

used (Armstrong, 2000). They should also know how to cater for the learners with different intelligence profiles and how to create a learning environment in which learning is enhanced. Knowing the multiple intelligences profile can also help students because they can identify the kinds of learning activities which can help them to learn well. Teachers, when trying to relate multiple intelligence theory to their practice in the classroom, should take into account this important fact that all students have various degrees of intelligence strengths. Therefore, they should create opportunities for all the students to utilize their different intelligence strengths to acquire knowledge more effectively.

Besides, MI theory provides its greatest contribution

+

creative



+

Logical/
Mathematical

mind

+

to assessment in suggesting multiple ways to evaluate students. The students can show the competence in a specific skill or domain in various ways and any instructional objective can be taught in at least eight different ways and they can also be assessed in at least eight different ways.

I know I will keep trying new ways of implementing MI in my classes, since teachers are always in search of something better to offer their students. I hope that other English teachers will want to face the challenge. It's absolutely worth the effort.

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presentation of materials. MI was used to make lessons more appealing to the students. Prior to implementation of multiple intelligence lessons, through teacher observation, I felt the need to make my class happier and more energetic. After incorporation of MI activities into my lessons, my students showed more excitement as they were presented to a variety of tasks. This exciting learning atmosphere could also lead to deeper understanding of the lesson being taught.

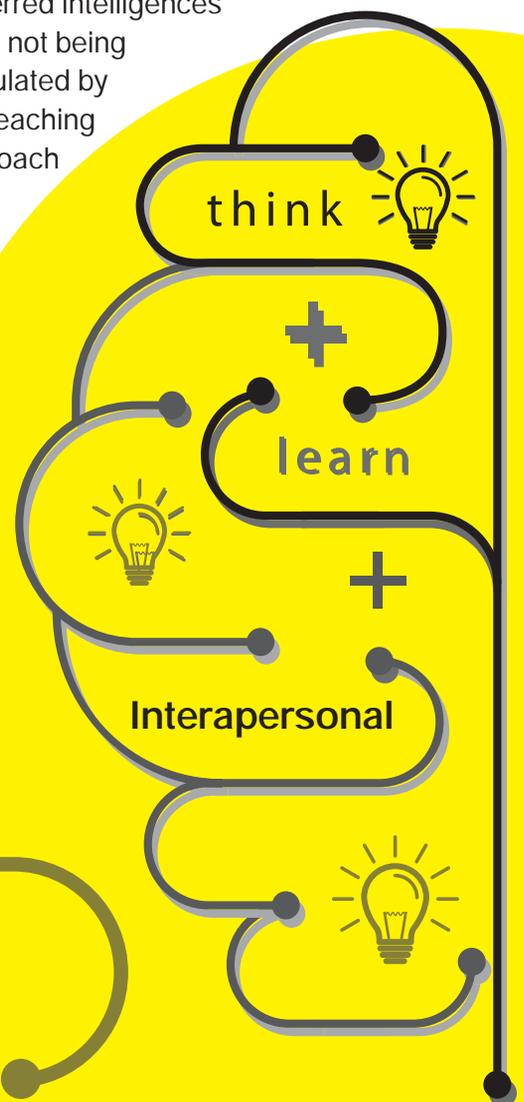
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Conclusion and recommendations

My experience using MI in my classes yielded successful results with my students. It is my opinion that MI-based vocabulary teaching practices is an invaluable tool to create a lively atmosphere in our classes and to improve engagement of the students. MI- Based vocabulary teaching and learning takes into account designing various tasks

which appeal to several intelligences and incorporate as many intelligences as possible. Designing tasks around MI theory helps students to engage and learn better. This MI friendly environment can make learning more enjoyable, more personally relevant and more motivating (Green & Tanner, 2005).

