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## **INTEGRATING MULTIPLE INTELLIGENCE THEORY INTO EFL CLASSROOMS**

The teaching of English as the first foreign language has become especially important due to some political and social challenges in Ukraine in recent years. One reason for this has been the introduction of primary ESL teaching in a number of European countries. There are a lot of very effective teaching techniques and approaches in the English classroom. One of the recent approaches in the English language teaching methods is "the Theory of Multiple Intelligences" of Dr. Howard Gardner.

In Ukraine there has been a great popularity of three "learning styles" approach in EFL classroom – a "visual learning style", "auditory learning style", and "kinaesthetic learning style". If learners have a mainly "visual learning style", the information is learnt mainly through the eyes, the "auditory learning style" is based on hearing, while "kinaesthetic learning style" is based on learning through movement and manipulating things.

The theory of Multiple Intelligences has not been well known in Ukrainian schools. Thus, the *British Council Ukraine* introduced the theory of Multiple Intelligences to teachers of English in the range of piloting a new project 'New Generation School Teacher' which was jointly initiated by *British Council* and *Ministry of Education and Science Ukraine* and launched in March 2013.

The purpose of this paper is to examine Gardner's theory of multiple intelligences. By understanding his theory and its principles well, we may be able to understand how to apply them particularly to English as a Foreign Language (EFL) teaching in Ukraine, and help students learn more effectively in the classrooms.

Multiple intelligence theory was developed by Dr. Howard Gardner, a Professor of Education at Harvard University (USA). It was presented in a book entitled "Frames of Mind" published in 1983. Originally Gardner claimed that every

human possessed seven intelligences, but later he added two more intelligences. According to Howard Gardner, there are at least nine intelligences that all individuals possess through which we learn in today's society. The theory of multiple proposes that people are not born with all of the intelligence they will ever have. It says that intelligence can be learned throughout life. So, "Howard Gardner's theory of multiple intelligences requires teachers to adjust their instructional strategies in order to meet students' individual needs." [2].

Gardner's multiple intelligences:

1. Verbal-linguistic intelligence (well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words);
2. Logical-mathematical intelligence (ability to think conceptually and abstractly, and capacity to discern logical and numerical patterns);
3. Spatial-visual intelligence (capacity to think in images and pictures, to visualize accurately and abstractly);
4. Bodily-kinesthetic intelligence (ability to control one's body movements and to handle objects skillfully);
5. Musical intelligences (ability to produce and appreciate rhythm, pitch and timber);
6. Interpersonal intelligence (capacity to detect and respond appropriately to the moods, motivations and desires of others);
7. Intrapersonal (capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes);
8. Naturalist intelligence (ability to recognize and categorize plants, animals and other objects in nature);
9. Existential intelligence (sensitivity and capacity to tackle deep questions about human existence such as, What is the meaning of life? Why do we die? How did we get here? [2].

The first two intelligences have been typically valued in schools; the next three are usually associated with the arts; and the final two are what Howard Gardner called 'personal intelligences'.

Beyond the descriptions of the eight intelligences and their theoretical underpinnings Thomas Armstrong in his book “*Multiple intelligences in the classroom*” defines some key points in multiple intelligences theory which he considers to be important to remember. They are the following:

1. *Each person possesses all eight intelligences.* Multiple intelligences theory is not a “*type theory*” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences. Of course, the eight intelligences function together in ways unique to each person. “Most of us fall somewhere in between these two poles – being highly developed in some intelligences, modestly developed in others, and relatively underdeveloped in the rest” writes Th. Armstrong.

2. *Most people can develop each intelligence to an adequate level of competency.* Although individuals may bewail their deficiencies in a given area and consider their problems innate and intractable, Gardner suggests that virtually everyone has the capacity to develop all eight intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment, and instruction.

3. *Intelligences usually work together in complex ways.* Gardner points out that each intelligence as described above is actually a “fiction”; that is, no intelligence exists by itself in life (except perhaps in very rare instances in savants and brain-injured individuals). Intelligences are always interacting with each other. To cook a meal, one must read the recipe (linguistic), perhaps double the recipe (logical-mathematical), develop a menu that satisfies all members of the family (interpersonal), and placate one’s own appetite as well (intrapersonal). Similarly, when a child plays a game of kickball, she needs bodily-kinesthetic intelligence (to run, kick, and catch), spatial intelligence (to orient herself to the playing field and to anticipate the trajectories of flying balls), and linguistic and interpersonal intelligences (to successfully argue a point during a dispute in the game).

