

The multiple intelligences teaching approach Lesson (MITA Lesson) in this study was developed by the researcher adapting from MITA of Webber (2000). The MITA Lesson was developed under the principles of problem-based learning, brain-based learning and multiple intelligences theory to develop the new teaching

technique, learning activities, and assessment which focuses on individual differences of students. The MITA Lesson focuses on encouraging the learners to use their intelligences in learning English through the learning activities provided which cover nine intelligences. There are six steps of MITA Lesson in this study as described below:

Step 1: Informing Learning Objectives for Clear Goals

Assumption: When the students know exactly where they are going, they will be more likely to reach that place successfully and correctly. Clear goals will help to ensure correct and deeper understanding of each topic, good preparation, and less class management problems. MITA Lesson promotes teachers to state the clear and useful learning objectives to help students to reach the correct destination.

Step 2: Using Questions to Stimulate and Guide Student's Learning

Assumption: Good and challenging questions will stimulate students to explore the knowledge. Using questions related to students' needs, interests, and abilities to describe the scope and content that are necessary for learning objectives in the lesson and to guide them to the point of learning.

Step 3: Informing Rubrics for Multiple Assessments and Quality of Work

Assumption: With specific and clear expected outcome of students' work, the researcher believes that the students will reach their destination happily. Knowing the expected outcome and criteria to evaluate their work in advance by providing them the effective rubrics can guide students to work effectively and happily.

Step 4: Analyzing New Information for Expressing Knowledge in Multiple Ways

Assumption: Individual has a different way to acquire and express their knowledge. The MITA Lesson stimulates student to use their range of intelligences to

explore and analyze the new information obtained from multiple resources for creating their works.

Step 5: Reflecting for Ongoing Development

Assumption: Reflection is like a mirror in which you can see yourself. Reflective tasks at the end of each unit in the MITA Lesson will highlight the strengths or weaknesses that need to be adjusted in their work.

Step 6: Summarizing the Lesson

Assumption: Summarizing all steps at the end of each unit helps students to recall and memorize the new knowledge permanently.

3.10 Data Analysis

The data obtained from different research instruments were analyzed and interpreted in two ways; quantitatively and qualitatively.

3.10.1 Quantitative Data Analysis

Quantitative data analysis included the data obtained from a rubrics assessment and test, a model evaluation form, questionnaire, and student's multiple intelligences inventory.

3.10.1.1 The Data Obtained from Rubrics and Tests

The data obtain from rubrics and tests were calculated for effectiveness of the MITA Syllabus using an E1/E2 formula for the 80/80 standard level. Moreover, the independent sample t-test used via SPSS software to calculate the mean scores of rubric and test to find out the significant differences between learning achievement of the experimental and the control groups.

3.10.1.2 The Data Obtained from Questionnaire of MITA Syllabus

The criteria for evaluating of questionnaire were adapted from Suppasetserree (2005) for the appropriateness in this study. The data from a four-point rating scale was calculated for the arithmetic means. These means showed the students' attitudes toward learning via the MITA Syllabus. The criterion of means was from a range divided by number of levels created. This was $(4-1) / 3 = 1$ for each level and the means were added up with 1. The following criteria were used for interpretation.

Table 3.1 The Criteria for the Interpretation of the Scores from Questionnaire

Means	Interpretation
1.00-2.00	Students state negative attitudes toward learning MITA Syllabus
2.01-3.00	Students state positive attitudes toward learning MITA Syllabus
3.01-4.00	Students state very positive attitudes toward learning MITA Syllabus

3.10.1.3 The Data Obtained from Student's Multiple Intelligences Inventory

The data obtained from student's multiple intelligences inventory were calculated to find the number and degree of each type of intelligence of students. The results were used to group students according to their profile. Moreover, the Multiple Regression was used to find the relationships between the students' intelligences and student's learning achievement from the results obtained from the student's multiple intelligences inventory.

3.10.2 Qualitative Data Analysis

Qualitative data includes the data obtained from both an open-ended questionnaire and a semi-structured interview, which were transcribed and analyzed using a coding technique. For the reliability of the results of coding, using the inter-rater technique was used.

3.11 Procedures of Pilot Study of the MITA Syllabus (Formative Evaluation)

In this phase, the researcher organized the pilot study and formative evaluation of the developed the MITA Syllabus to find out its effectiveness. The procedures of the pilot study are discussed below:

According to Dick and Carey (1985), formative evaluation is the process used to improve instruction after the first draft was developed. Formative evaluation contains three steps including one to one evaluation, small-group evaluation, and field trial evaluation. For the construction and effectiveness of the formative evaluation, the details were shown as follow:

Subjects

The subjects for this pilot study were 36 fourth-year students who were studying English Conversation I in accounting program at Rajamangala University of Technology Isan Kalasin Campus, Kalasin, Thailand. The MITA Syllabus was tried out with 3 students in one to one testing in the first semester of 2008 academic year. The small group testing was conducted with 6 students in the second semester of 2008 academic year. Finally, the MITA Syllabus was tried out in the field study testing with 27 students in the first semester of the 2009 academic year.

The One to One Testing

The first step is one-to-one testing. There were three students with different English proficiency levels, which represented above average, moderate and below average students participate in this step. The criteria for discriminating student's levels of English proficiency refer to a students' grade in an English course in the previous semester. Students who got an A or B+ in the English course in the previous semester were labeled as above average; students who got B, C+, or C in the previous English were labeled as moderate; students who got lower than C in the previous English course were labeled as below average. After completing the first unit, three representatives of each group were chosen and asked to give the comments or attitudes of learning English Conversation I via the MITA Syllabus. The data obtained were used to improve the MITA Syllabus in the next unit to facilitate their learning.

The Small Group Testing

The following trial is the small group testing, consisting of six students with three different levels of English proficiency collected from the same procedure as mentioned above. After finishing learning through the MITA Syllabus in the next unit, the six students mentioned above were asked to give comments and attitudes about learning via the MITA Syllabus. The materials used in the MITA Syllabus were revised according to the comments and attitudes of students learning via the MITA Syllabus.

The Field Study Testing

The last step of trials was the field study testing. This step included 27 students. All of them were asked to learn English Conversation I via the MITA Syllabus. After completing every unit of the MITA Syllabus, students' achievement scores of the student's works and the tests scores from the three trials were

determined for the effectiveness of the MITA Syllabus on criteria of the 80/80 standard level (Brahmawong, 1978).

The scores of rubrics and tests from the pilot study were calculated for effectiveness by using Effective Index or E1/E2 formula as described below.

$$E1 = \frac{A}{\bar{X}} \times 100$$

$$E1 = \frac{A}{\bar{X}} \times 100$$

\bar{X} = Average score that all students obtain from exercises during learning through MITA Syllabus.

A = Total score of the exercises in the MITA Syllabus

$$E2 = \frac{\bar{X}}{B} \times 100$$

E2 = Effectiveness of the learning outcomes

\bar{X} = Average score that all students obtain from the midterm and final exam.

B = Total score of midterm and final exam.

3.12 Research Instruments Used in Pilot Study of MITA Syllabus

The instruments used to assess the MITA Syllabus in a pilot study are as follows:

3.12.1 Multiple Intelligences Teaching Approach Lesson (MITA Lesson)

A MITA Lesson for teaching English Conversation I course was developed by the researcher under the framework of Multiple Intelligences Theory to promote students' autonomous learning and improve students' learning achievement.

3.12.2 Rubrics Assessment

A rubrics assessment for the English Conversation I course was constructed by the researcher to assess and grade students' learning behavior during the learning process.

3.12.3 Questionnaire

To explore students' attitudes toward learning English Conversation I course via the MITA Syllabus, a questionnaire was administered to collect the data.

3.12.4 Semi-Structured Interview

To elicit students' attitudes about learning English Conversation I course via the MITA Syllabus, students were asked to express their attitudes or comments about learning.

3.12.5 Student's Multiple Intelligences Inventory

Understanding student's multiple intelligences is very important for this study; it will be handled in the early step of the study. For doing so, Students' Multiple Intelligences Inventory (Webber. 2005), a Survey for Covering Your Strongest Intelligences (Armstrong. 2000), and Multiple Intelligences Inventory (McKenzie. 1999) were applied to construct Student's Multiple Intelligences Inventory for appropriateness in the Thai context.

3.12.6 English Proficiency Test

Even the Multiple Intelligences theory will encourage the teacher use multiple assessments to assess students' achievement, it was necessary for this study to construct midterm and final tests for answering the research. Hence, the tests were constructed by the researcher to assess students' learning achievement for both groups. Through students' learning achievement score of English Proficiency Test, the researcher could see whether students improve their learning.

3.13 Procedures of MITA Syllabus in Pilot Study

There are five research instruments that require students' improvement including the MITA Syllabus, rubrics assessment, students' multiple intelligences inventory, questionnaire, and semi-structured interview. They were used during the in the pilot study according to the processes described below:

1) The Student's Multiple Intelligences Inventory was employed to 27 students. They were asked to give comments about the language used in each statement. After revising the statements of student's multiple intelligences inventory, the results were analyzed for the reliability and internal consistency by the Cronbach Alpha using SPSS software.

2) Three subjects for single experimental assessment were carried out for one-to-one testing of the MITA Syllabus.

3) Ten subjects were chosen for small group testing.

4) 27 subjects for the field study testing were employed

5) From steps 1, 2 and 3, the data received from the MITA Syllabus were analyzed by using the effectiveness calculation of the criterion based on Brahmawong's (1978) formula of $E1/E2$ for 80/80 standard level.

6) In addition, the questionnaire for attitudes assessment was administered after students learn via the MITA Syllabus They were asked to give comments about the language used in each statement; the data were analyzed for its reliability and internal consistency by the Cronbach Alpha using SPSS software.

7) Finally, the semi-structured interview was administered to students. They were asked to give comments about the language used in each statement. The researcher revised the statements according to the comments of students.

To administer the pilot study, the evaluation of effectiveness of the MITA Syllabus was conducted as illustrated below.

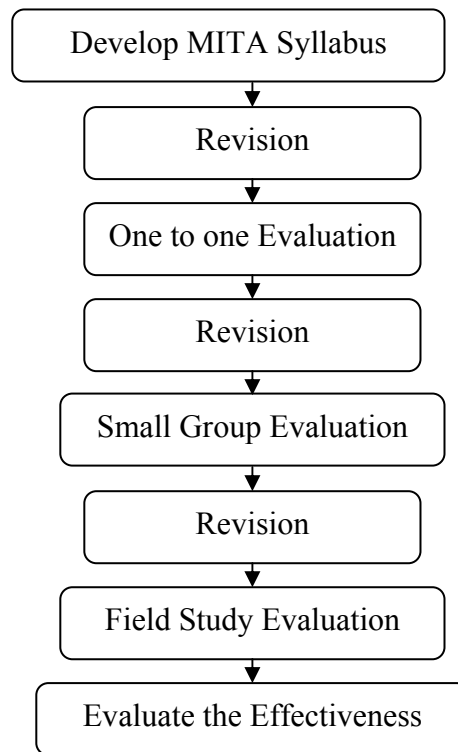


Figure 3.4: Procedures of the English Conversation I Syllabus in Pilot Study

3.14 Summary

In short, this chapter presents a research procedure. There was a description of population, samples, research methodology, research instruments, and procedures of a pilot study given. In addition, methods for collecting both quantitative and qualitative data were described and instruments specified. Finally, the data analysis from a variety of instruments was identified.

