

English Language Learning: A Role of Multiple Intelligence

Muhammad Younas (MS in English Linguistics)

Ahmad Subhani (Lecturer, IBRI College of Technology, OMAN)

Hafsa Akram (MA English)

Abstract:

In this study we would like to show what is Multiple Intelligence Theory, its origin, how many types of multiple intelligences have and its role in learning English language. We have used qualitative approach of research in this study. The article was designed after reading a lot of literature on this topic. We have taken a number of references from other articles in order to explore our topic. In the beginning, we explain the Multiple Intelligence with its role in learning English language and then we explore five kinds of intelligences: Linguistic, Musical, Bodily, Interpersonal and Intrapersonal. In the end, it was concluded that all the five intelligences studied in this article are very helpful and beneficial in learning English language.

Keywords: Multiple intelligence, Linguistic intelligence, Musical intelligence, Bodily intelligence, Interpersonal intelligence and Intrapersonal intelligence.

Hypotheses:

1. Multiple Intelligence theory enhances the ability to learn English language.
2. Multiple Intelligence theory guides the teacher to improve teaching methodology.
3. Multiple Intelligence theory provides active learners and successful students.

Research Questions:

1. Does Multiple Intelligence theory enhance the ability to learn English language?
2. Does Multiple Intelligence theory guide the teacher to improve teaching methodology?

3. Does Multiple Intelligence theory provide active learners and successful students?

Research Objectives:

The objectives of this research study are

1. Make aware the teachers and students about importance of Multiple intelligences.
2. Find out the effects of Multiple intelligence theory in learning English language.
3. Find out the role of Multiple intelligences in enhancing the learning of English language.

Introduction and Literature Review:

Multiple Intelligence theory was progressed in 1983 by a professor of Education at Harvard University named, Dr. Harvard Gardner. In this book Dr. Harvard Gardner looks at intelligence from a wider point of view. He pins down that human intelligences are more than old I.Q tests had shown. The question is not that how intelligent people are; 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 English language learning. Dr. Harvard Gardner explores eight intelligences: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal (Solmundardottir, 2006). It is very important for students that they explore their intelligence and that they know how to use it in a proper way. It is also important for teacher to know how to work with the different intelligences and be able to use various ways of teaching. Activities used by teacher must be appealing and suitable for the students to develop the intelligences (Campbell, 2008). It is obvious that schools have a great emphasized on reading and writing in language teaching but not on listening and speaking. The Multiple Intelligence Theory opens the door to a variety of teaching methods which can easily be applied in the language classroom. Teachers can widen teaching strategies by using various assignments and activities (Armstrong, 2000). The MIT offers opportunities for students to use and develop all the different intelligences. It is a part of a teacher's job to look after and

help children to develop their own intelligence (Nolan, 2003). We are going to explore the five multiple intelligences which are related to our study that are given below:

1. Linguistic Intelligence:

Linguistic intelligence is the ability of an individual to know and operate words and languages. It is said that everyone have this intelligence to some extent. Strong rhetorical and oratory skills show strong linguistic intelligence. Reading, writing, speaking and some other forms of verbal and written terms are integrated in this intelligence (Giles, Pitre and Womak, 2003). Linguistic intelligence is the capacity to use the language in a very well manner and to use it both in speaking and writing. People who are good in verbal/linguistic intelligence have a good vocabulary. Book reading is the most favorite thing of them and they read books in classroom also (Shu-Fen-Chen, 2005). Maftoon and Sarem (2012) says that this intelligence has ability to deal with structure of language (Syntax), meanings of language (Semantics), sounds of language (Phonology) and practical use of language (Pragmatics). Shu-Fen-Chen (2005) states that people having a strong verbal/linguistic intelligence select the professions as teachers of language, announcers in radio or television, reporters, editors, librarians and linguists. People having a good linguistic intelligence also choose the professions like lawyers, public speakers, writers and poets (Maftoon and Sarem, 2012). The use of sign language is included in linguistic intelligence for the population of deaf people (Alegre, 2009). While focusing on language learning if one wants to develop the linguistic intelligence, Shu-Fen-Chen (2005) suggests some activities:

- Visiting library daily.
- Reading books and newspapers for few moments.
- Reading and telling jokes.
- Writing diary.
- Playing word game.
- Memorizing song, poem or story.
- Discussing and debating.

