Original Research Paper

Education

MULTIPLE INTELLIGENCE IN LANGUAGE LEARNING AND TEACHING

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ABSTRACT The theory of Multiple Intelligence was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University. It suggests that the traditional notion of Intelligence, based on I.Q. Testing, is far too limited. Instead, Dr. Gardner proposes eight different intelligences to account for a broader range of human potential in children and adults. "It suggests that traditional ways of testing for intelligence may be biased to certain types of individuals. According to Gardner,"successful education does not require covering everything from Plato to NATO'. in fact, the greatest enemy of understanding is coverage. If we try to cover everything, by the end of the day people will have learned very little and will have understood nothing. As a teacher, ask yourself, 'if I had one hour (per semester) to teach students. What would I teach them? " so on the basis of using this theory how a language teacher can teach his concept with effective way that has been enlightened in this paper.

Education and Multiple Intelligences

One of the most remarkable features of the theory of Multiple Intelligences in how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction. The theory of Multiple Intelligences suggests several other ways in which the material might be presented to facilitate effective learning. Whether you are a kindergarden teacher a graduate School instructor, or an adult learner seeking better ways of persuing self study on any subject of interest the same basic guidelines apply. Whatever you are teaching learning, sees how you might connect it with:-

1. Logical Mathematical intelligence: the ability to detect patterns, reason deductively and think logically. Most of ten associated with scientific and mathematical thinking.
2. Linguistic Intelligence: the ability to use language masterfully to express oneself theoretical or poetically. Also allows one to use language as a means to remember information.
3. Spiritual intelligence: the ability to multiple and create mental emages in order to solve problem. Not limited to visual site gardener noted that blind children can process spatial intelligence.
4. Musical intelligence: the ability to read, understands, and composes musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone but it is not needed for the knowledge or of Rhythm.
5. Bodily: kinesthetic Intelligence-the ability to use one's mind to control once bodily moments. this challenges the popular belief that mental and physical activity are unrelated.
6. Interpersonal intelligence: The ability apprechend the feelings and intentions of other.
7. Interpersonal intelligence: The ability to understand one's own feelings and motivation.

Multiple Intelligence Eight ways of Teaching

Intelligence	Teaching Activities	Teaching Materials	Instructional Strategies	Sample Teacher Presentation Skill
Linguistic	Lectures discussions world games storytelling journal writing	Table records stamps sets books on tap	Read about it write about it listen to it	Teaching through storytelling
logical mathematical	Brain Teasers problem solving science experiments mental calculations number game critical thinking	Calculators math manipulative science Eco payment mat games	Quantify it think critically about it put it in a logical Framework experiment with it	Socrati questioning
Spetial	visual presentations art activities imagination games visualisation metaphor	Graphs maps videos art materials cameras pictures library	It draw it visualise it colour it Mind Map it	Driving mind mapping concepts
Bodily-kinesthetic	Hands on learning drama dance sports that teach tectyl activities relaxation exercise	Building tools clai Sports Equipment manipulate IV learning resources	Build IT Act it out touch it get a good feeling of it dance it	Using gestures dramatic expressions
Musical	Rhythmic learning wrapping using songs that teach	Tape recorder tape collection musical instruments	Singh it Rapid Liston is it	Using voice reddamma Thalli
Interpersonal	Comparative learning peace storing community involvement social gatherings simulations	Board game party supplies props for role plays	Teachet collaborate on it interact with respect to eat	Dynamically interacting with students
Interpersonal	Individualized instruction independent study options in course of study self-esteem building	Self checking materials journals materials for projects	Connect it to your personal life make choose with regard to it reflect on it	Bringing feeling into presentation
Naturalist	Nature study technological awareness care of animals	Plant animals naturalist tools gardening tools	Connect to living things and nature natural phenomena	Linking subject matter to natural phenomena

Using Multiple Intelligence in the classroom

According gardner's theory of Multiple Intelligence has several implications for teachers in term of classroom instruction. The theory states that all seven intelligence are needed to productively functions in society. Educator's, therefore, should think of all intelligences has equally important. This is in great contrast to traditional education systems, whitch typically place a greater emphasis on the development and use of verbal and mathematical intelligences. Thus, the theory of Multiple Intelligences implies that educator should be recognised and teaches to a broad range of talents and skills.