CHAPTER 4

RESULTS OF THE STUDY

4.1 Introduction

This chapter presents the research findings which are organized according to the four main purposes of the study as stated in Chapter 1:

1. To develop an effective syllabus for teaching the English Conversation I course based on multiple intelligences theory to teach the fourth-year students at Rajamangala University of Technology Isan Kalasin Campus based on the 80/80 standard.

2. To compare the students' English proficiency that was taught through the MITA Syllabus and those via a traditional method

3. To compare students' Multiple Intelligences both before and after learning through the MITA Syllabus.

4. To explore the relationship between students' English proficiency and each intelligence.

5. To explore the student's attitudes towards learning English Conversation I Course via the MITA Syllabus.

4.2 Results

4.2.1 The Result of the Development of the MITA Syllabus for Teaching the English Conversation I Course Based on Multiple Intelligences Theory

The researcher conducted three trials on the implementation of the MITA Syllabus in order to improve all the components including individual, small group, and field study trials. The final results of the three trials are illustrated in Table 4.1.

Table 4.1 The Results of the Development of the MITA Syllabus for Teaching the English Conversation I Course Based on Multiple Intelligences Theory

Trials	E1 (Effectiveness of Process)	E2 (Effectiveness of Product)
Individual Testing	76.58	72.24
Small Group Testing	79.87	78.32
Field Study Testing	80.04	80.46

Table 4.1 provides an analysis of the trials showing the effectiveness of the process and product for the individual test of the MITA Syllabus was lower than the criteria of 80/80. It could be said that the instruction, learning activities, and assessments were not appropriate to the students' learning abilities. According to students' feedback and opinions from the students' interviews, it was found that students required a better explanation of the process of learning through the MITA Syllabus, including the process of presenting their work and the differences of criteria in the rubrics assessment. Therefore, the lessons were revised according to the comments and suggestions of the students.

Consequently, the results of the small group test demonstrated that the efficiency of the process and product was improved so that it was close to the criteria

of 80/80. This must be related to the revision of the MITA Syllabus according to the comments and suggestions of students. Finally, the effectiveness of the process and product for the field study test was 80.04/80.46 which was higher than the criteria of 80/80.

4.2.2 The Results of Students' English Proficiency in the Experimental and Control Groups

The scores of the English Proficiency Test of the experimental and control groups were used to determine their English proficiency after studying the English Conversation I Course. Moreover, students' scores for learning activities were shown as supportive data. The results showed that the English proficiency of both groups increased (see Table 4.2).

Table 4.2 The Results of Students' English Proficiency for the Experimental and Control Groups

Group	Sources of Scores	Score	Mean	S.D.	N
Experimental	English Proficiency Test	20	16.08	2.84	33
	Learning Activities	80	70.46	5.28	
Control	English Proficiency Test	20	8.63	1.57	33
	Learning Activities	80	62.12	2.27	

Table 4.2 reveals that the students' scores on the English proficiency Test in the experimental group learned via the MITA Syllabus were higher than those of the control group which learned through the use of traditional methods. Moreover, the

students' scores on the learning activities of the experimental group were also higher than those of the control group. In addition, to explore whether students' scores on the English proficiency Test and learning activities of the experimental group and the control group were significantly different, their scores were compared and calculated for statistical differences. The results are presented in Table 4.3.

Table 4.3 The Results of a Comparison of Students' English Proficiency Test and Students' Scores for Learning Activities for the Experimental and Control Groups

Group	Independent-Samples T-Test						Sig. (2-tailed)	
	Mean	S.D.	Mean Difference	95% confidence Interval of the Difference		t		df
				Lower	Upper			
EPT								
EG	32.15	2.84	15.04545	13.91131	16.17960	26.648	64	.000
CG	17.1	1.57						
LAS								
EG	70.46	5.28	8.33333	6.31513	10.35154	8.325	43.434	.000
CG	62.12	2.27						

EPT = English Proficiency Test, LAS = Learning Activities Scores, EG = Experimental Group, CG = Control Group

According to Table 4.3, it is obvious that there are highly significant differences between students' English Proficiency Test scores and students' scores for the learning activities of both the experimental and control groups at the level of .05. This indicates that the students who studied the English Conversation I Course via the MITA Syllabus had better English Proficiency Test and higher scores for the learning

activities scores than those who studied the English Conversation I Course through the traditional method.

Table 4.4 The Results of Students' English Proficiency for the Pre-Test and Post-Test

Group	Sources of Scores	Score	Mean	S.D.	N
Experimental	Pre - Test	20	4.63	1.70	33
	Post - Test	20	16.08	2.84	
Control	Pre - Test	20	4.78	2.27	33
	Post - Test	20	8.63	1.57	

Table 4.4 shows that the students' scores for the English Proficiency Test of both groups was higher in the post-test. In addition, to examine whether scores of their English Proficiency Test increased significantly, pre-test and post-test scores of each group were compared and calculated for statistical differences. The results are presented in Table 4.5.

Table 4.5 The Results of a Comparison of Pre – Test and Post – Test Scores for the English Proficiency Test for the Experimental Group

Group	Independent-Samples T-Test						Sig. (2-tailed)	
	Mean	S.D.	Mean Difference	95% confidence Interval of the Difference		t		df
				Lower	Upper			
EG PRE	8.63	2.36	- 22.87879	-24.16443	-21.59315	-35.574	61.93 8	.000
POST	32.15	2.57						

EG = Experimental Group, PRE = Pre-Test, POST = Post-Test

As shown in Table 4.5, there is a highly significant difference between students' pre- and post-test scores of English Proficiency Test for the experimental group at the level of .05. This indicates that the students in the experimental group had better scores of English Proficiency Test after learning through the MITA Syllabus. It could be said that the MITA Syllabus helped students to significantly improve their English proficiency in studying the English Conversation I Course

Table 4.6 The Results of a Comparison of the Pre – Test and Post – Test Scores for the English Proficiency Test of the Control Group

Group	Independent-Samples T-Test						Sig. (2-tailed)	
	Mean	S.D.	Mean Difference	95% confidence Interval of the Difference		t		df
				Lower	Upper			
CG PRE	9.55	2.94	-7.561	-8.72516	-21.59315	-6.396	49.809	.000
POST	17.11	1.57						

CG = Control Group, PRE = Pre-Test, POST = Post-Test

Even though the results illustrated in Table 4.6 show that there was a highly significant difference between the students' pre- and post-test scores of English Proficiency Test for the control group at the level of .05, the mean score was lower than the mean score for the students' pre- and post-test scores on the English Proficiency Test for the experimental group. It is concluded that learning through the MITA Syllabus seems to help students improve their English Proficiency better than learning via the traditional method.

4.2.3 The Results of a Comparison of the Students' Multiple Intelligences on Learning through the MITA Syllabus

The Multiple Intelligences Inventory was administered to students in the experimental group before learning the MITA Syllabus to explore their Multiple Intelligences. Consequently, the students took the Multiple Intelligences Inventory again after they had finished studying via the MITA Syllabus to explore whether the MITA Syllabus could increase students' Multiple Intelligences. The data obtained were compared with the independent t-test. Table 4.7 shows that there were significant differences in the results.

Table 4.7 The Results of Students' Multiple Intelligences for Both Before and After Studying Through the MITA Syllabus

MI	Independent-Samples T-Test						Sig. (2-tailed)	
	Mean	S.D.	Mean Difference	95% confidence Interval of the Difference		t		df
				Lower	Upper			
V								
Pre	8.73	.63	-2.69697	-3.15382	-2.24012	-11.860	49.530	.000
Post	11.42	1.15						
L								
Pre	7.52	.71	-1.63636	-2.15539	-1.11734	-6.334	49.587	.000
Post	9.15	1.30						
Vs								
Pre	7.88	.78	-1.78788	-2.35047	-1.22529	-6.383	50.011	.000
Post	9.67	1.41						
B								
Pre	8.21	.89	-1.72727	-2.37980	-1.07475	-5.318	49.472	.000
Post	9.94	1.64						
M								
Pre	8.64	.93	-1.42424	-2.02712	-.82137	-4.736	54.352	.000
Post	10.06	1.46						
Ie								
Pre	8.30	.64	-2.60606	-3.05020	-2.16192	-11.778	51.272	.000
Post	10.91	1.10						
Ia								
Pre	8.39	.67	-2.63636	-3.16116	-2.11157	-10.038	63.429	.000
Post	11.03	1.12						
N								
Pre	7.97	.73	-2.54545	-3.05947	-2.03144	-9.943	50.805	.000
Post	10.52	1.28						
E								
Pre	8.33	.82	-2.81818	-3.30146	-2.33490	-11.671	58.485	.000
Post	11.15	1.12						

MI = Multiple Intelligences, V = Verbal / Linguistics, L = Logical / Mathematics, Vs = Visual / Spatial, B = Bodily / Kinesthetic, M = Musical / Rhythmic, Ie = Interpersonal, Ia = Intrapersonal, N = Naturalistic, E = Existential

Table 4.7 shows that there are highly significant differences between students' Multiple Intelligences for before and after learning through the MITA Syllabus at the level of .05. These indicate that, learning through the MITA Syllabus seems to improve all nine Multiple Intelligences of the students.

4.2.4 The Results of the Relationship between Students' English Proficiency and Each Intelligence

To explore the relationship between students' English proficiency and each Intelligence, the data obtained from the Multiple Intelligences Inventory were calculated with the Multiple Regression Analysis. Table 4.8 presents the results to show that there were significant differences.

Table 4.8 The Analysis of Multiple Regression on the Relationship between Students' English Proficiency and Each Intelligence

Predictable Value	B	Std. Error	Beta	t	Sig.	R	R ²
(Constant)	-.536	.814		-.659	.517		
V	.390	.061	.890	6.430	.000	.791	.625
L	-.042	.051	-.109	-.831	.415	.030	.001
Vs	-.086	.053	-.241	-1.607	.122	.059	.003
B	.026	.041	.085	.635	.531	.013	.000
M	.017	.041	.049	.408	.687	.327	.107
Ie	.030	.064	.066	.469	.643	.327	.107
Ia	-.060	.069	-.121	-.870	.393	.219	.048
N	.027	.050	.069	.540	.594	.035	.001
E	-.058	.059	-.131	-.986	.334	.118	.014
R = .846				R ² = .746			

V = Verbal / Linguistics, L = Logical / Mathematics, Vs = Visual / Spatial, B = Bodily / Kinesthetic, M = Musical / Rhythmic, Ie = Interpersonal, Ia = Intrapersonal, N = Naturalistic, E = Existential

Table 4.8 demonstrates the results of a multiple regression analysis of students' English proficiency and each intelligence. The results showed that the nine variables accounted for 74.6% of the shared variance of students' English proficiency ($R^2 = .746$). Among the nine intelligences, only verbal / linguistic intelligence was highly and positively correlated to R^2 the most ($R^2 = .625$, $B = .390$). It could be a predictor of students' English proficiency, whereas, all other intelligences were not a predictor since no significant value was found from them. Nevertheless, four intelligences were not significant, but positively correlated with students' English proficiency: namely interpersonal intelligence ($R^2 = .107$, $B = .030$), naturalistic intelligence ($R^2 = .001$, $B = .027$), bodily / kinesthetic intelligence ($R^2 = .000$, $B = .026$), and musical / rhythmic intelligence ($R^2 = .107$, $B = .017$). On the contrary, four intelligences were not significant, but negatively correlated with students' English proficiency. They include visual / spatial intelligence ($R^2 = .003$, $B = -.086$), intrapersonal intelligence ($R^2 = .048$, $B = -.060$), existential intelligence ($R^2 = .014$, $B = -.058$), and logical / mathematics intelligence ($R^2 = .001$, $B = -.042$).