4. *There are many ways to be intelligent within each category.* There is no standard set of attributes that one must have to be considered intelligent in a specific area. Consequently, a person may not be able to read, yet be highly linguistic because

he can tell a terrific story or has a large oral vocabulary. Similarly, a person may be quite awkward on the playing field, yet possess superior bodily-kinesthetic intelligence when she weaves a carpet or creates an inlaid chess table [1].

**The following chart provides related tasks that can be used in the language class incorporating Howard Gardner Multiple Intelligence [3].**

<b>Intelligence type</b>	<b>Description</b>	<b>Related tasks, activities or tests</b>
<b>Linguistic</b>	words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	Teach 'concept mapping' to help remember content; Write a sequel/next episode to a story or play; Create crossword puzzles/word jumbles for vocabulary words; Play 'New Word for the Day' - learn a new word & use it frequently during the day; practice impromptu speaking & writing
<b>Logical-Mathematical</b>	logical thinking, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	Predict what will happen next in a story or play; Create an outline with 4 main points x 4 sub points x four sub- sub points; Learn to read, write, & decipher 'code language'; Analyze similarities & differences of various pieces of literature; Use a 'story grid' for creative writing activities
<b>Musical</b>	musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	Learn Morse Code & practice communicating with it; Use different kinds of music for different kinds of writing; Create song/raps to teach grammar, syntax, phonetics semantics, & other language concepts; Learn & practice 'phonetic punctuation' (a la Victor Borge); Illustrate a story/poem with appropriate sounds, music, rhythms, & vibrations
<b>Bodily-Kinesthetic</b>	body movement control, manual dexterity, physical agility and balance; eye and body coordination	Play 'The Parts of a Sentence' charades; 'Embody' (act out) the meaning of vocabulary words; Act out a story or play that you are studying; Learn the alphabet and/or spelling through body movements & physical gestures; Make up a 'Parts of Speech' folk dance
<b>Spatial-Visual</b>	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	Play vocabulary words 'Pictionary'; Teach 'mind mapping' as a note taking process; Draw picture of the different stages of a story you're reading; Learn to read, write, & decipher code language; Use highlight markers to 'colorize' parts of a story or poem;
<b>Interpersonal</b>	perception of other people's	Experiment with joint story-writing-one

	feelings; ability to relate to others; interpretation of behaviour and communications; understands the relationships between people and their situations, including other people	starts then pass it on; Analyze the message or moral of a story with a group--reach a consensus; Use a 'human graph' to see where a group stands on an issue; Read poetry from different perspectives & in different moods; Conduct language drill exercises with a partner (make it into a game)
<b>Intrapersonal</b>	self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	Write an autobiographical essay entitled: 'My Life to Date'; Write an autobiographical essay entitled: 'My Life in the Future'; Analyze literature for 'connections to our lives today'; Write a new poem each day for a week on 'Who am I?' & 'Where Am I Going?'; Imagine being a character in a story/novel--what would you do differently or the same
<b>Naturalist</b>	interested in conservation and recycling; enjoys gardening; likes animals; likes to be outside; interested in the weather; feels a connection to the earth	Nature scene recreation/simulations for literature & poetry; Poetic/descriptive essay writing based on nature experiences; Learn & practice using the vocabulary, idiom, jargon, & vernacular of the nature & the naturalist; Understand influences of climate/environment on various authors; Creative storywriting using animal characters & their characteristics
<b>Existential</b>	concern with ultimate issues; continuity of spirit between lifetimes; sense of relationship with beings of other planes and the cosmos	Plan a charity event and present it using a poster; maintain a current events notebook with a focus on humanitarian stories; locate and read romantic poetry

Understanding Multiple Intelligences theory principles, teachers of English can input activities based on Multiple Intelligences theory into the English language classroom for helping students learn more effectively and successfully in EFL.

### References:

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3. <https://catholicreligioneater.files.wordpress.com/2011/08/lesson-plan-ideas-based-off-of-multiple-intelligences.pdf>