2. Musical Intelligence:

Giles, Pitre and Womak (2003) states that musical intelligence is the ability to understand, create and interpret musical pitches, timber, rhythm and tones. Musical intelligence is the capacity to use non verbal sounds and people who have a good musical intelligence hear music and learn songs quickly (Shu-Fen-Chen, 2005). Musical intelligence may make students more attractive towards accent, pitch and rhyme in language learning (Maftoon and Sarem, 2012). Students who learn through musical education show good results than other students. Musical education may cause creative, motivating, productive and relaxed classroom in language learning. Learning through musical education provides a chance to concentrate and connect with inner self (Arnold and Carmen, 2004). People who have high musical intelligence are more perceptive to sounds, rhythm, tone and music. Musical intelligence helps a lot to understand poetry in learning English language (Giles et all, 2003). To develop a good musical intelligence Shu-Fen-Chen (2005) suggests some activities:

- Going to concerts.
- Listening different kind of music.
- Making a record of favorite songs.
- Singing English songs.
- Joining Chorus group.
- Turning learning material to a song or poem.
- Playing music.

3. Bodily/Kinesthetic Intelligence:

The capacity to use the body in a good way to share your thinking, to communicate or to present anything is called Kinesthetic intelligence (Shu-Fen-Chen, 2005). This intelligence involves the Total Physical Response approach in language learning and teaching (Maftoon and Sarem, 2012). Solmundardottir (2008) states that people in this intelligence prefer activities which involve actions and movements. Shu-Fen-Chen (2005) says that if the Kinesthetic intelligence is not our specific intelligence, we can still use our body to help the mind. Dancing, swimming, walking, jogging and such other physical exercises can improve mental health. People having a good Bodily/Kinesthetic intelligence choose the professions like actors, models and mimes. Shu-Fen-Chen (2005) suggests some activities to develop a good Kinesthetic intelligence in learning English language:

- Miming or acting.
- Taking part in drama or poetry class.
- Playing sports regularly.
- Performing your learning material.

4. Interpersonal Intelligence:

The persons who have interpersonal intelligence have an ability of understanding other people. They like to work as part of group. They have friendly behavior sensitive to other's mood. The person who have interpersonal intelligence having interaction with others. They work with others actually to understand their own perspective, opinion and for achieving personal goal. This interaction with others helps the learners to learn the things more rapidly. This social construction in learning lays stress upon the importance of interaction of the participants in the learning (Armstrong, 2000). As Vygotsky (1978) emphasized that learning is mediated or shaped and influenced by social interaction; as Dornyel and Muvphey (2003, 86) explain, "from a Vygotskian constructivist point of view, learning happens intermentally first, between minds in interaction, and only later becomes one's own learning, intermentally." Interpersonal intelligence also helps the student to develop their learning during class-room. Empathy developed through group activities helps to create a relaxed classroom atmosphere where learners can feel more self-confident and willing to speak in the target language (Diaz, 2002). Shu-Fen-Chen (2005) suggests some activities to develop a good Interpersonal intelligence in learning English language:

- Joining some club
- Having parties
- Visiting busy places
- Interact with one person in English daily
- Observing others keenly
- Understanding people

Intrapersonal intelligence:

The person who has interpersonal intelligence has self-knowledge. He is self-assured about his capacity of learning the things. Such type of people prefers to work alone. He has awareness about his strengths and weaknesses and has set his goals in life

(Armstrong, 2000). Intrapersonal Intelligence provides the capacity to know about the internal aspects of one's own self and self-discipline (Christison, 1999). It is the ability for self-analysis. People with this kind of intelligence become writers, therapists and religious figures (Shu-Fen-Chen, 2005). Teachers can assign reflective activities, such as journaling to awaken students' Intrapersonal Intelligence. It's important to note that this intelligence involves the use of all others. An individual should tap into their other intelligences to completely express their Intrapersonal Intelligence (Giles, Pitre and Womak, 2003). People with high interpersonal intelligence have great self-knowledge and they have an accurate picture of themselves (Solmundardottir, 2008). To develop a good Intrapersonal intelligence Shu-Fen-Chen (2005) suggests some activities:

- Thinking about goals for future
- Attending religious ceremonies
- Keeping a record of thoughts in dairy
- Listing strengths and weaknesses in language learning
- Sitting in a comfortable place for 20 minutes
- Engaging in activities that make more confident

Research Methodology:

The qualitative approach of research is used in this article. There is no quantitative data and results to show the response of people. This article was designed after reading a lot of literature on concerning topic. In this study we show that what is Multiple Intelligence Theory, its origin, how many types of multiple intelligences have and its role in learning English language. We have taken a number of references from other articles in order to explore our topic. In the beginning, we explain the Multiple Intelligence with its role in learning English language and then we explore five kinds of intelligences: Linguistic, Musical, Bodily, Interpersonal and Intrapersonal. All the five Intelligences are discussed in detail with some activities to enhance them. At the end some suggestions are given to improve the use of Multiple Intelligence Theory in institutes of English language learning and teaching.