As mentioned above, verbal / linguistics intelligence was highly and significantly correlated with students' English proficiency at the level of .05. It had the predictability value of 74.6 percent for the students' English proficiency. To put it more specifically, when students gained one more point the in verbal / linguistics intelligence under the condition that the other eight intelligences kept the same point, they would gain .390 point in English proficiency. In addition, when students gained one more point in interpersonal intelligence under the same conditions that the other eight intelligences retained the same point, they would gain .030 point in English proficiency. Moreover, when students gained one more point in naturalistic

intelligence under the same conditions that the other eight intelligences kept the same point, they would gain .027 point in English proficiency. Still, when students gained one more point in bodily / kinesthetic intelligence under the same conditions that other eight intelligences kept the same point, they would gain .026 point in English proficiency. When students gained one more point in musical / rhythmic intelligence under the condition that the other eight intelligences kept the same point, they would gain .017 point in English proficiency. By contrast, when students gained one more point in visual / spatial intelligence under the same conditions that the other eight intelligences kept the same point, they would lose -.086 point in English proficiency. In addition, when students gained one more point in intrapersonal intelligence under the same conditions that the other eight intelligences kept the same point, they would lose -.060 point in English proficiency. Besides, students gained one more point in existential intelligence under the same conditions that the other eight intelligences kept the same point, they would lose -.058 point in English proficiency. Moreover, when students gained one more point in logical / mathematics intelligence under the same conditions that the other eight intelligences kept the same point, they would lose -.042 point in English proficiency. To conclude, only verbal / linguistic intelligence was positively correlated to students' English proficiency. It could be said verbal / linguistics intelligence contributes to students' English proficiency the most.

4.2.5 The Results of Students' Attitudes towards Studying the English

Conversation I Course via the MITA Syllabus

4.2.5.1 The Results of the Questionnaire

To explore the student's attitudes towards studying the English Conversation I Course via the MITA Syllabus, the researcher collected data using a

four-point rating scale questionnaire. The data obtained from the questionnaire was calculated for the arithmetic means. The results of the analysis are illustrated in Table 4.9 below.

Table 4.9 The Results of the Questionnaire

Statements	X	S.D.	Level of Satisfactory
1. Learning through the MITA Syllabus helps me understand my real abilities	3.48	0.508	Very Positive
2. Learning through MITA Syllabus helps me to succeed in English Conversation Course	3.45	0.617	Very Positive
3. Learning through the MITA Syllabus gives me a variety of academic information from many sources.	3.52	0.508	Very Positive
4. Learning through the MITA Syllabus gives me a chance to acquire and express knowledge in multiple ways.	3.27	0.719	Very Positive
5. Learning through the MITA Syllabus enhances my independence and cooperative learning.	3.48	0.566	Very Positive
6. Learning through the MITA Syllabus helps me make use of all my language skills	3.52	0.566	Very Positive
7. Learning through the MITA Syllabus enhances learning discipline.	3.42	0.614	Very Positive
8. Learning through the MITA Syllabus encourages me to get an expected grade.	3.48	0.619	Very Positive
9. Learning through the MITA Syllabus enhances my critical and logical thinking and improves my problem-solving skills.	3.58	0.613	Very Positive
10. Getting immediate feedback through the MITA Syllabus highlights any weak points which need to be improved.	3.55	0.564	Very Positive
Total	3.48	0.589	Very Positive

Table 4.9 presents the mean score of a students' attitude toward learning through the MITA Syllabus was 3.48 which was higher than 3.26. This indicates that the students had a very positive attitude toward learning English Conversation I

through the MITA Syllabus on as illustrated above. To consider each item, it was indicated that students had a very positive ($X = 4.58$) on item 9 (Learning through the MITA Syllabus enhances my critical and logical thinking and improves my problem-solving skill). However, students had a very positive ($X = 4.27$) on item 4 (Learning through the MITA Syllabus gives me a chance to acquire and express knowledge in multiple ways).

4.2.5.2 The Results of Semi-Structured Interview

According to the triangulation method of collecting and cross referencing data in this research, the semi-structured interview was administered as one of the two research tools which were used to elicit students' attitudes about studying the English Conversation I Course via the MITA Syllabus. The semi-structured interview was conducted with six mixed – language proficiency students. The results from the semi-structured interview are presented as follows:

When students were asked if they liked learning English through the MITA Syllabus, a hundred percent of students responded positively. They said that they liked learning English through the MITA Syllabus. Student's comments were:

“Learning through the MITA Syllabus is enjoyable.”

“It's fun and easy to understand the lesson learning through the MITA Syllabus.”

“The learning atmospheres are comfortable and relax.”

Regarding the above statements of students, it shows that students liked learning through the MITA Syllabus. This might be related to the fact that they found learning through the MITA Syllabus was fun, and it made them feel more at ease.

Moreover, the comfortable learning atmosphere of learning via the MITA Syllabus made them learn happily and effectively as shown in the scores of students.

When asked about the aspects that students liked most from learning English through the MITA Syllabus, a hundred percent of the students responded that they liked the presentation in the MITA Syllabus. The students' comments were:

“I like the presentation time. In the first unit, I felt scared when speaking English. However, it disappears in the following units.”

“I was shy for speaking English in the front of the classroom, but I was familiar with speaking English and the shyness was slightly faded away.”

According to the statements above, it can be seen that the presentation phase of the MITA Syllabus was the most liked by the students. This might be related to the cooperative learning that student learned through the MITA Syllabus in their groups. The members in each group had to help each other create and prepare their group presentation. If they forgot the dialogue while they were presenting their presentation, the other members in the group could help each other.

When the students were asked to describe what they did not like from learning through the MITA Syllabus, eighteen percent of students did not mention anything. Only sixteen percent mentioned what they did not like in learning through the MITA Syllabus. The students' comments were, for example:

“Sometimes the learning atmosphere was too comfortable. It makes many students pay less attention to their learning.”

From the problem mentioned above, it was found that the comfortable learning atmosphere could cause problems in learning. This problem was found while

students were studying and sharing their information for creating their work, many students did not pay attention, but talked about something else. The data imply that teacher should pay more attention to students in learning through the MITA Syllabus, especially in the phase that allows them to share their information in order to improve their work.

When asked about the convenience of learning through the MITA Syllabus, a hundred percent of the students responded positively. The students' comments were:

“I think learning through the MITA Syllabus was very comfortable.”

“I felt relax while learning through MITA Syllabus.”

Regarding the statements mentioned above, it shows that the learning atmosphere of the MITA Syllabus was appropriate. This might be related to students who had to learn and create their work independently according to their language ability. Moreover, it was found that the MITA Syllabus encouraged students to enjoy studying English.

When asked if they wanted to study the English course through the MITA Syllabus next time, a hundred percent of students stated that they wanted to learn English through the MITA Syllabus again. However, thirty-two percent of the students mentioned the nature of the course that would be taught through the MITA Syllabus. The students' comments were:

“It's good. I like learning English in this style.”

“I like it very much. It makes me feel relax and fun for learning English.”

“I think learning English in this style is good for me”

“I think it depends on the nature of each English course.”

“I think so. If the subject is about writing, it might be difficult to learn in this style.”

According to the data obtained from the interviewees, it was found that studying through the MITA Syllabus was enjoyable and it made students want to study English more. However, the data obtained imply that the teachers who want to implement the MITA Syllabus should be careful about the nature of the subjects that they focus on. Teachers should focus more on speaking, listening and reading than on writing.

CHAPTER 5

DISCUSSION

5.1 Discussion

The results of the study revealed that the MITA Syllabus was effective for English language teaching. The evidence for the effectiveness of the MITA Syllabus is discussed below:

5.1.1 For answering research question 1, the MITA Syllabus was proven to be effective according to the criteria 80 / 80 standard. Scores from the learning process and the test were 80.04/80.46. This might be related to the following processes involved in conducting the MITA Syllabus.

Firstly, the MITA Syllabus was developed by the researcher step-by-step. Every step in developing the MITA Syllabus was considered by experts in both Teaching English as a Foreign Language (TEFL) and Instructional System Design (ISD) at Suranaree University of Technology (SUT). All materials in the MITA Syllabus were sent to the experts to evaluate. They were revised according to the suggestions of the experts.

Secondly, the content in the MITA Syllabus was based on the results of a needs analysis of students which supported their needs and interests. This makes students pay more attention to the content of each unit. Moreover, the teacher's needs analysis suggested ways of teaching, evaluation, and classroom management. However, the scope of the course content is based on the regulations of the course as

stated in the curriculum. Thirdly, the lesson plans used in the MITA Syllabus was created by the researcher and it was systematically based on the Multiple Intelligences Theory. The six step lesson plan encouraged students to use their intelligences in learning and presenting their knowledge while the teacher facilitated them when necessary.

Moreover, the activities in each step promoted co-operative learning. Every student in the group had to share their intelligences in researching information, creating and presenting information to the group (role play in conversation in various situations). Besides, the MITA Guide for students designed by the researcher helped students by controlling their learning towards a correct target according to the activities provided which supports each activity in the six steps of the lesson plan.

Finally, the rubric assessment for the MITA Syllabus helped students to attain their expected learning outcomes for their individual work and group presentation according to their language proficiency. This corresponds with Nitko (2001) who states that using rubrics are probably more appropriate when performance tasks require students to create some sort of response and where there is no definitive correct answer. According to the evidence mentioned above, it can be seen that all the material and activities in the MITA Syllabus designed by the researcher worked and supported each other properly. This makes the MIT Syllabus effective for language teaching according to the 80 / 80 standard.

Although the students' scores in both the process and learning activities score (E1) and the results of product of the English Proficiency Test (E2) met the 80 / 80 standard, but they were slightly exceeded. This might be the result of the students' background in their studies of English. According to the objectives of the

Rajamangala University of Technology Isan Kalasin Campus, which are to give educational opportunities to students in rural areas, the students were, therefore, not required to take an entrance exam. They can learn what they want to learn. Consequently, the students' English ability was limited. That was why the students' score slightly met the accepted 80 / 80 standard.

According to the scores of product or English Proficiency Test (E2) which were found to be lower than the scores of process or learning activities score (E1) in the one to one testing and small group testing, this might be related to their background in English ability as well. Students learned happily in class and received their expected scores in studying the English Conversation I Course through the MITA Syllabus. This resulted in them having high scores in the scores for the process. On the other hand, as English is not their major field of study, they might pay more attention to preparing for the test in the subjects required for their major when the period of testing came. That is why the scores for the product or English Proficiency Test were lower than the scores for the process.