MI theory can help teachers to expand their current teaching repertoires to include a broader range of techniques, materials and methods for reaching an ever wider and more various range of learners, since it may be that some students have not responded well in the past because their preferred intelligences were not being stimulated by the teaching approach



<p>To document bodily-kinesthetic intelligence (هوش بدنی - حرکتی)</p>	<p>mime, cooperative games, communication with body language and hand signal, flashcards, drama, take a walk and read all the words you find or discuss the story</p>
<p>To document musical intelligence (هوش موسیقایی)</p>	<p>playing recorded music, rhythms, songs, creating rhythms to practice vocabulary or reading/ choral reading, read the story with great emotion</p>
<p>To document interpersonal intelligence (هوش ارتباط گروهی)</p>	<p>peer teaching, board games, letter writing/ pen pals, postcards, tape an interview with a significant mentor, surveys and polls, group writing projects, simulations, class newspapers, mailing list of yahoo groups, weblogs-wiki</p>
<p>To document intrapersonal intelligence (هوش درون فردی)</p>	<p>reflection periods, journal keeping, goal setting session, options for homework, developing a family history, learning logs, weblogs</p>
<p>To document naturalist intelligence (هوش طبیعت گرا)</p>	<p>background music, identifying and categorizing your surroundings or read articles about nature</p>

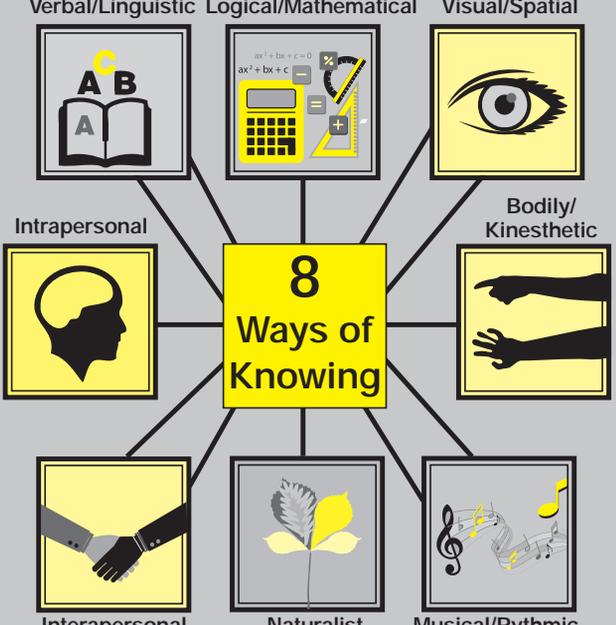
Analysis of Results

As a result of performing tasks based on MI, aiming at creating an active class and addressing student's boredom and passivity, during two-term time, the first grade students from Farzanegan high school increased their degree of class participation, as measured by teacher observation. From my teaching

experience, I realized that the basic concepts of MI theory conformed with my students' needs and interests and could bring about a welcoming shift from an inactive learning environment to one rich with student interest and participation.

In order to improve student involvement in class activities, I used multiple intelligence lessons to vary the

Table 1: MI- Based Vocabulary Learning and Teaching Activities

<p style="text-align: center;">To document linguistic intelligence (هوش بیانی - کلامی)</p> <p style="text-align: center;">Verbal/Linguistic Logical/Mathematical Visual/Spatial</p>  <p style="text-align: center;">8 Ways of Knowing</p> <p style="text-align: center;">Intrapersonal Bodily/ Kinesthetic</p> <p style="text-align: center;">Interpersonal Naturalist Musical/Rhythmic</p>	<p>audiotapes of reading or storytelling, word puzzles, reading skills checklist, writing activities, storytelling/ reading to class, vocabulary log, vocabulary activities, summarizing in your own words, journal keeping, letters/ notes, learning logs, dictionary, cloze passage, tape recording your words ,class newspapers, weblogs, mailing list of yahoo groups</p>
<p style="text-align: center;">To document logical-mathematical intelligence (هوش منطقی - ریاضی)</p>	<p>word games on the board or smart board, classification and categorization of the words, word order activities/ scrambled sentences, word puzzles, describing charts and graphs, gap activities, Cloze passage, sequencing information/ outlining, explore the origins of words, "odd on out" game for words, write directions for a job, write headlines for a story, arrange pictures in a logical sequence</p>
<p style="text-align: center;">To document spatial intelligence (هوش فضایی - بصری)</p>	<p>imaginative storytelling, color cues, draw and paint, design a logo, visual presentations (video, slide photography), take a survey and put information in a chart, cut out words from a magazine and use them in a letter</p>

find out more about students' strengths and weaknesses as related to the learning process" (p.2).