Discussions:

After discussing all the five intelligences related to our study we have perceived that Multiple Intelligences are very helpful to control our own learning in English language. Multiple Intelligences play an important role in learning English language. Multiple Intelligence Theory makes the learning process interesting. The good news is that the theory of multiple intelligences has grabbed the attention of many educators around the country, and hundreds of schools are currently using its philosophy to redesign the way it educates children. The bad news is that there are thousands of schools still out there that teach in the same old dull way, through dry lectures, and boring worksheets and textbooks. The challenge is to get this information out to many more teachers, school administrators, and others who work with children, so that each child has the opportunity to learn in ways harmonious with their unique minds. As it is obvious that many teachers and students are unaware of the importance of Multiple Intelligences in learning process. So, every learner must be aware of his/her own intelligence to improve learning process. Multiple Intelligences provide various teaching and learning techniques. We have found that these five intelligences help the learners and teachers in different ways to enhance the learning level.

- i. Linguistic Intelligence enhances the ability of the learner in vocabulary and use of language.
- ii. Musical Intelligence is also very helpful to create a good sense in rhythm, tone and sounds. Having background music while study enhances the capacity of the students in learning English language.
- iii. Use of body language and acting skills of students help them in learning.
- iv. Interpersonal Intelligence provides group activities and co-operative learning. Students like to work in a group and with the help of other fellows.
- v. Intrapersonal Intelligence helps the student to figure out their strengths and weaknesses. So, they can improve their learning process.

There are some activities for teachers and students to perform in the English language learning classroom. These activities can help them to improve the learning process in a right way.

Table: 1

Intelligence	Teacher based	Student based
 <p>Linguistic</p>	<ul style="list-style-type: none"> • Present content verbally • Ask questions aloud and look for feedback • Take Interviews 	<ul style="list-style-type: none"> • Presents Material • Read content and prepare a presentation • Debate over an issue
 <p>Musical</p>	<ul style="list-style-type: none"> • Play music in the classroom during reflection periods • Show examples or create musical rhythms for students to remember things 	<ul style="list-style-type: none"> • Create a song or melody with the content embedded for memory • Use well known songs to memorize formulas, skills, or test content
 <p>Bodily/Kinesthetic</p>	<ul style="list-style-type: none"> • Use props during lecture • Review using sports related examples (throw a ball to someone to answer a question) 	<ul style="list-style-type: none"> • Students create props of their own explaining subject matter (shadow boxes, mobiles) • Students create review games.
 <p>Interpersonal</p>	<ul style="list-style-type: none"> • Be aware of body language and facial expressions • Offer assistance whenever needed • cheer classroom discussion 	<ul style="list-style-type: none"> • Support teamwork among peers • Group work strengthens interpersonal connections • Students present

 <p>Intrapersonal</p>	<ul style="list-style-type: none"> • Encourage journaling as a positive outlet for expression • Make individual questions welcome 	<ul style="list-style-type: none"> • Journaling • Individual research on content • Create personal portfolios of work
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Institutes should provide the learners various techniques, activities and individualized education to enhance the abilities of the students in learning English language.

Conclusion:

Organizing teaching with Multiple Intelligences can increase students' interest in their studies. To use these intelligences there is a chance for everyone to feel comfortable during the class hours. It is important that Institutes value what the students can do and support their strongest intelligence as well as improving the others. Implementing the Multiple Intelligence Theory in English language classroom can mean a better outcome for students as well as teachers because there is so much variety involved. Teacher should do these things for better results:

- a. Keep a running record of the intelligences you use regularly and of those you avoid. When a particular form of assessment doesn't work, offer the student another choice from another part of the menu.
- b. When students conduct research, either individually or in groups, show them the menus and allow them to choose the product or approach that appeals to them. They should choose the best product for communicating their understanding of the topic or text. Students thus discover not only the meaning of quality, but also something about the nature of their own interests, concerns and intelligences.

Based on what has been mentioned in this study, it is concluded that Multiple Intelligence Theory could play a vital role in creating an attractive, encouraging and motivating atmosphere in English language classroom.

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