5.1.2 For research question 2, the results show that the students' English proficiency in the experimental group taught through the MITA Syllabus was significantly different from the students' English proficiency in the control group taught via a traditional method at $p < .05$.

These results indicate that the MITA Syllabus encourages students to learn effectively. The learning objectives stated and introduced clearly in the first period of each unit help the students to understand the purpose of each unit and they know exactly what they have to learn to reach the goal of each unit. This helps students to stay on the correct track to effective learning. Moreover, the processes of learning in

the MITA Syllabus that promoted autonomous learning stimulated students to learn by themselves and helped them to research deeply in the topic as stated in the learning objectives in each unit. Consequently, this resulted in students getting higher scores in both the learning activities and the tests.

The co-operative learning activities in the MITA Syllabus encourage students to research and collect information about the topics, share their collected information with their friends, and discuss the data obtained from each member before the appropriate information was chosen for the group presentation, while the teacher observed and gave help and suggestions as necessary or by request. The quality of students' work was controlled by the criteria stated in the rubrics assessment.

As mentioned earlier, Multiple Intelligences Theory needs new and multiple ways for evaluation. That is why rubric assessment was implemented in this study. Rubric assessment helped students to get high scores in both individual work and group presentations. When the students knew exactly how assignments would be graded, they helped each other to prepare the group work well in order to obtain satisfactory scores. That was why the scores of the average and below average students in the experimental group learned through the MITA Syllabus were high. This is supported by the study of Green (1999), who states that beside students' standardized tests scores rising with the application of MI theory in the classroom, the application of MI theory improves achievement and motivation.

In addition, when preparing for the presentation, everyone was assigned a role based on the consensus of the members of the group as well as their English proficiency. They felt a sense of duty, therefore, most students made a good

presentation. The MITA Syllabus gave them a chance to work and learn together by themselves. They were able to study and share their knowledge to do group work and they were able to adapt new knowledge for their individual work as well. Moreover, co-operative learning via group presentation activities contributed towards better learning outcomes. This was confirmed by Webber (2000) who states that learning through Multiple Intelligences increases learning and motivation for students by at least five percent across the board.

Moreover, the researcher found from observation that the above average students who had a strong verbal / linguistic intelligence always helped the average and below average students to learn by explaining the content of the unit while average or below average students shared their intelligences in creating materials for the group presentation. They knew their friend's abilities well and assigned the appropriate responsibilities for their friends in the group. This fact agreed with Mettetal et al. (1997) who states that students were more in touch not only with their own strengths, but with those of the other students as well.

5.1.3 To answer research question 3, a comparison of students' multiple intelligences before and after learning through the MITA Syllabus showed that there were highly significant differences between students' Multiple Intelligences before and after learning through the MITA Syllabus at $p < .05$.

As described earlier, the MITA Syllabus increased students' multiple intelligences. This might be related to the processes in learning of the MITA Syllabus which aims to encourage students to use their all nine intelligences in learning. From the first of the six steps of the lesson plan in the MITA Syllabus, students had to use their intelligences including verbal / linguistic intelligence and visual / spatial

intelligence to solve well-prepared problems in their learning. The second step in learning through the MITA Syllabus required students to use their verbal / linguistic intelligence and logical / mathematical intelligence. Verbal / linguistic intelligence, visual / spatial intelligence, and naturalistic intelligence were used in learning in the third step of the MITA Syllabus. The fourth step stimulated students to solve the problems in learning by using their verbal / linguistic intelligence, logical / mathematical intelligence, existential intelligence, interpersonal intelligence, and materialistic intelligence. Learning through the MITA Syllabus in the fifth step, verbal / linguistic intelligence, intrapersonal intelligence, visual / spatial intelligence, bodily / kinesthetic intelligence, musical / rhythmic intelligence, and naturalistic intelligence were used by students. In the final step, students used their verbal / linguistic intelligence and natural intelligence in learning through the MITA Syllabus.

In order to assess students' intelligences, they were asked to complete the Students' Multiple Intelligences Inventory adopted from Webber (2005), Armstrong (2000), and McKenzie (1999). The data obtained were calculated to find the mean score. After that the students studied through the MITA Syllabus. After studying via the MITA Syllabus, the students were asked to complete the Students' Multiple Intelligences Inventory again to check if there were significant differences among their intelligences.

As mentioned above, the purpose of all the processes of the MITA Syllabus is to encourage students to use all their nine intelligences to solve the problems in learning and create the way to present their knowledge. The results show that the MITA Syllabus worked effectively to encourage students to use their intelligences in learning. Consequently, it could be said that learning through the MITA Syllabus

helps students increase all nine of their intelligences. This is confirmed by Kim (2009) who indicates that students' MI quotients improve to some extent, depending on the types of intelligences used in instruction.

5.1.4 To explore the relationship between students' English proficiency and each intelligence with regard to research question 4, the results in chapter four showed that the nine intelligences had both a positive and a negative relationship with students' English Proficiency. The table below ranks the nine intelligences according to the B value from highest to lowest.

Among the nine intelligences, five had positive relationships: verbal / linguistics intelligence, interpersonal intelligence, naturalistic intelligence, bodily / kinesthetic intelligence, and musical / rhythmic intelligence, whereas the other four including logical mathematic intelligence, existential intelligence, intrapersonal, and visual / spatial intelligence had a negative relationship with students' English proficiency.

However, among the five positive relationships, only verbal / linguistic intelligence had a highly significant relationship with students' English proficiency at $p < .05$.

As mentioned in Chapter two, an individual has at least nine intelligences, but they differ in proportion. The results of this study show that only one intelligence from the nine intelligences, namely, the verbal/linguistic was found to be a predictor of English proficiency and all other intelligences were not a predictor since no significant value was found for them. This might be the influence of the nature of the English course in this study in which the MITA Syllabus was implemented which was directly related to language. Moreover, the verbal / linguistic intelligence was

used in every step of the MITA Syllabus lesson plan. That is why verbal / linguistic intelligence was found to be highly significant. This is consistent with a previous study conducted by Akbari and Hosseini (2008) who state that only one intelligence from the nine intelligences, namely, the verbal / linguistic was found to be a predictor of language proficiency, and all other intelligences were excluded since no significant correlation value was found for them. Moreover, the finding was confirmed by Richards and Rodgers (2003) who state that language learning and use are obviously closely linked to what MI theorists label linguistic intelligence.

Even though interpersonal intelligence was not significant, its rank was the second highest in terms of positive relationships. Students who have high interpersonal intelligence know how to make use of co-operative learning to improve their language learning. Moreover, the MITA Syllabus encouraged students to share their abilities in their group for making a group presentation in every unit, and encouraged students to practice how to deal with other people in the future. This might support the positive relationship of interpersonal intelligence with students' English proficiency. This was supported by the study of Larson and Long (1991) which found that extroverts are better language learners and consequently better language learners are capable of using language learning strategies more efficiently than poor language learners.

The last three positive intelligences include naturalistic intelligence, bodily / kinesthetic intelligence, and musical / rhythmic intelligence which had a low B value. One explanation might be related to the few proportions in the elements related to English. That is why those three intelligences had a positive relationship but with a low B value.

Although the MITA Syllabus could be flexible in the sense that it could include more activities about these intelligences according to the subjects for which they are used, if teachers or syllabus designers want to emphasize them.

The researcher found a negative but not significant relationship among the four intelligences on English proficiency including visual / spatial intelligence, intrapersonal intelligence, existential intelligence, and logical / mathematics intelligence.

Firstly, logical – mathematic intelligence showed the lowest negative relationship to students' English proficiency. Generally, a logical / mathematical intelligence is the ability to reason deductively or inductively, to recognize and manipulate abstract patterns and relationships, and to use numbers effectively. One will see that the logical / mathematic intelligence is more related to science than language. However, the researcher tried to find ways to implement the logical / mathematical intelligence in language teaching as shown in the MITA Syllabus lesson plan. Even though the results illustrated that there was a negative relationship with students' English proficiency, the students' attitudes towards learning through the MITA Syllabus revealed that they had a very positive attitude in using critical and logical thinking and problem-solving skills in learning which will be discussed in the fifth section below. This was supported by Grow (1990) who states that the most successful application of the logical-mathematical intelligence, as Gardner suggests, is the scientific method.

The second lowest relationship is existential intelligence. This might be related to the confusion about working individually and cooperatively such as, what can the students do for the group, what is the most appropriate role for them in group

presentations, or what they should do to produce individual work. This might be confusing to students and result in a negative relationship with English proficiency.

The third negative relationship on students' English proficiency is intrapersonal intelligence. This might be related to the nature of the course focusing on communication which is opposed to the intrapersonal intelligence that promotes independent learning, whereas the interpersonal intelligence which focuses on dealing with other people effectively shows a positive relationship. Students might worry about the self – evaluation that they have to give for their work. This might be related to their self – esteem which is influenced by personality and culture.

The highest negative relationship is visual / spatial intelligence. Learning language focuses on using verbal language. Consequently, visual / spatial intelligence which focuses on the skill of interpreting meaning from pictures or graphics might not directly correspond to language learning or students might not have adequate skill in interpreting the meaning of pictures or graphics. Consequently, the visual / spatial intelligence showed a negative relationship with English proficiency.

To conclude, one can see that not all nine intelligences result in a positive relation to students' English proficiency, some of them showed a negative relationship. Therefore, some are related to English language proficiency, but some are not.

5.1.5 To answer research question 5, the exploration of student's attitudes towards learning English Conversation course via the MITA Syllabus was employed. The finding revealed that students had a very positive attitude towards learning through the MITA Syllabus on the English Conversation Course.

The results of the study revealed that the students learned happily through the MITA Syllabus. They had a chance to learn and create their work independently for their individual work and they had a chance to work co-operatively in their group work while they could receive help or suggestions from the teacher who always observed their learning in order to help them. Moreover, they knew exactly what they have to do and what they would get from their work. This made them feel at ease while learning through the MITA Syllabus. Students had a positive learning attitude and felt relaxed about studying in this way. It can be said that students' very positive attitudes toward learning through the MITA Syllabus in this study could reflect their learning proficiency. This was supported by a study of Shore (2001) who states that when the attitude toward learning is positive and the mood in the classroom is relaxed, language learning efficacy is more likely to be achieved.

To put it more clearly, the results of the students' attitudes toward learning through the MITA Syllabus shown in Chapter Four indicate that the highest mean score was item 9 while the lowest was item 4. The highest score of item 9 (Learning through the MITA Syllabus enhances critical and logical thinking and improves problem-solving skills) might be related to the activities in the MITA Syllabus which usually encourages students to use their logical / mathematical intelligence to solve many problems in the learning process since the first to the last. This might make students familiar with solving problems and then show this result in the scores on the questionnaire. However, the result of the multiple regression analysis revealed that, in fact, there was a negative relationship with logical / mathematical intelligence on students' English proficiency. This might be influenced by the inadequacy of logical and critical thinking skills among the students. Consequently, it is worthwhile for

researchers, curriculum developers, syllabus designers, and teachers to take this into consideration when trying to integrate logical / mathematic intelligence effectively.

