A Study of Multiple Intelligence Based English Language Teaching Using Task Based Approach

J. Ramulu[1], Dr. Renu Pandey[2]

[1]Research Scholar, Department of English., Sri Satya Sai University of Technology & Medical Sciences, Sehore, M.P., India.
[2]Research Supervisor Department of English., Sri Satya Sai University of Technology &Medical Sciences, Sehore, M.P., India

Abstract

This research is to find out the effectiveness of Multiple Intelligences (MI) theory in Indian ESL classrooms with reference to Task-Based Approach (TBA). MI theory has challenged the long-held unitary concept and assumptions of intelligences. It says that every individual is intelligent in at least eight different ways. The proponent of this theory Howard Gardner (1983) says that MI theory has its provision of at least eight different potential pathways to learning. If a teacher finds it difficult to reach a student in the traditional linguistic or logical-mathematical ways, MI theory suggests several other ways to make students learn. The integration of MI theory with TBA, which is the aim of the present study, provides learners a holistic growth and leads them to Self-learning. This research is supported by an empirical study based on an experimental and a survey method. After teaching the students for a stipulated period of time integrating MI theory with TBA, the questionnaires were implemented, data was collected, analysed and interpreted. From the analysis of the data, findings were drawn comparing the data of the students' prior knowledge of MI theory, students' Intelligence Profile, and the learning outcome of the blending of MI theory and TBA. The successful application of MI theory and TBA in ELT, followed by the analysis of the data and interpretations, proved to be highly significant in enabling the learners develop the habit of self-learning and attain a holistic growth.

Keywords: *Multiple Intelligence, English Language Teaching, Task Based Approach, Indian ESL classrooms.*

1. INTRODUCTION

The theory of Multiple Intelligences (MI) created by Howard Gardner proposes that the conventional thought of intelligence, in light of I.Q. (Intelligence Remainder) testing, is unreasonably restricted. All things being equal, Gardner proposes various intelligences to represent a more extensive scope of human potential in kids and grown-ups. To welcome English as unknown dialect (EFL) teachers to utilize MI in their study halls, first English language teaching (ELT) teacher instructors ought to be urged to incorporate the theory into their projects. bring up how the possibility of multiple intelligences can turn out to be essential for ELT teacher education by bringing up certain issues and issues which ought to be considered during the time spent ELT preparing teachers. The paper additionally advocates the presence of intelligence, Moral Intelligence.

Multiple Intelligences is a term which has first showed up in Howard Gardner's multiple intelligences theory. The last is viewed as a significant commitment to psychological science and establishes a student-based way of thinking which is "an inexorably mainstream way to deal with describing the manners by which learners are remarkable and to creating guidance which reacts to this uniqueness". Howard Gardner has scrutinized the behaviorist thought that intelligence is a solitary element which results from a solitary factor. Moreover, his theory has advanced in light of the need to arrive at a superior understanding of how psychological individual contrasts can be tended to and created in the homeroom.

In 1983, Gardner and his examination partners distinguished seven intelligences which are in particular, the numerical intelligent, the verbal-etymological, the melodic musical, the real sensation, the relational, the intrapersonal and the visual-spatial. Beginning from that time the conceivable outcomes of MIT working on scholastic outcomes in various trains, for example, unknown dialect teaching has been examined in numerous discussions. Indeed, Gardner's Multiple Intelligences theory is presented as a psychological point of view on intelligence which has significant ramifications for education overall. All the more explicitly, it has prompted the use of these edges to language teaching and learning. will endeavor to talk about the connection between Multiple Intelligences theory and language learning and teaching; besides, it will explore a portion of its suggestions and edges in language learning and teaching.

2. MULTIPLE INTELLIGENCES IN ENGLISH LANGUAGE TEACHING

For conventional learning contexts, learners had been viewed as well as taught of as being the same; rather, probably the most significant developments in training in the final years of the last 100 years is actually a growing change towards learners' personal affective qualities and learning styles. To follow this trend, Gardner's research has proven that man cognitive ability is actually pluralistic instead of unitary which learners of any topic can make greater improvement in case they've the chance to work with the areas of theirs of power to perfect the essential material.

With this connection, MIT is viewed as a framework which could help language teachers in order to offer recognition to the holistic dynamics of learners as well as to deal with pupil diversity. It allows teachers to manage a range of contexts that provide learners a number of methods to participate significance and enhance memory. It's likewise believed to become a highly effective tool for lesson preparation which can boost the attractiveness of language learning responsibilities and thus produce advantageous motivational factors.