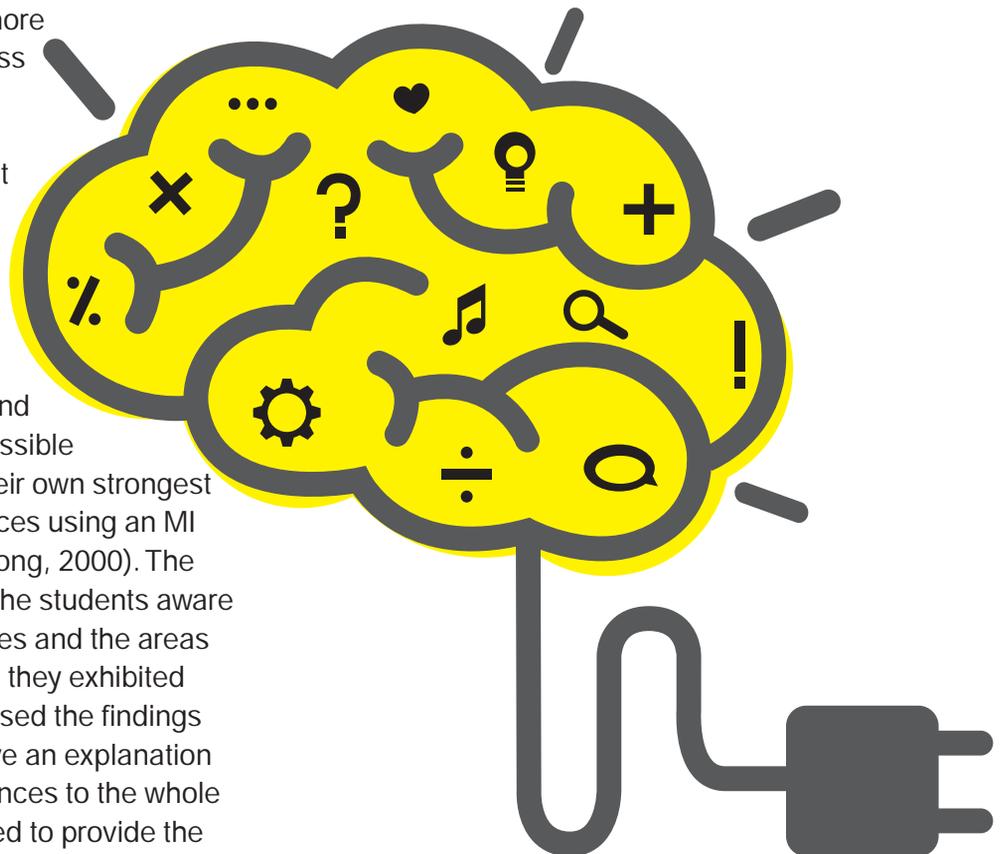
Action Plan Applying MI to Teach and Learn Vocabulary

Vocabulary knowledge is critical to reading development (Qian, 2002); therefore, integration of an effective vocabulary instruction into the classroom is of paramount importance. Chapman (1993) states that students may capitalize on their strengths and improve on their weaknesses if teachers were aware of instructional strategies which give a greater variety of approaches using the same materials. MI Theory has the capacity to provide the students with a variety of vocabulary activities that stimulate different intelligences proposed by Gardner (1999) in order to make the learning process more accessible and the class environment livelier.

To improve classroom environment and participation, the following action plan was created. First, the students were introduced to the concept of MI theory and provided with the accessible ways of discovering their own strongest and weakest intelligences using an MI inventory (e.g., Armstrong, 2000). The purpose was to make the students aware of their own intelligences and the areas of intelligence in which they exhibited strength. Then I discussed the findings with the students. I gave an explanation of the multiple intelligences to the whole class. This was intended to provide the

students with the opportunity to identify the ways through which they could learn best.