The lowest score was for item 4 (Learning through the MITA Syllabus gives me a chance to acquire and express knowledge in multiple ways) which might be influenced by the nature of the course of study which is an English conversation focusing on using language to communicate. Consequently, the learning products of the students tend to be speaking and writing. This is different from the traditional approach which focuses on doing paper exercises and paper tests that students are more familiar with because of their experience of these in previous English courses.

The data obtained from crosschecking the results of the questionnaire and the semi-structured interview revealed that students had a very positive attitude in learning through the MITA Syllabus. Moreover, learning through the MITA Syllabus seems to encourage students' confidence in learning and speaking English. The results from the interview revealed that students usually felt nervous when they had to speak English individually while presenting their work. They tended to say only some keywords or phrases instead of whole sentences or spoke weakly to finish the speaking task. After learning via the MITA Syllabus, students felt much more confident and enjoyed speaking with their peers using language that was appropriate for their English proficiency during the presentation. Moreover, the students mentioned that learning through the MITA Syllabus made them speak out with more confidence. Some students stated that learning via the MITA Syllabus encouraged them to come to the class everyday. Moreover, they wanted to learn English in other subjects through the MITA Syllabus. This corresponds to Chen (2005) who reports

that the use of cooperative and multiple intelligences theory can lead to feelings of comfort, less pressure, and motivation in learning.

However, the researcher found out about problems in implementing the MITA Syllabus from the interview at the end of the first unit. Students faced some problems in learning through the MITA Syllabus, concerning the procedures for learning the sample activities that they have to complete in each unit, which help them how to learn autonomously, and to develop their roles in group work. The researcher was aware of these problems and gave them further suggestions about learning via the MITA Syllabus. Finally, they were able to solve all the problems and they did not mention those problems in the remaining units. This implies that good training or preparing students in the orientation for learning through the MITA Syllabus is necessary before the implementation phase.

In conclusion, the processes of studying via the MITA Syllabus give students a chance to learn English, both individually and cooperatively. As mentioned in the results section, the MITA Syllabus was effective in the classroom according to the 80/80 standard. Moreover, learning via the MITA Syllabus helps improve students' learning achievement. Finally, the MITA Syllabus encourages positive student attitudes towards learning English.

Based on all the results of the study, pedagogical implications are discussed in the section below.

5.2 Pedagogical Implications

(1) Teachers in English teaching and other fields should pay more attention to studying the applications of the Multiple Intelligences Theory. They should try to

create multiple ways of teaching and evaluating students according to the Multiple Intelligences Theory.

(2) Administrators, especially in the field of ESL and EFL, should seriously consider Multiple Intelligences Theory as one of the policies to be integrated in teaching and learning activities to improve students' learning achievement.

(3) This is one of the pioneering studies showing that Multiple Intelligences Theory is effective in English teaching. This study might provide guidance for researchers to adapt it in studying the use of Multiple Intelligences Theory for English teaching.

(4) Teachers should be trained or prepared in integrating the Multiple Intelligences Theory and how to apply it appropriately and students should be trained to study autonomously in advance to avoid some of the problems mentioned in this study.

(5) Teachers, researchers, and curriculum developers should pay more attention to all nine intelligences for use in teaching or researching since the results of this study show that only five intelligences showed a positive relationship with students' English proficiency whereas the other four intelligences resulted in negative relationships with students' English proficiency. This might affect students' learning achievement negatively.

5.3 Recommendations for Further Research

1) The development of Multiple Intelligences Theory in English teaching in other courses and with different groups of subjects should be conducted. There might be different results.

2) Studies in the future should focus on some intelligences such as logical / mathematical intelligence, existential intelligence, intrapersonal intelligence, and visual / spatial intelligence to see if a language course could improve those intelligences or to find ways of using them to improve English language teaching.

3) Similar research on the theory of Multiple Intelligences needs to be further studied and examined for wider and deeper applications by the curriculum developer as well as the syllabus designer, especially in the area of language teaching and learning.

4) A comparative study of the learning achievement of students in learning other English courses through the use of Multiple Intelligences Theory should be conducted.

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Appendices

APPENDIX A

Orientation Lesson

Orientation		
Week	Topic:	Time:
1	<ul style="list-style-type: none">- Introduction Course Syllabus- Introduction of Multiple Intelligences Theory and MITA Lesson- Examination of Students' Multiple Intelligences, and Classification	3 Hours

Learning Objectives: The Learners will be

- o Informs of the details of English Conversation I Course
- o Examines students' multiple intelligences, and classifies to learn in group according to the data obtained

Warm-up Activity

- o Introduces one-self to students.
- o Greets all students and asks them to introduce themselves to build a rapport.

Activity 1: Introducing Course Syllabus of English Conversation I

- o Distributes the course syllabus of the English Conversation I course to all students.
- o Uses pictures and texts to introduce the course syllabus of the English Conversation I course on the screen using Power Point Presentation which include:
 - o Course Objectives
 - o Course Description
 - o Evaluation
 - o Grading

- Content
- Learning Schedule
- Explains students about the importance of English Conversation I course for their works in the future.

Activity 2: Examining Students' Multiple Intelligences, and Classification

- Distributes the Student's Multiple Intelligences Inventory to all students.
- Explains the purpose of Student's Multiple Intelligences Inventory to all students.
- Asks them to read thoroughly and check items that are appropriate to them.
- Asks them to write their grade in the previous English course on the back of Student's Multiple Intelligences Inventory.
- After students finished filling in the Student's Multiple Intelligences Inventory, collects them back for analyzing students' multiple intelligences and their language abilities to classify students to group.
- Informs students that the result of grouping will be announced in next week.

Activity 3: Preparing Students for Learning via MITA Lesson

- Explains students about the MITA Lesson which includes six leaning steps in detail especially the procedures of using rubric assessment, and the steps for creating a concept map logically using the Power Point Presentation.
- Asks students to do a learning task that contains six steps as in the MITA Lesson.
- After the explanation of the learning task, asks students to sit in group of five to do the learning activity that stimulate all teaching steps of the MITA Lesson.
- While they are working, the teacher walks around to observe and give suggestions to students if they are missing the important point and losing the information.
- Asks all groups to use the structure of plants or animals to create the concept map logically of what they have learned from this period.
- Asks them to present their work and concept map.

Follow up Activity:

- o Reminds students about the six steps of learning via the MITA Lesson and the steps of creating a concept map.
- o Asks them to create the concept map logically of what they have learned from this period.

Activity 4: Summarizing the Lesson

- o Students and teacher discuss and summarize the procedure of learning via the MITA Lesson using visual outline or mind map on the screen.
- o Asks students to share their ideas about learning via the MITA Lesson.

APPENDIX B

Multiple Intelligences Teaching Approach Lesson

(MITA Lesson)

Unit 1: Greetings		
Week 2-4	Topic: - Greetings and Response - Introduction and Response - Small Talk and Saying Goodbye	Time: 9 Hours

Learning Objectives: The Learners will be able to

- o Greet and respond
- o Introduce one-self and others, and respond
- o Make small talk and say goodbye
- o State the importance of the unit

Multiple Intelligences Objectives:

Verbal / Linguistic Intelligence: The Learners will be able to search for information and read textbooks, list the names of resources in the evaluation form, create the individual work such as presentations written dialogue with pictures, or create lists of details of every topic in the unit for individual work, and share their abilities, to create group work

Logical / Mathematical Intelligence: The Learners will be able to see and identify the outline of the processes of knowledge of the unit and use problem-solving skill to search for the necessary information from various resources to create individual and group work, and mind map logically to show their understanding of the unit.

Visual / Spatial Intelligence: integrate graphics or pictures in their works in presenting their knowledge.

Bodily / Kinesthetic Intelligence: The Learners will be able to integrate the movements or gestures to present their understanding of the unit.

Intrapersonal Intelligence: The Learners will be able to reflect and evaluate their individual and group work after finishing.

Interpersonal Intelligence: The Learners will be able to work with the other members of their group in acquiring knowledge, creating group work, and presenting it as well.

Musical / Rhythmic Intelligence: The Learners will be able to ensure the group's volume is not above an appropriate level, and the tone, pitch and stress are expressed correctly during the group presentation.

Naturalist Intelligence: The Learners will be able to use the structure of plants or animals to create a mind map to summarize the knowledge learned in each activity.

Existential Intelligence: The Learners will be able to be aware of their learning abilities and use them in acquiring knowledge, and creating individual and group work.

Content:

Greetings

Language Focus:

- o Greeting and Response
 - o Formal and Informal Greeting and Response
- o Introducing and Response
 - o Introducing oneself and Response
 - o Introducing others and Response
- o Small Talk and Saying Goodbye
 - o Making Small Talk in Other Situations and Response
 - o Saying Goodbye and Response

Warm-up Activity

- o Teacher shows picture to students.
- o Teacher uses the following questions to get the students to participate in the warm up activity:

- o What can you see in the picture?
- o What are they doing?
- o What are they talking about?

While students are answering or describing their ideas, the teacher can observe and assess knowledge of this unit, and their speaking ability. Teacher can provide some help if necessary.

Possible Answer:

Three guys are talking. They might be greeting and introducing themselves and talking about something.

Activity 1: Informing Learning Objectives for Clear Goals (1st Week)

- o Uses pictures and texts to show the learning objectives of this unit on the screen using Power Point Presentation.

Learning Objectives: The Learners will be able to

- o greet and respond
- o introduce one-self and others, and respond
- o make small talk and say goodbye
- o state the importance of the unit
- o Discusses with students about the provided learning objectives. After discussion, new learning objectives might be added if those ideas are appropriate.

Activity 2: Using Questions to Stimulate and Guide Students' Learning (1st Week)

- o Explains the importance of the topics of the unit to students by using related questions to stimulate students' curiosity and thinking using Power Point Presentation as follows:
 - o What do you already know about greetings, introductions, making small talk and saying goodbye?
 - o What are the processes in greetings, introductions, making small talk and saying goodbye?

- o How would you create your individual and group work to show your understanding about greeting, introductions, making small talk and saying goodbye?
- o Which resources will give you the necessary information?
- o Asks students to brainstorm to find the answers to the above questions in advance using their own experience before they search for more information at the resources center after the class for discussing with their friends and teacher in the next period.
- o Asks each group to present their own outline of the answer.
- o Explains briefly through Power Point Presentation about the topics and subtopics in unit 1 for guiding students' research.
- o Asks students to search multiple resources to collect the information about the unit to answer all questions mentioned above.

Note: More questions might be added after students have finished searching for information from various sources.

Activity 3: Informing Rubrics for Multiple Assessments and Quality of Work (1st Week)

- o Informs students that they have to complete two tasks including creation of individual and group works and presenting their group work to show a deep understanding of the unit on completion.
- o Shows and explains the rubric to students.
- o Provides the rubric assessment form to each student for guiding them to meet their goals and control quality in creating their individual and group work.
- o Explains the details of rubric assessments to students.
- o Informs students about the instructions for individual work as follows:
 - o Every student has to show their understanding of the unit by creating individual work such as a presentation of written dialogue with pictures, or creating lists of details of every topic related to the unit.

