

Multimodality in Enhancing Students' Speaking Performance: An Examining of the Flipped college EFL classroom in China



Research Questions:

1. Compared with the traditional teaching model, whether the multimodal flipped classroom model (FCM) promote the learners' speaking motivation in EFL?
2. How does the multimodal FCM impact on participants' speaking motivation in EFL?
3. Whether the FCM triggers the same influence on speaking motivation among participators of various English capacity?
4. Why there exists the different influence on speaking motivation among participators of different English capacity?

Main Conceptual Themes:

- Learning motivation** (ARCS Model)
- Multimodality** with the education
- Flipped Classroom Model(FCM)**, blended teaching methodology

References:

- Keller, J. M. (2008). First principles of motivation to learn and e3-learning. *Distance Education*, 29(2), 175-185.
- Stein P.(2006) Multiliteracies and multimodality in English in education in Africa: Mapping the terrain. *English studies in Africa*. 1,1-12.

Methodologies:

Quantitative method: LMQS Questionnaire

Qualitative method: reflective self-report and interviews

Participants:

-40 undergraduates students

-**Experimental Group1**(Fail CET4); **EG2** (Pass CET4)

-**Control Group1** (Fail CET4); **CG2** (Pass CET4)

Ethical Issues:

Anonymous
Data Protection

BERA

Data analyze method:

SPSS, ANOVA, MANOVA;
NVivo



Timetable:



Week 1-2

Literature
review

Week 3-20

Proceed the FCM
and Regular model
Data collection

Week 21-22

Data
analysis

Week 23

Compose
a report