Second, I presented to the students a list of vocabulary teaching and learning activities which were categorized according to the eight types of intelligence. I developed instructional activities using the multiple intelligences for each session so that the students were presented to various ways of practicing vocabulary. In order to maximize the use of the learners' multiple intelligences, I tried to provide my students with opportunities to work on various vocabulary tasks. Students could be exposed to all eight performance tasks in an attempt to discover the areas in which they were most successful. Table 1 depicts various kinds of MI- based vocabulary learning and teaching activities, many of which were incorporated into the class instruction and practiced during the sessions of the two consecutive terms.



effectively meeting the learning needs of their students. MI theory is “an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness” (Richards & Rodgers, 2001, p. 123). The MI theory which introduces eight kinds of intelligences claims that these intelligence differences challenge an educational system that assumes that everyone can learn the same materials in the same way and that a uniform, universal measure suffices to test student learning (Gardner, 1991). What follows are the distinct types of intelligence in Gardner’s Multiple Intelligences Theory.

Linguistic: This area has to do with words, spoken or written language, reading, writing, telling stories, and memorizing words along with dates.

Logical-mathematical: This area has to do with logic, abstractions, reasoning and numbers, critical thinking, and inductive and deductive learning.

Spatial: This area deals with spatial judgment and the ability to visualize with the mind's eye.

Bodily-kinesthetic: This area relates to the control of one's bodily motions and the capacity to handle objects skillfully, doing something physically and acting.

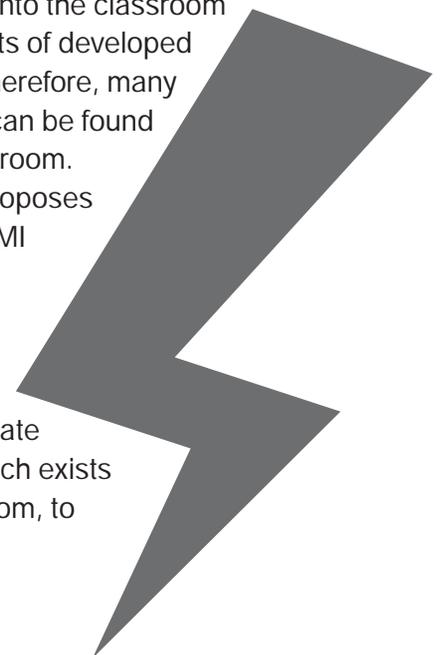
Musical: This area has to do with sensitivity to sounds, rhythms, and music and the ability to sing, play musical instruments, and compose music.

Interpersonal: This area has to do with interaction with others and the ability to understand others.

Intrapersonal: This area refers to having a deep understanding of the self and the areas of one's strengths or weaknesses.

Naturalistic: This area has to do with nurturing and relating information to one's natural surroundings.

Gardner's Theory of Multiple Intelligences has several implications for teachers. Armstrong (2000) states that one of the most outstanding features of MI theory of multiple intelligences is how to provide eight different potential pathways to learning. He further argues that “MI theory facilitates effective learning if a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction” (p. 1). Teachers should think of all intelligences as equally important and try to present and teach the material in a style which engages most or all of the intelligences. All teachers must be encouraged to expand their pedagogical repertoires in order to reach different students linguistically, culturally, and cognitively. This is in great contrast to traditional education systems in which emphasis was put on the use of verbal and mathematical intelligences and other students with different talents and skills were almost ignored. To many teachers, MI model has the capacity to provide a framework of addressing learners' differences and to help teachers reach many more students by activating their multiple intelligences (e.g., Armstrong, 2000; Christison, 1998, Gardner, 1999). All students come into the classroom with different sets of developed intelligences. Therefore, many learning styles can be found within one classroom. Currie (2003) proposes that “Gardner's MI Theory could be used as an initial step (for teachers) in order to investigate the diversity which exists in every classroom, to



and Student Engagement Intelligence-Based Teaching English Classes



Statement of the Problem

Looking around the room, talking with their classmates, or not following along with instruction indicated that my students got frustrated at class activities and lacked the focus needed during class time. Directions sometimes needed to be repeated and keeping some students on task was a continual struggle. Through teacher observation, I could sense the lack of a lively class atmosphere where my students didn't participate actively in class activities and were not engaged learners. They got bored easily and lost their concentration. These observations pointed out that the class environment required a change and the student involvement needed improvement.