- The individual work will be graded based on the criteria stated in the rubric assessment.
- Informs students about the instructions for group work as follows:
 - All groups can choose the appropriate way to present their work as stated in the note of rubric assessment.
 - The presentation will be graded based on the criteria stated in the rubric assessment.
 - All members have to participate in creating and presenting the group work.
 - Equal marks will be provided to all members for the group presentation.
- Informs students that the individual work must be sent to the teacher the week after presenting the group work.
- Asks them to present their mind map of the outline of their group work according to the content of the unit and the criterion of rubrics assessment.
- Asks all students to use the structure of plants or animals to create the mind map logically from what they have learned in this period.

Note: Rubrics assessment form serves not only to help students remain focused, but it also helps the teacher assess students' work accurately and fairly according to the criteria stated in the rubric assessment.

Activity 4: Analyzing New Information for Expressing Knowledge in Multiple Ways (2nd Week)

- Asks all students to share the information from their research with group.
- While students are sharing information, the teacher asks them to discuss for the better understanding and correct target content of the unit for creation of the individual and group work.
- Asks students to create lists of content that they need for detailed study and creation of their individual and group work.
- The teacher walks around to observe and give suggestions to students if they need help.

- o Reminds students to answer the four questions in activity two in detail after they have done their research about the unit with their friends and teacher.
- o Asks students to use the structure of plants or animals to create the individual logical mind map of what they have learned.

Note: Sharing information between groups is allowable for expanding students' knowledge.

Follow-up Activity:

- o Reminds students that their individual work has to be finished and submitted to the teacher by the following week. The group work will be presented next week as well.
- o Provides the self-assessment and self-reflection forms for creating individual assignment to all students as a guide for creating and controlling the quality of their individual work and to evaluate their work according to the criterion for grading in the rubrics assessment.
- o Provides the self-assessment and self-reflection forms for creating group work to all groups as a guide for creating and controlling the quality of their group work and to evaluate their work according to the criteria for grading in the rubrics assessment.

Activity 5: Reflection for Ongoing Development (3rd Week)

Warm-up Activity

- o Reminds students about the assessment before they start their presentation.
- o Asks all groups to send their leader or representative to choose the order of group presentation.

Pre-Presentation

- o Asks each group to explain the expected marks in their self-assessment form for group presentation to the class before presenting their group work.

Presentation

- o Observes and gives marks on teacher-assessment form while students are presenting their work.

Post-Presentation

- o Publishes the marks and gives feedback on students work and explains to them the strengths and weaknesses of their work to improve their learning.
- o Asks the next group to present their group work.
- o Uses the same procedures for all remaining groups.
- o Asks students to hand in the individual work.
- o Asks students to use the structure of plants or animals to create the individual mind map logically of what they have learned.

Activity 6: Summarizing the Lesson (3rd Week)

- o Students and teacher discuss and summarize the knowledge in the lesson using visual outline or mind map on the screen.
- o Asks all groups to create the logical mind map of what they have learned from the recent unit.

APPENDIX C

MITA Syllabus's Guide for Learning

Learning Objectives for Clear Goals (Used in Activity 1)

Regarding the aim of this unit which is to help you to get a deep understanding of greetings, introductions, making small talk and saying goodbye; the following are the expected learning objectives leading to the aim of the unit. If you have some interesting learning objectives related to the topic of the unit, they may be added.

Learning Objectives: The Learners will be able to

- o Greet and respond
- o Introduce one-self and others, and respond
- o Make small talk and say goodbye
- o State the importance of the unit

Questions for Stimulating and Guiding Students' Learning (Used in Activity 2)

According to the topic of the unit, greetings, introductions, making small talk and saying goodbye, please write down the possible answers to the following questions which help you to acquire a better understanding of the unit. If you have any relevant questions relating to the topic, you may write them down.

- What do you already know about greetings, introductions, making small talk and saying goodbye?
- What are the processes in greetings, introductions, making small talk and saying goodbye?
- How would you create your individual and group work to demonstrate your understanding about greetings, introductions, making small talk and saying goodbye?
- Which resources will give you the necessary information?

Possible Answer for Question 1:

Possible Answer for Question 2:

Possible Answer for Question 3:

Possible Answer for Question 4:

Possible Answer for Question 5:

Rubrics for Multiple Assessments and Quality of Work (Used in Activity 3)

A Rubric Assessment Form for Self-Assessment (Individual Work)

Instruction: Please evaluate your individual work by placing A, B, C, or D in the boxes provided regarding the criteria stated in the rubrics assessments.

4 = A

3 = B

2 = C

1 = D

My expected grade on _____ is _____, because following reasons:

Criterion	Quality of Work	Procedures of Working	Grade
1	<input type="checkbox"/> Collect information from at least six resources <input type="checkbox"/> Collect information from at least five resources <input type="checkbox"/> Collect information from at least four resources <input type="checkbox"/> Collect information from unknown resources	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
2	<input type="checkbox"/> Show a deep understanding from research <input type="checkbox"/> Show understanding from research <input type="checkbox"/> Show some understanding of research <input type="checkbox"/> Understanding of research is not clear shown	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
3	<input type="checkbox"/> Uses logical sequence of ideas and easy to follow <input type="checkbox"/> Use logical sequence of ideas <input type="checkbox"/> Information may not be well organized <input type="checkbox"/> Generally disorganized and rambling	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
4	<input type="checkbox"/> No errors in spelling, grammar, punctuation, and capitalization <input type="checkbox"/> A few spelling, capitalization, punctuation, and grammatical errors <input type="checkbox"/> Some errors in spelling, grammar, capitalization, and punctuation <input type="checkbox"/> Numerous errors in spelling, grammar, punctuation, and capitalization	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
Total			

Rubrics for Multiple Assessments and Quality of Work (Used in Activity 3)

A Rubric Assessment Form for Self-Assessment (Group Presentation)

Instruction: Please evaluate your group work by placing A, B, C, or D in the boxes provided regarding the criteria stated in the rubrics assessments.

4 = A

3 = B

2 = C

1 = D

Our expected grade on the presentation is _____, because the following reasons:

Criterion	Quality of Work	Procedures of Working	Grade
1	<input type="checkbox"/> Collect information from at least six resources <input type="checkbox"/> Collect information from at least five resources <input type="checkbox"/> Collect information from at least four resources <input type="checkbox"/> Collect information from unknown resources	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
2	<input type="checkbox"/> Show deep understanding of knowledge presenting <input type="checkbox"/> Show understanding from research in presenting knowledge <input type="checkbox"/> Show some understanding when presenting knowledge <input type="checkbox"/> Show a poor understanding in presenting knowledge	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
3	<input type="checkbox"/> Well organized presentation with knowledge in a logical sequence <input type="checkbox"/> Present knowledge in a logical sequence, <input type="checkbox"/> Knowledge presented is poorly sequenced and without logical flow <input type="checkbox"/> Present knowledge without logical sequence	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
4	<input type="checkbox"/> Maintain eyes contact and do not refer to notes <input type="checkbox"/> Maintain eye contact and occasional refers to notes <input type="checkbox"/> Little eyes contact, reading most of the presentation <input type="checkbox"/> No eyes, simply reads report	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
5	<input type="checkbox"/> Use a strong and clear voice, good pronunciation, and gestures <input type="checkbox"/> Use a clear voice with fair pronunciation and gestures <input type="checkbox"/> Poor use voice with some incorrect pronunciations and no gestures <input type="checkbox"/> Poor use of voice with frequent errors in pronunciation, and no gestures	<input type="checkbox"/> Reading books <input type="checkbox"/> Searching from Internet <input type="checkbox"/> Discussing with friends <input type="checkbox"/> Others	
Total			

Analyzing New Knowledge (Used in Activity 4)**Analyzing New Knowledge Form**

Instruction: Please describe the new knowledge related to each learning objective that you obtained from searching and analysis, and identify how to get them.

Learning Objective	New Knowledge	Procedures of Working
1		___ Reading books ___ Searching from Internet ___ Discussing with someone ___ Others
2		___ Reading books ___ Searching from Internet ___ Discussing with someone ___ Others
3		___ Reading books ___ Searching from Internet ___ Discussing with someone ___ Others
4		___ Reading books ___ Searching from Internet ___ Discussing with someone ___ Others

Reflection on Creating Individual Work (Used in Activity 5)**Self - Reflection Form on Individual Work**

Instruction: Please describe the strengths and weaknesses of your individual work.

Strengths and Weaknesses of My Individual Work	
Strengths	Weaknesses

Reflection on Creating Group Work (Used in Activity 5)**Self - Reflection Form on Group Work****Instruction:** Please describe the strengths and weaknesses of your group work.

Strengths and Weaknesses of My Individual Work	
Strengths	Weaknesses

Reflection (Used in Activity 6)**Students' Reflection Form**

Instruction: Please identify your responsibility in helping your group to complete group assignment.

Name: _____

1. What I already know about the topic before completing MITA Syllabus in unit1:

2. What I currently know about the topics after completing MITA Syllabus in unit1:

3. I should research the following topics to correct my weaknesses and fulfill my wonders:

4. From studying this unit, I found the benefits described below:

APPENDIX D

Rubrics for Assessment of Individual and Group Work

Criteria for A grade

Individual Work

- Collect information from at least six resources to create the individual work
- Show a deep understanding from research
- Uses logical sequence of ideas and easy to follow
- No errors in spelling, grammar, punctuation, and capitalization

Group Work

- Collect information from at least six resources to create the group work
- Show deep understanding of knowledge presented
- Well organized presentation with knowledge in a logical sequence which the audience
can easily follow
- Maintain eye contact and do not refer to notes
- Use a strong and clear voice, good pronunciation, tone, pitch, and stress with
appropriate pacing and gestures

Criteria for B grade on this assignment

Individual Work

- Collect information from at least five resources to create the individual work
- Show understanding from research
- Use logical sequence of ideas
- A few spelling, capitalization, punctuation, and grammatical errors are acceptable.

Group Work

- Collect information from at least five resources to create the group assignment
- Show understanding of knowledge presented
- Present knowledge in a logical sequence, which the audience can follow

- Maintain eye contact with only occasional references to notes
- Use a clear voice with fair pronunciation, tone, pitch, and stress with appropriate pacing and gestures

Criteria for C grade on this assignment

Individual Work

- Collect information from at least four resources to create the individual work
- Show some understanding of research
- Information may not be well organized.
- Some errors in spelling, grammar, capitalization, and punctuation are acceptable.

Group Work

- Collect information from at least four resources to create the group work
- Show some understanding when presenting knowledge
- Knowledge presented is poorly sequenced and without a logical flow.
- Little eye contact, reading most of the presentation
- Poor use of the voice with some incorrect pronunciations tone, pitch, and stress.
No gestures

Criteria for D grade on this assignment

Individual Work

- Collect information from unknown resources to create the individual work
- Understanding of research is not clearly shown
- Generally disorganized and rambling
- Numerous errors in spelling, grammar, punctuation, and capitalization

Group Work

- Collect information from unknown resources to create the group work
- Show a poor understanding in presenting knowledge
- Present knowledge without logical sequence
- No eyes contact, simply reads a report.
- Poor use of voice with frequent errors in pronunciation, tone, pitch, and stress. No gestures.

