INTEGRATING MULTIPLE INTELLIGENCE ACTIVITIES IN TEACHING ENGLISH

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Abstract

Multiple Intelligences Theory was originally proposed by psychologist Howard Gardner at Harvard University in 1983. He defined eight types of multiple intelligence: linguistics, logical- mathematics, visual-spatial, interpersonal, intrapersonal, musical, bodily-kinesthetic and naturalist. Multiple Intelligences does not only explore teachers with more choices of activities in teaching English but also stimulate students to demonstrate what they have learned in many different ways. Therefore, This paper deals with Multiple Intelligence Theory in teaching English with a synthesis of some empirical studies. Definitions of Multiple Intelligence by Howard Gardner and its types of Multiple Intelligence are delineated. Research on Multiple Intelligence Theory in teaching English are reviewed. The possible activities in teaching English with different sets of Multiple Intelligences are discussed. The lesson plan of Multiple Intelligence approach in teaching English are explored. A brief summary of recommendation and conclusion are finally explained

Keywords: multiple intelligence, teaching English, literature review

INTRODUCTION

Every student is unique. Each has different characteristics compared to the others. This difference usually comes in a variety of conditions. A teacher who accompanied the students will deal with this difference. One type of difference that can be seen is the ownership of the different Multiple Intelligences. Multiple intelligences based learning is a process of two-way communication between teachers and students to achieve the learning objectives. This is done through the introduction of the Multiple Intelligences of the students as the basis for selecting learning strategies. The definition of Multiple Intelligence that is supported by some criteria which is the ability to solve a problem or create a product valued in a society is very different from the definition of intelligence implicit in standardized IQ (Hoerr, 2000). All children have different proclivities in the eight intelligences, so any particular strategy is likely to be highly successful with one group of students and less successful with other groups. Because of these individual differences among students, teachers are best advised to use a broad range of teaching strategies with their students

(Armstrong, 2009). There are some schools in US applied Multiple Intelligence during the teaching process as follows:

Table 1. MI School Program in US (Suprapto & Liu, 2014, p. 6)

Schools	Addres	Characteristics
Russel Elementary School	Lexington Kentucky (inner-city)	developed MI program over time
Expo for excellence Elementary Magnet School	St. Paul Minnesota (inner-city)	founded as MI programs
The Key Learning Community	Indianapolis Indiana (inner-city)	founded as MI programs
Skyview Junior High School	Bothell Washington (suburban)	founded as MI programs
Lincoln High School	Stockton, California (suburban)	developed MI program over time
Mountlake Terrace High School	Mountlake Terrace, Washington (suburban)	developed MI program over time

Gardner' Multiple Intelligence Theory

The theory of Multiple Intelligence was developed in 1983 by Dr Howard Gardner, Professor of education at Harvard University, and it was first published in the book Frames of Mind which is The Theory of Multiple Intelligence. Gardner (1983) described different types of intelligences as follows:

Linguistic Intelligence

Linguistic intelligence refers to an individual's sensitivity to the sounds, rhythms, and meanings of words and different functions of language. Teachers can stimulate their students' linguistic intelligence by encourage them to say and see words, read books together, and by providing any discussion (Lunenburg & Lunenburg, 2014). In addition to that, Linguistic Intelligence also refers to the capacity to use words effectively orally like a storyteller, orator, or politician or in writing like as a poet, playwright, editor, or journalist (Sariolghalam , Noruzi, & Rahimi, 2010). Students like reading, writing, teling story and playing word games (Armstrong, 2000)

Logical-Mathematical Intelligence

Logical-Mathematical Intelligence refers to the use of numbers effectively and make any reason very well. It is involved in recognizing abstract patterns, prediction making, sequencing, problem solving and also scientific investigation and it is associated by the term which is scientific thinking (Botelho, 2003). In adition, those The logical-mathematical student typically likes puzzles, mysteries, and problem-solving activities (Griswold, Harter, & Null, (2002).

Spatial Intelligence

Spatial Intelligence refers to the distinctive ability to understand the visual world perfectly and also the ability to correspond to spatial information graphically and have well developed mental images (Chapman, 1993). In addition, it also involves the sensitivity to form, space, color, line and shape and then visualize things either mentally or graphically (Christison, 1996). Students like designing, drawing and visualization (Armstrong, 2000).

Musical Intelligence

Musical Intelligence refers to the ability to express emotions and feelings through music sensitivity to rhythm, pitch and melody (Christison, 1996). And also, students with and musical intelligence are able to manipulate music and combine its elements (Heming, 2008). It is the capacity to create, perform, and appreciate music (Gardner, 2005, p. 7). Student like singing, whistling, humming and tapping feet and hands (Armstrong, 2000).

Interpersonal Intelligence

Interpersonal Intelligence refers to the ability to interact with people effectively and and also to engage in verbal and nonverbal communication (Lazear, 1993) and it also involves understanding people whuch is known as being "People Smart" (Lazer, 2000). Activities in interpersonal intelligence are such peer sharing, simulations, board games, and cooperative groups (Armstrong , 2009). Anyone who deals with people usually possesses a high interpersonal intelligence like teachers, the rapists, salespersons, and politicians (Gardner, 2006). Students like leading, organizing and relating and work best as part of a group (Armstrong, 2000).