Other Intelligences theory proposes that individuals are multidimensional subjects that have to produce not just their more cognitive capacities but additionally various other capabilities as for instance, the physical, spiritual and artistic. Traditionally, language learning has frequently been considered just a cognitive task, but in case we take mind science into account, this particular concern is actually incorrect and socially and educationally tricky. The truth is the affective and cognitive sides are hard to distinguish. Language expresses emotions, and emotions impact language.

within the affective domain you will find a selection of psychological variables that, in conjunction, form an individual's character. With this sense, the primary variables which have been discovered to influence language mastering results are self-esteem, inhibition, risk taking, anxiety, motivation.

MIT is actually a powerful construct that understands intelligences as equipment which are trainable and changeable. While conventional intelligence assessments are actually based upon the idea that the common faculty of intelligence is actually an inherent attribute that doesn't change with the time, the MIT claims that you will find abilities universal to man that develop based on experience, education and age. Thus, Gardner's type of several intelligences is actually a response against a careful and completely biologically driven perspective which encourages pupils to see intelligence as fixed and which may as a result make putting out special work to attain academic objectives appear to be not advantageous.

This particular perspective says that individuals that are born cleverer are a lot more apt to achieve success at school or perhaps at any sort of learning task compared to those that are born less clever. That usually leads to the unjustifiable conclusion that any person failing in school or even having issues in learning is actually lacking intelligence. Inside conceptualizations like Gardner's MIT principle of intelligence, many people are actually freed from the fixed perspective which limits intelligence into a single aspect.

Multiple Intelligences

Originally, Gardner identified seven types of intelligence in 1983, which includes: Verbal/linguistic, Logical/mathematical, Musical, Bodily/kinesthetic, Spatial/visual, Interpersonal and Intrapersonal intelligence. The first two have been highly valued in schools; the next three are often associated with arts; and the final two are what Gardner referred to as 'personal intelligences', dealing with feelings and emotions. An eighth intelligence, naturalistic, was added latter.

In Frames of Mind, Gardner pointed out that the traditional intelligence which school systems normally emphasis on is mainly based on a narrow range of verbal/linguistic and logical/mathematical skills. As though such skills are important to an individual's studies and future career; other types of intelligences, especially the 'personal intelligences' are also essential to human development and almost impossible to live without. Good interpersonal skills are of significant value to an enjoyable social life. For many children, the strongest skills lie in the other areas than verbal and logical intelligence, which tend to be frequently neglected according to the traditional intelligence theory. MI theories provide students an opportunity to learn through their strengths, become more successful at learning all subjects and even improving the traditionally highly valued "basic skills".

MIT Implications and frames in Language Teaching and learning

As per MIT concept, Language learning chores could be created around various kinds of intelligences. For example, Accepting Gardner's Theory of Multiple Intelligences has a number of implications for teachers in phrases of classroom instruction. The principle states that all 7 intelligences are essential to efficiently function in society. Teachers, consequently, must think of all the intelligences as equally important. This's in excellent contrast to conventional training methods which usually place a strong focus on the growth as well as use of mathematical and verbal intelligences.

Therefore, the Theory of Multiple Intelligences implies that educators must understand as well as instruct a broader range of abilities and talents. Additionally, MIT is a superb tool to allow teachers to plan appealing means to offer learners with language learning training. Within this cognitive design, "language isn't seen as restricted to a linguistic perspective but encompasses many elements of communication" offering pupils the chance to apprehend info in the ideal manner of theirs.

To start with, the spoken linguistic intelligence is the capability to use words successfully both orally and on paper. It comprises a sensitivity to the sounds, functions as well as meanings of language. Next, the musical rhythmic intelligence has to do with the capability to view as well as enjoy melody, pitch, and rhythm. As a situation of fact, the usage of this particular intelligence in language learning is able to assist pupils to focus as well as link with the inner self of theirs, stimulate innovative processes, eliminate distracting audio from in or perhaps outside the classroom, as well as, above all, foster a relaxed but motivating and effective classroom atmosphere.

The Eight Kinds of Intelligences

- **Linguistics:** 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 relationship.
- **Spatial:** The ability to perceive the visual-spatial word accurately. This intelligence involves sensitive to color, line, shape, form, space, and the relationship that exist between these elements.
- **Bodily -Kinesthetic:** Expertise in using one's whole body to express idea and feeling and facility in using one's hands to produce or transform things.
- **Musical:** The capacity to perceive, transform, and express musical forms.