Note:

Integrating different criteria in one assignment is possible. For example, students can choose A for criteria 1 and B for criteria 2 for writing a resume assignment. Then, the marks will be calculated to find the mean score for giving score of the assignment as the criteria follow:

A = 8 or more

B+= 7.5 – 7.9

B= 7 - 7.4

C+= 6.5 – 6.9

C= 6 - 6.4

D+= 5.5 – 5.9

D= 5 - 5.4

F= less than 5

Multiple Ways to Express Your Deep Understanding in MITA Lesson

- Presentation of written dialogue **IDV**
- Create lists of details of the unit **IDV**
- Create conversation dialogue **IDV**
- Group presentations **GW**
- Computer-assisted demonstrations of knowledge **GW**
- Role-plays **GW**
- Audiovisuals to report learning process and final product **GW**

Note:

IDV = Individual Work

GW = Group Work

Adapted from Webber, E. (2005). *MI Strategies in the Classroom and beyond, roundtable learning*. New York: Pearson Education Inc.

APPENDIX E

Student's Multiple Intelligences Inventory

Name of Student: _____

Check items that apply to you:

Verbal / Linguistic Intelligences

- I enjoy playing word games
 - ___0 ___1 ___2 ___3
- I enjoy reading books
 - ___0 ___1 ___2 ___3
- I am good in writing
 - ___0 ___1 ___2 ___3
- I have a good memory for names, places, dates, or trivia
 - ___0 ___1 ___2 ___3
- I enjoy listening to the spoken word (stories, radio, talking books)
 - ___0 ___1 ___2 ___3

Other Verbal / Linguistic Abilities:

Logical-Mathematical Intelligences

- I love to outline passages to make more sense of reading
 - ___0 ___1 ___2 ___3
- I easily identify patterns of things and see larger meanings in small data
 - ___0 ___1 ___2 ___3
- I enjoy working on logic puzzles or brainteasers
 - ___0 ___1 ___2 ___3
- I like to do experiments in science class or in free play
 - ___0 ___1 ___2 ___3

- I usually ask a lot of questions about how things work
 - ___0 ___1 ___2 ___3

Other Logical / Mathematical Abilities:

Visual / Spatial Intelligences

- I understand maps, charts, and diagrams more easily than text
 - ___0 ___1 ___2 ___3
- I like to create a visual outline to present solutions of problems or knowledge
 - ___0 ___1 ___2 ___3
- I like art activities
 - ___0 ___1 ___2 ___3
- I report clear visual images
 - ___0 ___1 ___2 ___3
- I get more out of pictures than words while reading
 - ___0 ___1 ___2 ___3

Other Visual / Spatial Abilities:

Musical / Rhythmic Intelligence:

- I play a musical instrument or sing in a choir or other group
 - ___0 ___1 ___2 ___3
- I enjoy speaking with different pitches and tone
 - ___0 ___1 ___2 ___3
- I respond favorably when a piece of music is put on
 - ___0 ___1 ___2 ___3
- I unconsciously hum to myself
 - ___0 ___1 ___2 ___3
- Remembering song lyrics is easy for me
 - ___0 ___1 ___2 ___3

Other Musical / Rhythmic Abilities:

Bodily / Kinesthetic Intelligences

- I do not like to sit still, but I would rather be up and active
 - ___0 ___1 ___2 ___3
- I enjoy working with clay or other tactile activities
 - ___0 ___1 ___2 ___3
- I love to use gesture in describing or presenting knowledge
 - ___0 ___1 ___2 ___3
- I enjoy learning dancing and using gesture according to the music
 - ___0 ___1 ___2 ___3
- I show movement while thinking or working
 - ___0 ___1 ___2 ___3

Other Bodily / Kinesthetic Abilities:

Intrapersonal Intelligences

- I display a sense of independence
 - ___0 ___1 ___2 ___3
- I have a sense of my own abilities and weaknesses
 - ___0 ___1 ___2 ___3
- I has good self-esteem
 - ___0 ___1 ___2 ___3
- I have a sense of my own abilities and weaknesses
 - ___0 ___1 ___2 ___3
- I am able to learn from my failures and successes
 - ___0 ___1 ___2 ___3

Other Intrapersonal Abilities:

Interpersonal Intelligences

- I enjoy socializing with peers
 - ___0 ___1 ___2 ___3
- I enjoy informally teaching friends or junior students
 - ___0 ___1 ___2 ___3
- I belong to clubs, committees, organizations, or informal peer groups
 - ___0 ___1 ___2 ___3
- I have a good sense of empathy or concern for others
 - ___0 ___1 ___2 ___3
- I like to seek out another person for help to solve problem
 - ___0 ___1 ___2 ___3

Other Interpersonal Abilities:**Naturalistic Intelligences:**

- I enjoy studying the features and structure of animals and plants
 - ___0 ___1 ___2 ___3
- I do well in topics about nature
 - ___0 ___1 ___2 ___3
- Animals and plants are important in my life
 - ___0 ___1 ___2 ___3
- I enjoy learning about animals and plants
 - ___0 ___1 ___2 ___3
- I like working in the garden or under the shade of tree
 - ___0 ___1 ___2 ___3

Other Naturalistic Abilities:

Existential Intelligences

- It is important to see my role in the “big picture” of things
 - ___0 ___1 ___2 ___3
- I like visiting breathtaking sites in nature
 - ___0 ___1 ___2 ___3
- Religion is important to me
 - ___0 ___1 ___2 ___3
- Relaxation and meditation exercises are rewarding to me
 - ___0 ___1 ___2 ___3
- It is important for me to feel connected to people, ideas and beliefs
 - ___0 ___1 ___2 ___3

Other Existential Abilities:

Adapted from Webber (2005), a Survey for Covering Your Strongest Intelligences, Armstrong (2000), a Checklist for Assessing Students' Multiple Intelligences, and McKenzie (1999), Multiple Intelligences Inventory.

Appendix F

Questionnaire of Students' attitudes on learning through MITA Syllabus

Instruction: Read each item thoroughly in the questionnaire, then make a check mark (/) in a rating box which best describes your attitudes about each statement.

- 4 = strongly agree**
- 3 = agree**
- 2 = disagree**
- 1 = strongly disagree**

Statement	Rating Scales			
	4	3	2	1
1. Learning through the MITA Syllabus helps me understand my real abilities				
2. Learning through MITA Syllabus helps me to succeed in English Conversation I Course				
3. Learning through the MITA Syllabus gives me a variety of academic information from many sources.				
4. Learning through the MITA Syllabus gives me a chance to acquire and express knowledge in multiple ways.				
5. Learning through the MITA Syllabus enhances my independence and cooperative learning.				
6. Learning through the MITA Syllabus helps me make use of all my language skills				
7. Learning through the MITA Syllabus enhances learning discipline.				
8. Learning through the MITA Syllabus encourages me to get an expected grade.				
9. Learning through the MITA Syllabus enhances my critical and logical thinking and improves my problem-solving skill.				
10. Getting immediate feedback through the MITA Syllabus highlights any weak points which need to be improved.				

Other ideas and suggestions:

.....
.....
.....

😊Thank you very much for your cooperation😊

APPENDIX G

The Interview Protocol for Interviewing Students in Learning Via MITA Syllabus

Interview Questions

1. Do you like learning English Conversation I course through “MITA Syllabus”? Why?
2. What do you like most when learning English Conversation I course through “MITA Syllabus”? Why?
3. What do not you like most when learning English Conversation I course through “MITA Syllabus”? Why?
4. Is it convenient in learning English Conversation I course through “MITA Syllabus”? If not, what are the problems? Would you like to give any suggestions or comments?
5. Would you like to learn other English course through “MITA Syllabus” next time? If so, what contents or subjects you would like to learn?

APPENDIX H

English Proficiency Test

Instruction: Choose the correct answer for each question.

- Nathan: I'm doing very well. Thanks. _____
Angelina: Pretty good. Thanks.

 - a) What about you?
 - b) How are you?
 - c) How do you do?
 - d) How are you doing?
- Simons: Hello, John. How are you?
Jordan: Very well, thanks. _____
Simons: Not bad. Oh, I've got to go now. See you later.

 - a) What do you do?
 - b) How about you?
 - c) How do you do?
 - d) How are you doing?
- Steward: _____ I'm Steward Collins. How do you do?
Leonardo: How do you do? Mr. Collins. I'm Leonardo Jefferson.

 - a) Please introduce yourself.
 - b) Let me introduce myself.
 - c) What's your name, please?
 - d) Let me introduce you to me.
- Archavin: I think we haven't met. I'm Andre Archavin. _____
Nasri: Pleased to meet you Mr. Archavin. I'm Samier Nasri.

 - a) What's your name, please?
 - b) Please introduce yourself.
 - c) What do you do?
 - d) How do you do?
- Thomas: Mr. Jordan _____ Mr. and Mrs. Stanley. They are from England.
Jordan: It's my pleasure to see you. I'm Michael Jordan from RMUTI.
How do you do?

 - a) May I introduce myself
 - b) This is
 - c) I'd like to introduce you to
 - d) How are you doing?
- Jeremy: Jonas. _____ Maria, Jennifer, and Sandra.
Jonas: Nice to meet you. I'm Jonas. I'm Jeremy's colleague.

 - a) May I introduce you to
 - b) May I introduce myself.
 - c) This is
 - d) Nice to meet you.
- Susan: _____
Lydia: I am from Thailand.

 - a) Where do you come from?
 - b) Where is Thailand?
 - c) Where are you from?
 - d) Where do you live?

8. Sean: Have a nice day. Bye.
Rafael: _____ Bye.
- a) You too. b) I must go now.
c) Nice to meet you. d) Good night.
9. George: See you. Take care.
Alice: _____
- a) I must go now b) I have to go
c) Pleased to see you. d) Goodbye.
10. Stephanie: _____ Rob. Sleep well.
Robin: You too.
- a) Good night. b) Good evening.
c) Have a nice day. d) Good morning.
11. A: Sorry, the line is engaged. _____ ?
B: Yes. Please tell him to call me back at 08-6224-1149. I'm Sattra.
- a. Can I leave message? b. Could you take a message?
c. How do you do? d. Can I take a message?
12. A: Could I speak to Miss. Jasmine, please?
B: I'm sorry. She's busy at the moment. _____
- a. I'll see if she's available. b. Can I leave a message?
c. Would you like to wait? d. Would you like to leave a message?
13. A: I'm sorry. There is no Mr. James here.
B: _____
- a. I'm sorry. The line is engage.
b. I'm terribly sorry. I've got the wrong number.
c. Please tell him to call me back.
d. I'm sorry. Miss. Jessica is busy at the moment.
14. A: _____
B: That's perfect. See you then.
- a. Are you available on Tuesday Morning? b. How about Friday morning?
c. I can't make it on Friday morning? d. I'm busy on Saturday morning.
15. A: I'm calling to make an appointment with Mr. Smith?
B: _____ How about Thursday afternoon?
- a. May I have your name, please?
b. Just a moment, please. Let me the diary.
c. Can you spell your name please?
d. Hold on, please. I'm sorry. The line's engaged.
16. A: _____
B: I'm afraid that I can't make it on Wednesday afternoon.
- a. Shall we say Monday afternoon?
b. I'm not available on Wednesday.
c. I have another engagement.
d. I will go to Chiang-Mai on Wednesday afternoon.

