RESEARCH ARTICLE

MULTIPLE INTELLIGENCE AND THE TEACHING OF ENGLISH LANGUAGE

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ABSTRACT

Gardner (1983) refused to accept the monolithic and stable conception of intelligence, and he opposed to the idea of identifying and measuring of intelligence through tests. He proposed that humans are better defined by saying that they possess a series of relatively independent intelligences that by saying they have just a single intelligence defined by I.Q.

"Most people are not total 'geniuses' in one clear-cut area. Everyone is blessed with a mixture that determines uniqueness. If a human learns to use his/her various intelligences in combination with each other, s/he will be well on his/her way to success"-*Dr. Howard Gardner*

Gardner's ideas show that students learn differently, one can be good in speaking but not in writing therefore it is necessary to have a number of approaches and activities in teaching and learning.

More recently Multiple Intelligence Theory has been considered in language teaching. Language teachers started to relate the Multiple Intelligence model with learning styles and to consider the benefits of using Multiple Intelligence theory to enhance learners' abilities and individual needs. According to Snider (2001), "Multiple Intelligence Theory related materials have the strong potential to improve Foreign Language instruction because they engage learners' innate abilities".

This paper will explore the relation of Multiple Intelligence Theory with English Language Teaching and Learning.

Key Words: Multiple Intelligence Theory, English Language teaching

Education today focuses on individualized education and learner autonomy. Students are supposed to be responsible for their own learning and should be made aware of their strengths and weaknesses. Intelligence has traditionally been measured by using I.Q. tests but those tests are only measure one type of intelligence. I.Q. tests are not an entirely accurate way to determine who are intelligent and who are not. Therefore the multiple intelligence theory is very important to modern education because its main point is that every individual has eight intelligences and they all work together in a unique way.

Havard Gardner's (1983) theory of multiple intelligences helped education to revolutionize their concept of human potential. This theory challenged the classical view of intelligence that most of us have absorbed either explicitly from psychology and educational courses or implicitly from the culture we live in.

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Multiple Intelligence theory was propounded in 1983 by a professor of Education at Harvard University named, Dr. Havard Gardner. In this book Dr Havard Gardner looks at intelligence from a wider point of view. He pens down that human intelligences are more than what old I.Q. tests had shown. The question is not that how intelligent people work; it is that how their intelligence works (Gardner, 2006). It is important to know that people have different intelligences. Gardner's ideas show that students learn differently, one can be good in speaking but not in writing therefore it is necessary to have a number of approaches and activities in teaching and learning. "Multiple Intelligences consist of three domains: the analytical, introspective and interactive domains, these three domains serve as an organizer for understanding the relationship of the intelligences and how the intelligences work with one another".(Mckenzie,2002, pp156).

The names of these three branches and sub branches are:

1. **The Analytical domain:**
   a. Logical
   b. Rhythmic
   c. Naturalistic
2. **The Interactive domain:**
   a. Linguistic
   b. Interpersonal
   c. Kinesthetic
3. **Introspective domain:**
   a. Intra personal
   b. Visual
   c. Existential

Analytical	Interactive	Introspective
Logical	Linguistic	Intra personal
Rhythmic	Interpersonal	Visual
Naturalistic	Kinesthetic	Existential

It is important for us as teachers to understand and recognize multiple intelligence theory and apply it in our classes.

Linguistic	The capacity of using a word effectively whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of a language, the semantic or meaning of a language,
	and the pragmatic or practical use of a language.
Logical-Mathematical	The capacity of using numbers effectively. This intelligence includes sensitivity to logic patterns and relationships
Spatial	The ability to perceive the visual spatial word accurately. This intelligence involves sensitivity to colour, line, shape, form, space and the relationship that exist between these elements.
Kinesthetic	Expertise in using one's whole body to express idea and feeling and facility in using one's hands to produce and transform things.
Musical	The capacity to perceive, transform and express musical forms.
Interpersonal	The ability to perceive and make distinctions in the moods, intentions, motivations and feelings of the people.
Naturalistic	Recognize and classify the numerous species of an individual's environment (Armstrong, 2008 pp 6-7)

Due to the emergence of multiple intelligence theory, changes have been made in school curriculum in order to consider the new view of human capacities. Many public and private schools started to base their curriculum upon Multiple Intelligence theory, after the publication of Gardner' Frames of Mind in 1983 (Weiner, 2001).

Multiple Intelligence Theory in English Language Teaching

More recently Multiple Intelligence Theory has been considered in language teaching. Language teachers started to relate the Multiple Intelligence model with learning styles and to consider the benefits of using Multiple Intelligence theory to enhance learners' abilities and individual needs. According to Snider (2001), "Multiple Intelligence Theory related materials have the strong potential to improve Foreign Language instruction because they engage learners' innate abilities". (pp 6). By applying Multiple Theory English Language Teachers can address the great diversity in learners, develop

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learners' intelligences and "create an individualized learning environment" (Christison, 1996, pp10).

Multiple Intelligence is just one indication of a larger change that has taken place in ELT. These changes reflect the innovations proposed by new approaches, methodologies and theories. The innovations are an attempt to recognize and accommodate learners' different styles, potentials and intelligence profiles. One of the greatest changes was the shift in English language instruction, from a teacher centered, to a learner centered approach (Snider, 2001 pp12). Cooperative learning, Communicative language teaching, are some of the widely known approaches to ELT.