Integrating MI theory in TEFL teacher education programs:

EFL mentor educators are actually to blame for making curricula for the applications which provide potential EFL teachers with a foundation for what they need to understand as specialized language coaches. A lot of what we include in TEFL plans is actually based on academic tradition. EFL instructors are actually anticipated to find out about strategies, testing, concept, teaching grammar, reading, speaking, listening, and so forth. Many teacher education programs consist of courses in all these subject areas. Teacher training programs are usually likely to stay current by introducing coaches to probably the newest & most innovative ideas in second language pedagogy. When new concepts & strategies are adopted by way of the career, teacher training programs are inhibited with integrating them into present programs.

3. BENEFITS OF MULTIPLE INTELLIGENCES

As there's no regular definition of' intelligence', it continues to be probably the most debatable topics in psychology in addition to education. While some scientists recommended intelligence is a broad ability; additional think that it's a blend of different ranges of abilities and abilities. In line with the theories of seeing intelligence as a broad ability, IQ (Intelligence Quotient) examinations which evaluate capabilities as problem solving, memory, learning, and pattern recognition have been widely popular in diagnosing learner's skills and potential, particularly among younger learners. Nevertheless, several suggested that the tests were limited and disputable, as non-cognitive things like emotions in addition play a crucial role of people's lives, which the IQ exams don't include. Furthermore, the IQ exams were not able to reflect on exactly how individuals learn as well as acquire knowledge. A profitable language learner calls for a range of capabilities which an IQ test is not able to diagnosing. It had been until the launch of "Multiple Intelligences" (MI) by Howard Gardner in 1983 that psychological intelligences had been formally acknowledged and intelligences had been viewed as a range of interconnected capabilities as well as talents. Gardner's theories revolutionize the intellectual world, brought new insights in training as MI theories seek to assist pupils determine as well as improve the strengths of theirs; identifying better means of teaching in addition to learning. This particular article gives a short introduction on the improvement of intelligence theories as well as MI theories. In that case it concentrates on the advantages of MI theories and exactly how it might be accommodated with English language coaching techniques.

Although there are particular criticisms concerned on Gardner's theory of MI, it got response that is good out of lots of educators and has been commonly put on to schooling. On original thought, the thought of teaching various intelligences seems improbable for proper education; instructing you are difficult enough already, let alone 8. Gardner responds to this by clarifying that psychology doesn't always dictate education; it helps you to recognize the factors of its instead. Additionally, 8 intelligence types might be viewed as 8 methods of teaching rather than one; which might be much more accessible to learners one of the ways or perhaps another.

MI theories have three benefits:

1. **Self-development and formation.** MI theories are able to assist teachers and pupils better understand the skills of theirs. It can help pupils to create up confidence as it shows the way they can easily use the strengths of theirs to deal with the weaknesses of theirs. It inspires pupils to discover exactly where their power and interest lies and drive the skills of theirs even more.

2. **A broader choice of schooling.** Just about all intelligences are needed for a person to follow a complete life. Thus, teachers have to attend to other intelligences, not simply the ones that the conventional intelligence focuses on. MI theories are actually ideal for differentiated as well as individualize learning; providing teachers the potential to create flexible and new applications which may more effectively meet up with the learner's requirements. Teachers may also redesign aged programs to match brand new needs. A number of activities might be incorporated in the new curriculum, which would quickly inspire as well as attract learners.

3. **MI theories also look into morality.** Gardner as soon as considered adding a "moral intelligence" to the MI theories. Though he afterwards arrived to the realization that' Morality' is actually an intricate idea coupled with several mental factors like character, will and character. Thus, it's not intelligence in itself. Though he didn't give up on the thought of "moral intelligence" and reported that' we should discover exactly how

morality and intelligence is able to come together to make a world in which an excellent range of folks will need to live'.

4. ACCOMMODATING MI THEORIES IN ELT

MI theories have the potential to be taken into all teaching techniques, though you will find 3 primary techniques which collaborate with MI theories constructively. They're the Communicative Language Teaching Approach (CLT), Task based Learning (TBL) as well as the SAFER model.

The Communicative Language Teaching Approach (CLT)

The definition of CLT differs among folks that are numerous; a narrow interpretation of is actually it's a teaching strategy utilized in foreign or second language training which sees interaction as the aim as well as the technique of studying a language. Tasks within CLT generally involves pupil making discussions, role plan and simulation being familiar ones (Harmer, 2007). CLT considers learners' various specifications as well as requirements only as MI do, also being versatile in nature. CLT is an ordinary strategy which combines various intelligences jointly. By building discussions, pupils have the chance to perform their logical and verbal abilities. When chatting to one another, additionally, they practice the interpersonal abilities of theirs. By asking pupils to create a chat about an image or even one's personal experience, intrapersonal and visual abilities may also be designed. Pupils might be also directed to sing or even dance along songs to perform their kinesthetic and musical skills.