A second implication is that teachers should structure the presentation

of materials in a style that engages most or all of the intelligence. For example, when teaching about the Revolutionary war songs, organize a role play of the singing of the declaration of independence, and have the students read a novel about life during that period. This kind of presentation not only excites students about learning, but it also allows a teacher to reinforce the same materials in the variety of ways. By activating a wide assortment of intelligences, teaching in this manner can facilitate a deeper understanding of the subject material. Everyone is born possessing the sevenintelligence. Nevertheless, All students will come into the the classroom with the different sets of developed intelligences. this means that each child will have has own unique set of intellectual Strengths and weaknesses. These sets determine how easy or difficult it is for a student to learn information when it is is presented in a particular Manner. This is commonly referred to a learning style. many learning styles can be found within one classroom. Therefore, it is impossible, as well as empirical, for a teacher to accommodate every lesson to all of the learning style found within the classroom nevertheless the teacher can show students how to use their more developed intelligence to assist in the understanding of a subject which normally employs their weeker intelligences (Lazear,1992). For example, the teacher can suggest that an especially musically intelligence child learn about the revolution Revolutionary war by making up a song about what happened.

Multiple Intelligence and language learning
In traditional learning context, learning weere regarded and thought of as being the same; instead, one of the most significant advances in education in the last decades of the 20th century is a growing shift towards learners' personal effective characteristics and learning styles. following this trend, characteristics and learning styles. Following this trend, Gardenr's research has shows that human cognitive ability is pluralistic rather than unitary and that learners of any subject will make greater progressive if they have the opportunity to use their areas of strength to master the necessary material. in this connection,, KIT is considered as a Framework that can help language teachers to give recognization to the holistic nature of learners and to address students diversity. it enables teachers to organise a variety of context that offer se variety of ways to engage meaning in the strengthen memory it is also said to be an effective tool for lesson planning that can increase the attractiveness of language learning task and therefore creative favourable motivational conditions.

MIT is a dynamic constructor that understands intelligence as tools that are changeable and trainable. While traditional intelligence tests are based on the notion that the general Faculty of Intelligence is an inborn attribute that does not change over the time, the MIT assert that there are skills Universal to human being that download according to experiences, age and training. Thus, Gardner's model of Multiple Intelligence is a reaction against a conservative and totally biologically driven view which encourages students to see intelligences as fixed and which could therefore make putting out special effort to achieve academic goals seem not worthwhile. this view states that people who are born more intelligent are much more likely to succed at school or in any learning task than those who are born in less intelligent. this aften leads to the unjustifiable conclusion that anyone failing in school or having difficulty in learning is lacking intelligence. in conceptualizations such as Gardens MIT Theory of Intelligence, people are freed from the static view which limits intelligence into a single aspect (Smith, mark K. 2002).

MIT implications and frames in language teaching and learning
According to MIT theory, language learning task can be developed around different types of Intelligence. for instance, accepting gardener's theory of Multiple Intelligence has several implications for teachers in term of classroom instruction. the theory states that all seven intelligence are needed to productivity function in society. Teachers, therefore, should think of all intelligence services quality important. this is in great contrast to traditional educational systems whitch typically place a strong emphasis on the development and use of verbal and mathematical intelligences. To the theory of Multiple Intelligences implies that educator should be recognised and teach a broader range of talent and skills. Moreover, MIT is an excellent tool to enable teachers to plan attractive ways to provide learners with language learning practices. within this cognitive model, "language is not seen has limited to a linguistic perspective but encompasses all aspects of communication" given students the opportunity to apprehend information in their prepared way.

The Musical- Rhythmic intelligence has to do with the ability to perceive and appreciate rhythm, pitch and melody. as a matter of fact the use of this intelligence in language learning can help students to concentrate and connect with their inner self, simulate creative processes, eliminate distracting sounds from in or outside the classroom, and, above all, fosters a relaxed but motivating and productive classroom atmosphere. second visual-spatial itelligence refers to the ability we have to perceive all the elements (from, shape, line, space, color,) necessary to create a mental image of something. Mental image as are present in thought and have a strong influence on reasoning meaning making and students the interest. Instances of frames related to this intelligence would be chart, picture, driawings, slides, posters, and videos etc.

Third, logical-mathematical intelligence is the ability to use numbers effectively, manage long chains and reasoning and involve an awareness of logical and memorical patterns in order to solve problems. In the language classroom problem solving task are useful as learners focus mainly on meaning but thought constant rereading of the text to solve the problem, they acquire a familliarity with the vocabulary and structures used. Language learning tasks such as asking Learners to reflect about their beliefs, attitudes, feelings and opinions but a given issues is an example of how to work on the interpersonal intelligence in the language classroom.

CONCLUSION
Schools have aftened sought to help students develop sense of accomplishment and self confidence. Gardner's theory of Multiple Intelligences provides a theortocally Foundation for recognising the different abilities and talents of students. this theory acknowledges that whil all students may not be verbally or mathematically gifted, children's may have an expertise in other areas, such as music, spatial relations, or interpersonal knowledge. Approaching and assessing learning in this manner allows a wider range of students to successfully participate in classroom learning.

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