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Contriving manifold styles in teaching ESL through multiple Intelligences

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The Theory of Multiple Intelligences

> ***Being intelligent does not always mean that someone tests well -- a problem with which teachers and school administrators have struggled since the earliest days of organized education. Howard Gardner's theory of multiple intelligences helps educators think differently about "IQ," and about what being "smart" means of teaching.***

There are plentiful ways to express oneself, and almost certainly even supplementary ways to expand knowledge and appreciate the universe. The theory of multiple intelligences advocates that Individuals are competent in varied ways and have the deep understanding and mastery in the most profound areas of human experiences. Even long before the theory materialized and was named in 1983 by Howard Gardner, numerous teachers have already encouraged the intelligences of their students. According to the Gardner's Ground Zero Project (1983) Humans are born with a mixture of seven types of intelligences. Each person has the power over different echelon in each type of intelligence.

How can the Multiple Intelligences be implemented in the classroom?

With considerate teachers, school administrators, and parents one can well again understanding about the learners in their midst. They can allow students to securely explore and learn in numerous ways, and they can facilitate students to direct their own learning. Teachers can assist students to realize and appreciate their strengths, and recognize real-world activities that will kindle more learning.

- Expand creative thinking.
- Persuade psychoanalysis of objects and ideas.
- Furnish encouragement to self-initiated learning.
- Bring up a creative classroom atmosphere.
- Create conducive environment for creative thinking.
- Formulate available resources for working out novice ideas.
- Edify how to test each idea methodically.
- Fabricate the cadence of recognition of new ideas.

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To implement Gardner's theory in an educational setting, a classroom is to be prearranged, into seven learning centers, each center to be fanatical to one of the seven intelligences. The students need to spend approximately two-thirds of each school day moving 15 to 20 minutes through each these centers -. Curriculum is supposed to be thematic, and the centers provide seven diverse ways for the students to gain knowledge of the subject matter.

Each day commences with a concise lecture plus discussion amplifying one aspect of the in progress theme. For example, during a unit on outer space, the morning's lecture might focus on solar planets. In a unit about the Indian arts, one lecture might portray the textile patterns plus fabric of India. After the morning lecture, a timer is set and students - in groups of three or four - instigate work at their centers, finally rotating through all seven.

What kinds of learning activities take place at the ESL Centre?

All students learn each day's lesson in seven ways. They fabricate models, dance, make collaborative pronouncements, generate songs, resolve deductively reckoning problems, read, write, and exemplify all in one school day. Some more specific examples of activities at each center are:

- In the **Individual Work Center** (Intrapersonal Intelligence), students explore the present area of study through research, reflection, or individual projects.
- In the **Cooperative Center** (Interpersonal Intelligence), they develop supportive learning skills as they solve problems, answer questions, create learning games, brainstorm ideas and discuss that day's topic collaboratively.
- In the **Melody Center** (Musical Intelligence), students compose and sing songs about the subject matter, make their own instruments, and learn in rhythmical ways.
- In the **Aesthetic Center** (Spatial Intelligence), they explore a subject area using diverse art media, puzzles, charts, and pictures.
- In the **Edifce Center** (Kinesthetic Intelligence), they build up genuine models, dramatize events, and dance, all in ways that relate to the content of that day's subject matter.
- In the **Reading Center** (Verbal/Linguistic Intelligence), students read, write, and learn in many traditional modes. They analyze and organize information in written form.
- In the **Maths & Science Center** (Logical/ Mathematical Intelligence), they work with math games, manipulative, mathematical concepts, science experiments, deductive reasoning, and problem solving.

Following their work at the centers, students can safely explore and be skilled in many ways, and teachers can help students to unswerving their own learning. Adults can help students understand and appreciate their strengths, and identify real-world activities that will stimulate more learning.

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If learning materials can be developed and used that lengthen instruction beyond the child's linguistic intelligence and make greater use of visual stimulation, sounds and music, logic and mathematics, then perhaps a more effective teaching and learning process could evolve. An awareness of multiple-intelligence theory be capable of stimulating teachers to find more ways of helping students in their classes, and developing various activities like,

Verbal / Linguistic

Involve enlightenment and discernment through the use of words.

1. Note taking

2. Riddles

3. Worksheets

4. Listening to lectures

5. Word play games

6. Listening to talking books

7. Reading books

8. Discussions

9. Story telling

10. Journal keeping

11. Debates

12. Memorizing

13. Writing

The ability to use words effectively both orally and in writing, remembering information, convincing others to help and talking about language itself. This is the most common means of teaching. However, this can also be turned around and students can help each other understand concepts. While teaching to other types of intelligences is extremely important,

this type of teaching focuses on using language and will continue to play the primary role in learning English language.

Visual / Spatial

Include elucidation and conception in the course of the use of pictures, graphs, maps, etc.