Based on the researches' experience in teaching English, they noticed that most students face difficulties in learning it in particular situations, while the same students are good at other activities in the class.

Language learning tasks can be developed around different types of intelligences. For instance, an activity such as that of writing the lyrics of a song implies the use of linguistic and musical intelligences. In a role-play where learners may need to express their feelings while being considerate of the feelings of others, linguistic, interpersonal and intrapersonal talents are needed. In a task where learners need to mime the title of a film for others to guess, the bodily- kinesthetic and interpersonal abilities are brought into play. Multiple Intelligence is an excellent tool to enable teachers to plan attractive ways to provide learners with language learning practice.

Within this cognitive model, "Language is not seen limited to a 'Linguistics' perspective but encompasses all aspects of communication" (Richards and Rodgers 2001,pp117).

There has been quite a lot of discussion about the effectiveness of using Multiple Intelligence to teach. The basic theory of Multiple Intelligence is that there are a number of different types of intelligences. Traditionally schools use logical and verbal intelligences to teach languages-English in this case. However it is also possible to teach English through the use of other types of intelligences. Each type of intelligence provides a 'hook' through which English can be acquired. Some students excel in logical exercises such as learning through analysis using grammar charts, conjugation tables, etc. other learners who excel in linguistic learning styles may profit from exercises focusing on word forms such as prefix, suffix activities, etymology research, etc.

Multiple Intelligence Theory strives to serve all students by reaching out to their respective strengths. Here's a quick overview of Multiple Intelligences as applied to English Language teaching.

Linguistic	Learning English through the use of words. A great example of this type of English language is standard teacher centered learning. The teacher explains an English language objective and the students learn. However, students can also learn through explaining English to each other.
Logical-Mathematical	Learning English through the use of logical deduction. Understanding the rules of grammar and applying sentences is a perfect example of logical intelligence used in English language setting.
Spatial	Learning English through visual including charts, graphs, maps, etc. Any type of English learning activity that asks students to interpret visual information can contribute to visual or spatial intelligence. Vocabulary trees are also a great example of using visual intelligence to improve English vocabulary skills.
Kinesthetic	Place countable and uncountable objects around the room, ask students to take objects and place them under categories. You can use either individual expressions of quantity or two categories: countable / uncountable nouns
Musical	Use a grammar chart to help out through repetition. You can use this grammar chart focusing on questions with 'how much' or 'how many' as well as other questions with 'how'.
Interpersonal &	Provide students with some imaginary items which are both countable and uncountable.

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Intrapersonal	Ask students to barter for these items using expressions of quality. For example: I'll give you a few apples for some wine.
Naturalistic	Writing a paragraph about the country and city, explaining more about natural words.

While focusing on Multiple Intelligence the Language learning can be developed through the following activities:

1.Linguistic Intelligence

- a. Visiting Library daily
- b. Reading books and newspapers for few moments
- c. Reading and telling jokes
- d. Writing diary
- e. Playing word games
- f. Memorizing song, poem or story
- g. Discussing and debating

2. Musical Intelligence

- a. Going to concerts
- b. Listening different kinds of music
- c. Making a record of favourite songs
- d. Singing English songs
- e. Joining chorus groups
- f. Turning learning material to a song or poem
- g. Playing music

3.Kinesthetic Intelligence

- a. Miming or acting
- b. Taking part in drama or poetry in the class
- c. Playing sports regularly
- d. Performing the learning material

4.Interpersonal Intelligence

- a. Joining some club
- b. Having parties
- c. Visiting busy places
- d. Interact with atleast one person in English daily
- e. Observing others keenly
- f. Understanding people

5.Intrapersonal Intelligence

- a. Thinking about goals for future
- b. Attending religious ceremonies
- c. Keeping a record of thoughts in diary
- d. Listing strengths and weaknesses in Language learning
- e. Sitting in a comfortable place for 20 minutes
- f. Engaging in activities that makes one more confident

Intelligence	Teacher based	Student based
Linguistic	• Present content verbally • Ask questions aloud and look for feedback • Take Interviews	• Presents Material • Read content and prepare a presentation • Debate over an issue
Musical	• Play music in the classroom during reflection periods • Show examples or create musical rhythms for students to remember things	• Create a song or melody with the content embedded for memory • Use well known songs to memorize formulas, skills, or test content
Kinesthetic	• Use props during lecture • Review using sports related examples (throw a ball to someone to answer a question)	• Students create props of their own explaining subject matter (shadow boxes, mobiles) • Students create review games.

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Interpersonal	• Be aware of body language and facial expressions	• Support teamwork among peers
	• Offer assistance whenever needed	• Group work strengthens interpersonal connections
	• cheer classroom discussion	• Students present
Intrapersonal	• Encourage journaling as a positive outlet for expression	• Journaling
	• Make individual questions welcome	• Individual research on content
		• Create personal portfolios of work

Organizing teaching with Multiple Intelligence can increase students' interest in their studies. Implementing the MIT in English Language classroom can mean better outcome for students as well as teachers because there is so much variety involved.

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