Intrapersonal Intelligence

Intrapersonal Intelligence refers to the ability to understand oneslef including one's own desire, fears, and capacities and to use such information effectively in regulaing ones's own life (Gardner, 1999). It deals with the individual self that makes students of their own feelings, and are self-motivated (Heming, 2008). Students are good at setting goals for themselves, planning and reflecting on their work who prefer to work alone (Armstrong, 2000).

Naturalist Intelligence

Naturalist Intelligence refers to the ability to understand the natural world (Stefanakis, 2002). In addition, it is the capacity to distinguish and categorize object or phenomena in nature (Gardner, 2006). Students using this intelligence are nature smart who have an awareness of the natural world phenomena like animals, insects, birds, fish, rocks. Therefore, students with this intelligence learn best when the content is related to the natural world

(Lazear, 1991). Students like playing with pets, gardening, investigating nature and caring for the earth (Armstrong, 2000)

MI on Teaching English

Narges & Bagheri (2013) investigated the relationship between Multiple Intelligences and Writing Strategies. They found that teachers are aware of how multiple intelligences could influence writing strategy used by learners which proves the individuality of the students. Moreover, by being aware of the writing strategy used by students, both teachers and students would know which strategies are almost learned and used most and which strategies need more emphasis and practice which is going to help to improve the students' writing.

Derakhshan & Faribi (2015) reviewed intelligence types that students employ in relation to their foreign language learning and she said that it is possible to motivate learners by different activities relating to the different intelligences and showed that t here is positive effective to enhance, motivate and activate students' mind regarding different types of intelligences.

Ibnian & Hadban (2013) indicated some possibilities to motivate learners by activating multiple ways of meaning making through the use of tasks relating to the different intelligences. In addition, they concluded that the MI theory could will have a vital role in creating an attractive, encouraging and motivating atmosphere in ELT class and will provide a variety of language activities that stimulate the different tools or intelligences proposed by Gardner makes it possible to engage multiple memory pathways necessary to produce sustained deep learning.

Ghamrawi (2014) indicated that teachers' use of MI on vocabulary acquisition by preschoolers during English as a second language classes in a K-12 school in Lebanon acquired new vocabulary faster using traditional methods of teaching however their retention of such vocabulary was significantly weaker when compared with the vocabulary acquired in MI classes.

Morgan (2004) argued that Multiple Intelligence Theory framework is a useful tool for planning language learning tasks which insure that students can cope in the presence of challenge. When learners see what they can do, this has a positive effect on

their self-esteem and can lead to enhancing success in language learning and its academic results.

Activities in Teaching English with MI

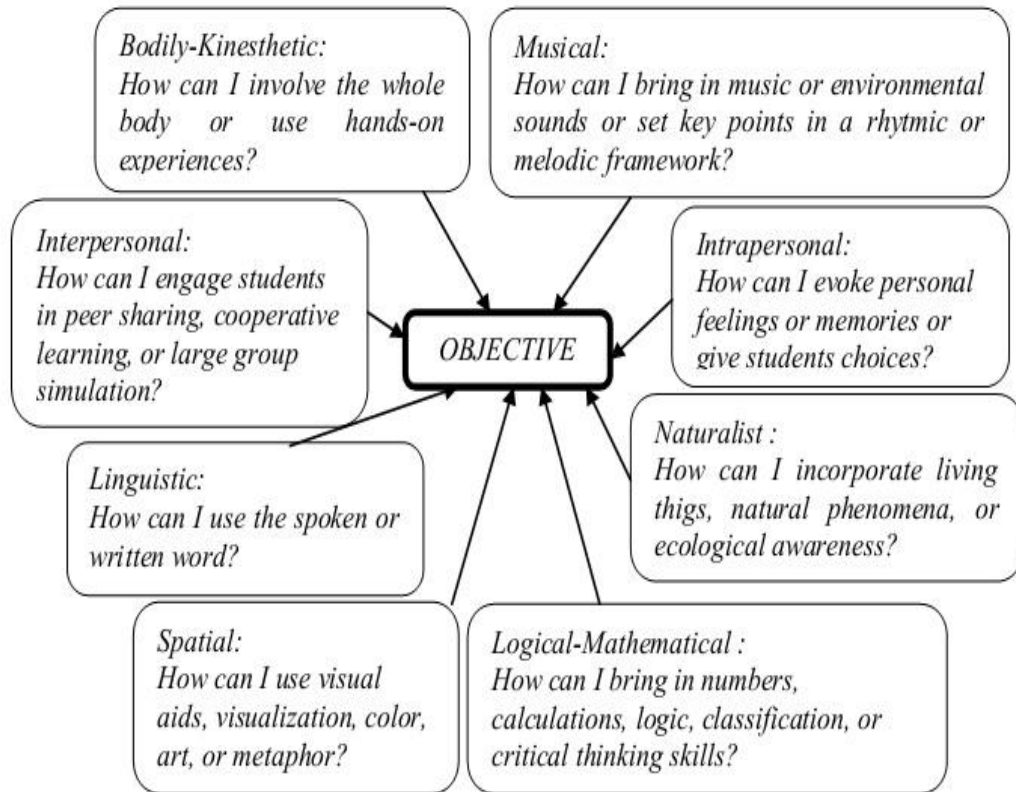*Table 2. Gardner' Multiple Intelligences (Spirovska, 2013, p. 7)*