Task-based Learning (TBL)

TBL is actually a teaching strategy of creating important things the emphasis of the learning process. It's created on the assumption that pupils will normally develop the language centered on responsibilities rather than language styles. Recommended that TBL typically includes 3 stages: Pre task, the Task cycle and also the Language target Like CLT, TBL additionally frees the pupils from restricted language management. In all 3 stages pupils are urged to make use of their very own language instead of practicing one pre-selected merchandise. The language explored arises as a result of the students' needs that are personalized and appropriate to them. They'll be subjected to a broad range of phrases, collocations in addition to language styles. A TBL category additionally provides the pupils a lot of chances to communicate, bringing a big variety of pleasurable and encouraging pursuits which may be coupled with MI theories to the classroom.

5. THE MULTIPLE INTELLIGENCE THEORY AND LANGUAGE TEACHING

There's much evidence that schools affected by Multiple Intelligence theory work well and with an understanding of the theory teachers could better understand the learners. They may permit pupils to easily learn the strengths of theirs, learn in ways that are a lot of and they are able to assist pupils to remain in influence of the own learning of theirs.

It's recognized that schools have emphasized writing as well as reading in language teaching. There are numerous pupils that function properly in this type of learning environment but additionally, there are pupils that do not. The Multiple Intelligence theory opens the door to a bunch of teaching methods which could be easily used in the language classroom. It provides teachers chances to widen contemporary teaching techniques by employing activities & tasks different.

Teachers have to make use of activities and means various to satisfy the requirements of all pupils, not merely of those that succeed in writing and reading. The theory may be utilized in a variety of ways as well as works effectively in the whole school system. It provides opportunities for pupils to use as well as improve all the various intelligences, not simply the ones they succeed in. Additionally, it provides various learning styles and strategies and also different tasks. Every one of the intelligences is prospective in each and every learner and it's an element of the teacher's duty to take care of and help kids to create the own intelligences of theirs.

It's intriguing to see that acknowledgement of the theory is present inside a variety of language teaching techniques. For instance, the Silent Way emphasizes the improvement of student's inner thinking (Intrapersonal Intelligence). Total Physical Response focuses on language learning through actual physical activity (Bodily Kinesthetic Intelligence) while Suggestopedia emphasizes the usage of music (Musical Intelligence) to deepen understanding of learning. The Communicative Approach and also cooperative learning stress the benefits of interpersonal relationships (Interpersonal Intelligence).

Language teachers these days have to be conscious that pupils have various strengths, learning styles as well as learning potentials however with the Multiple Intelligence theory we are able to instruct pupils efficiently in ways that are different. It's a wise decision to make the pupils a Multiple Intelligence test to find out which intelligences are exceptional for every student. Subsequently the teacher is able to produce a learning environment that's ideal for every student. By watching the pupils and keeping track of the way they respond to various tasks, it's possible to enhance the teaching by attractive to the students' strengths. So long as teachers make use of a range of various tasks based on the intelligences, there'll often be an era throughout the day or maybe week when pupils have their highly developed intelligence(s) actively involved in learning.

6. MULTIPLE INTELLIGENCES AND LEARNING STYLES

Some might find it an impossible task to instruct to other learning types. Nevertheless, teachers are utilizing multimedia, therefore it's starting to be much easier. As teachers start to realize learning styles better, it's apparent exactly why multimedia is great for almost all learners and exactly why an assortment of press is more efficient. Multimedia inherently speaks to the various kinds of learning tastes which one individual has as well as has the potential to impart knowledge to a diverse class or perhaps group.

However, there are actually particular modes of multimedia as well as instruction strategies, which include the following:

- **Visuals:** Visual media assist pupils develop concrete ideas, like object identification, spatial relationship or maybe motor abilities.
- **Printed words:** While the printed word is actually probably the most typical technique of dispensing info, some argue that audio is actually better.
- **Sound:** Sound media provide a stimulus for good recognition or perhaps recall. Sound narration is a helpful tool for pupils that have difficulty with reading.
- **Motion:** Motion depicts man functionality to ensure that learners are able to copy the motion. This particular kinesthetic technique could be important for understanding some subject matter.
- **Color:** Choices on style display are needed when it's crucial to what's being discovered (such as, the sky is actually blue).
- **Realia:** Realia teaches cognitive and motor abilities with objects. Realia may be utilized with groups or maybe individuals, based on the circumstances. Realia might be utilized to present info reasonably, or perhaps with the way learners internalize info.
- **Instructional Setting:** Design should include what materials are now being used, and the planet in which it's to be taught. Printed resources must be individualized to let the learner to establish the pace.
- **Learner Characteristics:** Teaching models must think about learner attributes, as media might be viewed in different ways by numerous learners. Study hasn't provided definitive techniques in matching the media most ideal for kinds of learners.
- **Reading Ability:** Pictures aid learning for very poor people that realize spoken words instead of printed text; excellent people are able to manage the speed, and print allows for easier review.
- **Categories of Learning Outcomes:** Categories ranged from 3 to 11 and most include some or even most of Gagne's (1977) learning groups: use, overall attitudes, verbal information, motor skills, and intellectual skills of cognitive practices.
- **Events of Instruction:** Teachers have to select the outside situations which support inner learning with incidents of instruction. This happens in the setting up phase and before choice of appropriate media.
- **Performance:** It's essential for pupils to do tasks that demonstrate retention and learning. The elicited performances could be classified by type: select, constructed, verbal, motor, overt, and covert. Media must be selected to correspond with the preferred outcome.

7. MIT IMPLICATIONS AND FRAMES IN LANGUAGE TEACHING AND LEARNING

As per MIT theory, Language learning chores could be created around various kinds of intelligences. For example, Accepting Gardner's Theory of Multiple Intelligences has a number of implications for teachers in phrases of classroom instruction. The theory states that all 7 intelligences are essential to efficiently function in society. Teachers, consequently, must think of all the intelligences as equally important. This's in excellent contrast to conventional training methods which usually place a strong focus on the growth as well as use of mathematical and verbal intelligences.

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Third, the visual spatial intelligence refers to the ability we've to perceive all of the components (form, space, line, shape, color) required to produce a mental picture of something. Emotional pictures are actually contained in thought and also have a powerful impact on reasoning, meaning making and student's interest. Instances of frames connected to this particular intelligence will be videos etc, posters, slides, drawings, pictures, and figures.

Quarter, the logical mathematical intelligence, is the capability to use numbers successfully, handle longer chains of reasoning and calls for a comprehension of numerical and logical patterns to be able to resolve issues. To the language classroom problem solving jobs are helpful as learners concentrate primarily on significance, but through consistent rereading of the book to resolve the problem, they get a familiarity with the vocabulary as well as structures employed.

Additionally, Intelligence is known as the bodily kinesthetic frame. This particular intelligence refers to the capability to make use of the body to express oneself, to resolve problems or maybe form treatments using all or maybe part of one's body. The utilization of role plays, many activities, shadow puppets, project work, games, and drama related to group dynamics specifically deal with the bodily kinesthetic intelligence in the language classroom.

On-verbal factors of communication are additionally really useful in language teaching. For instance, gestures are actually moves of the body utilized to communicate an idea, feeling or intention. The interpersonal is yet another intelligence that is appropriate to the procedure of language learning. It's the capability to recognize the thoughts, moods and motivations of others as well as to work cooperatively and also to talk efficiently with them.

In addition, the interpersonal intelligence is actually attached to the capability to harmonize with other people, to recognize their opinions and perspectives. With this sense, interpersonal constructivism of training stresses the benefits of interaction of the participants in language learning and this could be accomplished by marketing the interpersonal intelligence by team perform as well as pair job duties in the classroom.

About the final intelligence, and that is the intrapersonal aptitude, is actually the capability to know oneself, to evaluate one's strengths, mental states and weaknesses, and act efficiently making use of this understanding. Language learning projects including asking learners to mirror about their opinions, feelings, attitudes, and beliefs regarding a certain issue are actually a good example of how you can work on the intrapersonal intelligence in the language classroom.

8. CONCLUSION

This examination has researched the utilization of MI theory in English language instructing because of a developing interest in use of Different Knowledge Theory in the field of schooling. The interest in MI theory isn't limited to any specific situation. In the momentum situation, instructors and specialists are keen on applying MI in educating just as investigating reason. The utilization of MI isn't confined to instructing alone. The writing on MI is immense, fascinating and different. The examination has given the subtleties of the investigation methodology followed to the current investigation which incorporated the clarifications of the examination test, the examination region, just as the strategies utilized for holding out this investigation. The section even portrayed the instruments utilized at the examination, similar to the subtleties of the questionnaires, strategies utilized for Data assortment, trailed by understandings just as investigation. The rundown of the current examination, the discoveries, and guidelines just as proposals for the upcoming examination are really discussed in the closing section.

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