After having read a number of books and articles about multiple intelligence (MI) theory, I was intrigued by the idea of implementing MI in my classes in the hope of creating a learning environment in which students find themselves motivated and engaged enough. I could see that some of my students had different talents

in various fields, such as storytelling, singing, roleplaying, or painting; therefore, to encourage them, I incorporated dozens of different methods into my teaching style. Gross-Davis (1993) states that classroom environment depends on teacher enthusiasm for the subject matter. Some students need the teachers to stimulate them. She also adds that "whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in the classroom" (p. 1). Incorporating MI lessons into my class aimed at finding whether MI based teaching strategies can engage the students more in class activities as they are supposed to be introduced to many ways of knowing and doing.

The Solution Strategy Background to Using Multiple Intelligence-Based Teaching Strategies in the Classroom

Since Howard Gardner created the Multiple Intelligences (MI) Theory, it has been embraced by foreign language teachers as a tool for understanding and

Improving Class Environment through Multiple Strategies in High School

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چکیده

روش‌های مرسوم یاددهی- یادگیری در تدریس زبان، دانش‌آموزان را کسل می‌کند و در آن‌ها انگیزه‌ای برای شرکت در فعالیت‌های کلاسی ایجاد نمی‌کند. اقدام‌پژوهی حاضر به توصیف نقش مؤثر استفاده از هوش‌های چندگانه در ایجاد فضایی نشاط‌آور و فعال در کلاس زبان می‌پردازد. مقاله حاضر با بررسی مطالعاتی که محققان در مورد چگونگی استفاده از هوش چندگانه در کلاس درس زبان انجام داده‌اند، به بررسی کاربردهای هوش‌های چندگانه در تدریس و یادگیری لغات زبان انگلیسی می‌پردازد. بدین منظور، نخست دانش‌آموزان را با انواع فعالیت‌ها و تمرینات متنوعی که براساس هشت نوع هوش چندگانه آن‌هاست آشنا شدند. در نهایت، تدریس و یادگیری لغات براساس این تئوری منجر به فعالیت کلاسی بیشتر و ایجاد علاقه در بین دانش‌آموزان شد. از معلمان زبان انتظار می‌رود از طریق آشنا شدن با تفاوت‌های هوشی فردی دانش‌آموزان و در نتیجه معرفی مطالب درسی به روش‌های متنوع و متناسب با هوش‌های چندگانه فضایی شادتر و فعال‌تر در کلاس ایجاد کنند.

کلیدواژه‌ها: هوش چندگانه، یادگیری لغت از طریق هوش چندگانه، نظریه

Abstract

The present paper describes how the use of multiple intelligence based teaching strategies creates a more lively class environment and increases students' involvement. My students, who were first graders in Farzanegan High school, usually felt bored in their English class especially vocabulary lessons because the traditional teaching-learning habits such as trying to learn by heart or learning passively through the teacher's explanations were in use. Reviewing research conducted on Multiple Intelligences (MI) implementation in English classes, I began action research which included applying MI-based vocabulary teaching-learning techniques and observing my class so as to elicit my students' positive response through their engagement with class activities. My action research aimed at finding the answer to the question: "Does integrating MI into my English classes create a more lively atmosphere in class, and if so, how?" Integrating multiple intelligences to my teaching and exposing the students to different kinds of vocabulary teaching activities resulted in a fresher environment where students were more active and enthusiastic about participating in class activities. In this study, I suggest that teachers should be able to use Multiple Intelligences based teaching strategies as an alternative to traditional teaching strategies in motivating students and creating enjoyable learning environments.

Key Words: multiple intelligence, MI vocabulary learning, theory