1. Illustrations

2. Graphs

3. Tables

4. Using charts and grids

5. Videos, slides and movies

6. Using art

7. Maps

8. Photos

9. Using graphic organizers

10. Imaginative story telling

11. Painting/picture/collage

12. Mind maps

13. Telescopes/microscopes

14. Visual awareness activities

15. Student drawings

It refers to sensitivity to figure out, space, color, lines, and shape, ability to graphically symbolize visual or spatial ideas. **Skills:** This type of learning gives students visual clues to help them retain information about language. The use of visual, spatial and situational clues is

probably the rationale for learning English language in a most effective way in a non English speaking country.

Body / Kinesthetic

The aptitude to use the body to articulate ideas, achieve tasks, construct moods, etc.

1. Hands-on activities

2. Field trips

3. Role-plays

4. Creative movement

5. Mime

6. Body language erudition

7. Classroom aerobics

8. Cooperative and accommodating group rotation

9. Cooking and other “clutter” activities

It embraces the ability to use the body to put across ideas and approach and to resolve problems. **Skills:** harmonization, suppleness, pace, and stability. These types of learning coalesces physical actions with linguistic reactions and are very obliging for pertaining language to actions. In other words, having a student act out a role-play in which he pulls out his wallet and says, "I'd like to pay by credit card."

Logical / Mathematical

Make use of logic and mathematical models to symbolize and work with ideas.

1. Science demonstrations and experiments

2. Logic puzzles and games

3. Story problems with numbers

4. Logical/sequential presentation of subject matter

5. Logical argumentation

6. Problem solving

The ability is to use numbers efficiently and grounds well. Aptitude to predict, appreciate the basic properties of numbers, principle of cause and effect. **Skills:** To be acquainted with abstract patterns; creating codes. Grammatical analysis falls into this type of learning style. Many teachers feel that English teaching syllabi are too loaded towards grammar analysis which has little to do with communicative ability. Nonetheless, using a balanced approach, grammar analysis has its place in the classroom. Unfortunately, because of certain standardized teaching practices, this type of teaching sometimes tends to dominate the classroom.

Musical

This Ability includes identification, communiqué and making use of melody, rhythm, and harmony.

1. Singing

2. Songs

3. Playing recorded music

4. Playing live music

5. Jazz chants

6. Music appreciation

7. Student made instruments

8. Background music

It deals with the kindliness to rhythm, meter, pitch, and melody. **Skills:** Be on familiar terms with simple songs and being able to adapt speed, tempo, and rhythm in straightforward melodies. This type of learning is sometimes underestimated in ESL classrooms. If one keep in mind that English is a very rhythmic language because of its propensity to intonation only of certain words, you'll recognize that music plays a great role in the classroom as well.

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Interpersonal

It is the capacity to get along with in collaboration with others to carry their out tasks.

1. Pair works

2. Peer teaching

3. Board games

4. Group brainstorming

5. Group Discussions

6. Group problem solving

7. Project work

8. Work cooperatively during field work

It relates to the ability to appreciate skillfully another person's moods, feelings, motivations, and intentions. **Skills:** reacting efficiently to other people, problem solving, and resolving conflict. Group learning is based on interpersonal skills. Not only do students learn while speaking in group within an authentic setting, they develop English speaking skills while reacting to others. Obviously, not all learners have excellent interpersonal skills. For this reason, group work needs to balance with other activities.

Intrapersonal

It is learning through self-knowledge foremost to understanding of one's motives, goals, strengths and weaknesses.

1. Behavior or activities with a self-evaluation module

2. Interest centers

3. Types of self engagements

4. Personal journal keeping

5. Checklist of tasks

6. Inventories of Do and don'ts

7. Individualized projects

8. Doing things by yourself

The ability to understand oneself, one's strengths, weaknesses, moods, likes, dislikes, desires, and intentions is really important. Skills: understanding how one is similar to or different from others, be reminiscent oneself to do something, knowing how to switch one's feelings, knowing about oneself as a language learner. This intelligence is indispensable for long-term English learning. Students who are aware of these types of issues will be able to deal with underlying issues that can improve or hamper English usage.

Thus it can be concluded that MI theory proffers ESL/EFL teachers a way to examine their best teaching techniques and strategies in light of human differences.
Teachers' language-learning materials affect the multiple intelligence profiles of their students. We must identify the activities that we frequently use in our classes and categorize them to see which ones help develop which types of students' intelligences
The use of technology in English language teaching should be maximized since the technology and MI provides a winning combination. This means that English teaching with technology is believed to influence students' learning more than any other medium.
The MI-based teaching of English with technology will help students build up seven kinds of their intelligences. This being the case, students can be smarter in the course of learning English through technology. In the future MI software that will assist students in developing their intelligences through learning English is needed to be developed.
The caveat of MI-based language learning through technology is that such a combination will certainly facilitate teachers in creating activities that will be flexible, reflective, and logical.

Multiple intelligence activities will endow with children and adults an opportunity to enhance their level of intelligence and copiously appreciate their potentials.

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