Linguistic Intelligence	Reading a story, choosing appropriate word to fill in a gap in a sentence, choosing an appropriate synonym or antonym for a given word, answering multiple questions related to a text.
Logical Mathematical Intelligence	Sequencing events in a chronological order, finding logical errors, presenting timelines of events presented in a story or a text, jigsaw puzzles and games, concept maps.
Musical Intelligence	Songs, tongue twisters, rhymes, playing songs in order to introduce a topic or analyze the lyrics, transforming lyrics into a text.
Visual Spatial Intelligence	Drawing diagrams,concept maps, matching pictures with words, describing pictures or images.
Bodily Kinesthetic Intelligence	Drawing, coloring, mime, dramatization, making models of objects and using reality (real objects), games
Interpersonal Intelligence	Analyzing a character, reflections on characters and their actions or motivation, analyzing or retelling/rewriting a text from another's character point of view, group work.
Intrapersonal Intelligence	Journal keeping, activities in order to elicit personal experiences (reflections, discussions and sharing personal experiences).
Naturalistic Intelligence	Comparison between a novel and a film, news broadcasted by two different resources, categorizing, analyzing settings, field trips and projects.

MI Lesson Plan

One of seven-step procedure suggests one way to create lesson plans or curriculum units using MI theory as an organizing framework are showed by the kinds of questions to ask when developing a curriculum for a specific objective or topic. These questions can help prime the creative pump for the next steps as follows:

MI Lesson Plan: Teaching English

Bodily-Kinesthetic: How can I involve the whole body or use hands-on experiences?

Musical: How can I bring in music or environmental sounds or set key points in a rhytmic or melodic framework?

Interpersonal: How can I engage students in peer sharing, cooperative learning, or large group simulation?

Intrapersonal: How can I evoke personal feelings or memories or give students choices?

OBJECTIVE

Linguistic: How can I use the spoken or written word?

Naturalist: How can I incorporate living thigs, natural phenomena, or ecological awareness?

Spatial: How can I use visual aids, visualization, color, art, or metaphor?

Logical-Mathematical: How can I bring in numbers, calculations, logic, classification, or critical thinking skills?

MI Planning Questions (Armstrong, 2009:65)

LESSON PLAN

Subject : English

Level : Senior High School

Topic : Who am I

Time : 20 minutes

Basic Competence : To explore students in teaching and learning English

Learning Objective : The students are able to master English (Four Skills; Listening, Speaking, Writing, Reading)

Media : Paper and Pencil

Logical Mathematic : Sequencing Events in a chronological order

Linguistic : Reading a story, Retelling the story

Interpersonal : Retelling/rewriting a text from another's character point of view, group work

Intrapersoal : Journal keeping, activities in order to elicit personal experiences

Visual-Spatial : matching pictures with words, describing pictures or images.

Bodily-Kinesthetic : Drawing, mime, Dramatization

Linguistic : Reading a story, Retelling the story

Table 3

No	Activities	Time	MI Analysis
1	Introduction of Who am I the games	3 min	Linguistics Visual Spatial.
2	Tell the the students that there will be 4 skill in teaching English which are listening skill, reading skill, writing skill, and speaking skill	3 min	Linguistics
3	Ask student to student to prepare a pencil and some pieces of paper to draw some picture based on teacher' instruction	1 min	Visual Spatial Bodily-Kinesthetic
4	Give some clues for students to answer the question and then for them to draw the pictures of their answer on the paper	5 min	Visual Spatial Bodily-Kinesthetic Linguistic
5	Making any story of their finished pictures based on my clues	5 min	Interpersonal Intrapersonal Bodily-Kinesthetic
6	Performing the story that they have already done	3 min	Interpersonal Bodily-Kinesthetic
7	Giving any assignment : Closing statement	3 min	Linguistic

CONCLUSION

Multiple Intelligence encourages students in learning English based on students intelligences. In the multiple intelligence classroom, teachers are suggested to teach literacy instead of traditional teaching which is concerned with the teacher being the controller of the class and then teacher should build up their lessons in a way which engages all or most of the intelligence since Gardner suggest that almost everyone has the ability to develop all eight intelligences if they are given appropriate encouragement, enrichment and instruction (Armstrong, 2000). Therefore, teachers are suggested to ensure that they provide several different activities in order that students can explore their different ability in learning in the classroom. According to Snider (2001), Multiple Intelligence Theory related materials have the strong potential to improve foreign language which is English because they engage learners' innate abilities. the teacher is not only as a merely language teacher but also they have to facilitate, observers, and design a very good lesson.

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