17. A: Good morning. RMUTI. Sattrra's speaking. May I help you?
 B: _____
 A: Just a moment, let me see the schedule. How about Monday at 10 o'clock?
 a. Do you have an appointment with him?
 b. May I speak to Mr. Smith, please?
 c. Would you like to leave a message?
 d. I'd like to make an appointment with Mr. Johnson?
18. A: _____
 B: Hold the line, please. How about Monday at 2 o'clock.
 a. When will he come back?
 b. When would it best suit him?
 c. Do you know when he will be free?
 d. Is 2 o'clock on Tuesday morning all right?
19. David: Please tell Mrs. Cindy to call me tomorrow.
 a. He said that he would call you tomorrow.
 b. He says that she'd like you to call her tomorrow.
 c. He said that he would like you to call him tomorrow.
 d. He said that whether you would call her back tomorrow.
20. Robert: Please tell him that I will call him tomorrow.
 a. He said that he will call you tomorrow.
 b. He said that she would call you tomorrow.
 c. He said that he would call you tomorrow.
 d. He say that will you call him tomorrow.
21. Visitor: Excuse me. Can you tell me where Mr. Sattrra's office is?
 Receptionist: _____
 a. His room is next to the Gas Station.
 b. Mr. Sattrra's office is opposite the Financial Department.
 c. Mr. Sattrra's office is next to Kalasin Department Store.
 d. Go along this hallway. Mr. Sattrra's office is on your right.
22. Visitor: Excuse me. _____
 Receptionist: Mr. Sattrra's room is next to the Personnel Department?
 a. I wonder if you could tell me how to get to the Personnel Department?
 b. Can you tell me the way to Mr. Sattrra's room?
 c. I'm looking for Mr. Sattrra's room.
 d. Where is Personnel Department?
23. Visitor: Excuse me. Can you direct me to Men's room?
 Receptionist: _____
 a. There's one next to the meeting room.
 b. Go straight on this hallway. Then, make the left turn. It's on your right.
 c. Yes, there is. It's next to the elevator.
 d. Walk along the road. Its' next to the elevator.

24. Visitor: Excuse me. Where is the meeting room?

Receptionist: _____

- It's on Kasetsomboon Road.
- It's opposite the Department Store.
- It's on the 3rd floor between the Sales Dept. and Financial Dept.
- Go straight on the hallway. It's on your right.

25. Visitor: Excuse me. _____

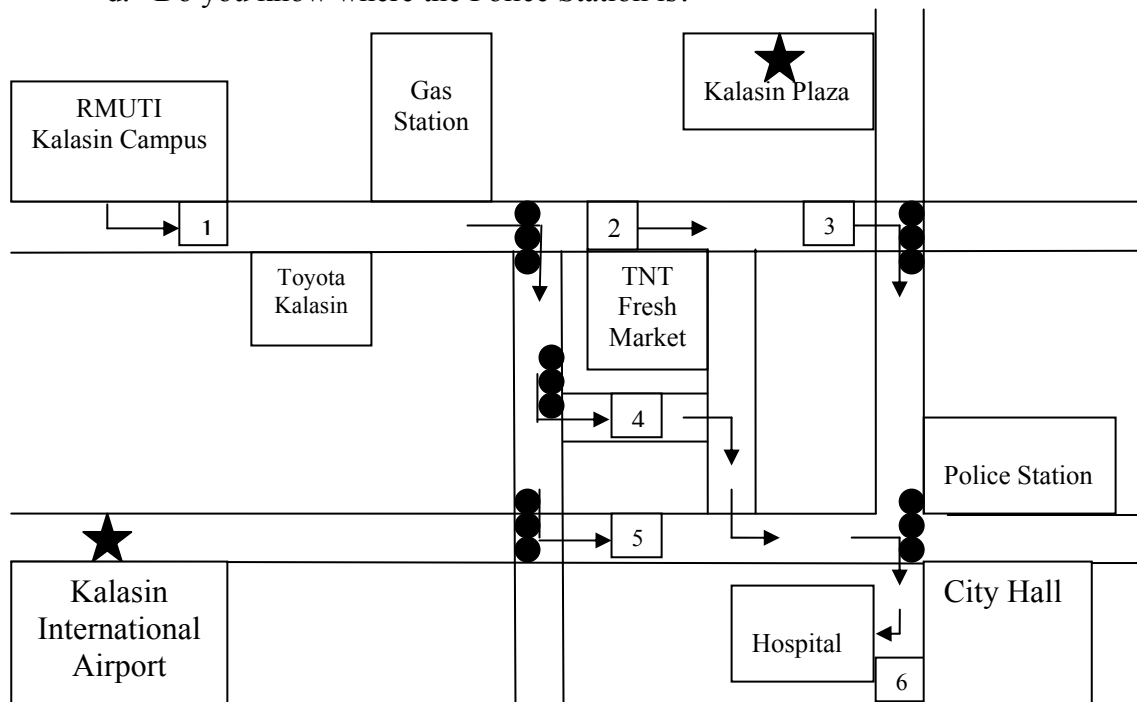
Receptionist: Yes, there are. There's one at the end of the hallway.

- Can you tell me the way to Men's room?
- Where is the Men's room?
- Are there any Gas Stations around here?
- Are there any Men's rooms near here?

26. Visitor: Excuse me. _____

Jonathan: It's opposite the Police Station.

- Can you tell me the way to Sales Department?
- Where's the Conference room?
- I'm looking for the Hospital.
- Do you know where the Police Station is?



27. Which statement refers to number 2?

- Go along the hallway.
- Go straight on the corridor.
- Go along the river.
- Go straight the street.

37. Customer: Let me try it on. _____?

Seller: It's over there.

- | | |
|------------------------------|--------------------------------|
| a. Where's the baht room? | b. Where's the fitness's room? |
| c. Where's the fitting room? | d. Where's the toilet? |

38. Customer: _____?

Seller: I'm sorry. We accept only cash.

- | | |
|------------------------------|------------------------------|
| a. Do you have credit card? | b. Can I pay by cash? |
| c. I don't have credit card. | d. Can I pay by credit card? |

39. Seller: It's 4,500 Baht, sir.

Customer: _____

Seller: Certainly. If you pay by credit card, we will give you 10% discount.

- | | |
|-----------------------------|--------------------------------|
| a. I'll pay by credit card. | b. Can I pay by cash? |
| c. I'll pay cheque. | d. Can you give me a discount? |

40. Customer: Thanks for your help.

Seller: _____

- I look forward for your answer.
- I'm very welcome to see you again.
- See you again tomorrow.
- We look forward to welcome you again.

Appendix I

Item Analysis for English Proficiency Test

The results of item analysis for English Proficiency Test show the level of difficulty (p), discrimination index (r), and reliability (KR-20).

Item	Level of Difficulty (p)	Discrimination Index (r)	Reliability (KR-20)
1	0.630	0.358	0.82
2	0.370	0.663	
3	0.593	0.316	
4	0.407	0.280	
5	0.630	0.476	
6	0.481	0.234	
7	0.556	0.483	
8	0.593	0.387	
9	0.370	0.395	
10	0.407	0.561	
11	0.481	0.338	
12	0.407	0.473	
13	0.333	0.408	
14	0.407	0.357	
15	0.630	0.515	
16	0.444	0.204	
17	0.481	0.512	
18	0.481	0.393	
19	0.519	0.269	
20	0.630	0.354	
21	0.481	0.441	
22	0.481	0.256	
23	0.444	0.213	
24	0.407	0.475	
25	0.556	0.351	
26	0.481	0.234	
27	0.593	0.562	
28	0.630	0.256	
29	0.630	0.426	
30	0.593	0.341	
31	0.444	0.256	
32	0.556	0.377	
33	0.519	0.404	

Item	Level of Difficulty (p)	Discrimination Index (r)	Reliability (KR-20)
34	0.333	0.585	
35	0.519	0.286	
36	0.630	0.658	
37	0.407	0.423	
38	0.481	0.315	
39	0.667	0.422	
40	0.481	0.341	
	P = 0.333 – 0.630	R = 213 – 0.663	

Appendix J

The Evaluation of the Effectiveness of the MITA Syllabus

One to one testing for effectiveness evaluation of the MITA Syllabus (3 students)

Student Number	Learning Activities Score	English Proficiency Test	E1	E2
1	60	13		
2	61.5	14		
3	62.3	16.5		
Mean Score	61.264	14.448		
Percentage	76.58	72.24	76.58	72.24

The Evaluation of the Effectiveness of the MITA Syllabus

Small group testing for effectiveness evaluation of the MITA Syllabus

(6 students)

Student Number	Learning Activities Score	English Proficiency Test	E1	E2
1	65	16		
2	63.5	17		
3	63	14.5		
4	62.5	16		
5	63	14.5		
6	65	16		
Mean Score	63.896	15.664		
Percentage	79.87	78.32	79.87	78.32

The Evaluation of the Effectiveness of the MITA Syllabus

Field study testing for effectiveness evaluation of the MITA Syllabus

(33 students)

Student Number	Learning Activities Score	English Proficiency Test	E1	E2
1	62.5	16		
2	73	14		
3	70	18		
4	64	17		
5	67	18.5		
6	62	16		
7	61	15		
8	61	15		
9	65	16		
10	62.5	15		
11	67	16		
12	63	15		
13	63	16		
14	67	15		

Student Number	Learning Activities Score	English Proficiency Test	E1	E2
15	58	17		
16	63	13.5		
17	60.5	16.5		
18	65	17		
19	66	15.5		
20	64.5	15.5		
21	64	18		
22	61	15.5		
23	65.5	17.5		
24	63.5	15		
25	67	17.5		
26	65	16.5		
27	65	17		
Mean Score	64.03	16.09		
Percentage	80.04	80.46	80.04	80.46

Appendix K

List of Experts

Name	Position	Instrument Evaluated
1. Dr. Peerasak Siriyothin	Dean of Institute of Social Technology, Suranaree University of Technology	- MITA Syllabus - Rubrics - Questionnaire - Semi – Structured Interview Form - Student’s Multiple Intelligences Inventory - Traditional Approach Lesson Plan
2. Assoc. Prof. Dr. Wimonrat Soonthornrojana	A lecturer, Suranaree University of Technology	- MITA Syllabus - Rubrics - Student’s Multiple Intelligences Inventory
3. Assist. Prof. Dr. Aphisak Pupipat	A lecturer, Thammasat University	- MITA Syllabus - Rubrics - Questionnaire - Semi – Structured Interview Form - Student’s Multiple Intelligences Inventory
4. Assoc. Prof. Dr. Kanit Khaimook	A lecturer, Suranaree University of Technology	- Statistical Analysis

5. Assist. Prof. Dr. Banjert Chongapiratanakul	A lecturer, Suranaree University of Technology	- MITA Model
6. Dr. Suksan Suppassetseree	A lecturer, Suranaree University of Technology	- MITA Model

CURRICULUM VITAE

Mr. Sattra Sahatsatatsana received a Bachelor Degree of Education in English from Rajabhat Mahasarakham University in 1999 and a Master Degree of Education in English from Mahasarakham University in 2006. He has got a scholarship from Rajamangala University of Technology Isan Kalasin Campus, to study for a doctoral degree. In 2007 to 2010, he studied in the School of English, Institute of Social Technology, Suranaree University of Technology, Thailand, for the Degree of Doctor of Philosophy in English Language Studies. His special interests are Course Design and Curriculum Development.