The following conclusions are made according to the analysis of the results and observations:

(i) How is the variation theory to be utilized to achieve the leaning goal?

The patterns of the variation help students discern the critical aspects of the object of learning during the learning process. In the case of Mary, she has difficulty in articulating “e” and “u”, in the end “u” is fixed, and “e” is improved in terms of the shape of mouth and lips.

(ii) To what extent can the variation theory enhance the learning?

The variation theory enhances the learning case by case. In this case study, it is evident that Mary’s articulation improved more than that of John. However, the pattern of contrast in “o” and “e” indeed helps John’s articulation in “e” from time to time.

As participation in this case study is limited to only two students, in the future, it is advised that a larger group of speech-impaired students participate in the pilot study to ascertain to what extent Valuation Theory could make their learning more effective. Further, the same could be also applied in the pilot study of Chinese Character learning for the Non-Chinese speaking students.

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