

BLOCK 4.

The past meets the present: Language teaching methods in the 20th and 21st centuries

Sub-block 4.4.

Other alternative approaches

Unit 4.4.2. Multiple Intelligences (MI)

Outline

1. Objectives of this unit
2. Goal of MI
3. Historical background and rationale behind MI
 - 3.1. What intelligence is not: Learning styles and aptitude
 - 3.2. Gardner's MI model: Rationale and description
4. Analysis of the components of MI
5. Critical assessment of MI



1. Objectives of this unit

1. Understand the rationale behind MI
2. Learn the types of intelligences posited in MI
3. Reflect on the pedagogical implications of MI for FLT
4. Identify types of activities that best foster each type of intelligence for language learning purposes



2. Goal of MI

To learn language from a multi-sensory perspective as dependent on the most salient types of intelligences



3. Historical background and rationale behind MI

3.1. What intelligence is not: Learning styles and aptitude

- ✓ Students have different strengths or abilities.
- ✓ In FLT, “some of the differences between students have been attributed to students’ having different learning or cognitive styles” (Larsen-Freeman & Anderson, 2011: 191).
- ✓ “Learning styles refer to the different ways in which learners perceive, absorb, process, and recall new information and skills” (VanPatten & Benatti, 2011: 102).
- ✓ A learning style *continuum* provided by left- and right-brain hemisphere.



Which method draws on brain lateralization as a principle in its approach to language learning?

When children grow up and mature, various brain functions become lateralized to the left or right hemisphere.

The left hemisphere is associated with logical, analytical thought, with mathematical and linear processing of information. The right hemisphere perceives and remembers visual, tactile, and auditory images; it is more efficient in processing holistic, integrative, and emotional motivation.

(Brown, 2000: 118)

3. Historical background and rationale behind MI

3.1. What intelligence is not: Learning styles and aptitude

- ✓ Identified learning styles include, among others (Dörnyei, 2005):
 - ❑ Field dependent and field independent. The former relates to thinking which links detail to overall context and the latter separates detail from the general background
 - ❑ Wholist and analyst, i.e. focusing on the global picture or on detail
 - ❑ Rule forming and data gathering, i.e. deductive learning vs. inductive learning.
 - ❑ Reflective and impulsive learning
 - ❑ Verbal and visual learning
 - ❑ Levelling and sharpening. Assimilating new information quickly and losing some detail or emphasising detail and changes in the new information.
 - ❑ Extroversion/introversion (added by Thornbury, 2006)

- ✓ However, learning styles are *not* the same as *intelligences*.



Slide 18

3. Historical background and rationale behind MI

3.1. What intelligence is not: Learning styles and aptitude



Also, watch out: Intelligence(s) is not the same as language aptitude

- ✓ Carroll (1991): aptitude is the ability to learn a language quickly.
- ✓ *Language aptitude: The natural ability to learn a language, not including intelligence, motivation, interest, etc. Language aptitude is thought to be a combination of various abilities, such as **oral mimicry ability** (the ability to imitate sounds not heard before), **phonemic coding ability** (the ability to identify sound patterns in a new language), **grammatical sensitivity** (the ability to recognize the different grammatical functions of words in sentences, rote-learning ability, and the ability to infer language rules [...]). A person with high language aptitude can learn more quickly and easily than a person with low language aptitude, all other factors being equal.*

(Richards & Schmidt, 2010: 313. Emphasis in the original)

- ✓ Since the 1970s, the area of language aptitude has embraced other specific constructs and their interaction with acquisition, such as working memory, noticing, etc.

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

- ✓ Key name: Howard Gardner. Psychologist and John H. and Elisabeth A. Hobbs Professor of Cognition and Education at the Harvard Graduate School of Education
- ✓ Gardner's key works:
 - ❑ Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
 - ❑ Gardner, H. (1993). *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
 - ❑ Gardner, H. (1998). A Reply to Perry D. Klein's "Multiplying the problems of intelligence by eight". *Canadian Journal of Education*, 23(1), 96-102.
 - ❑ Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
 - ❑ Gardner, H. (2006). *Multiple Intelligences: New Horizons in Theory and Practice*. New York: Basic Books.
 - ❑ Gardner, H. (2007). *Five Minds for the Future*. Cambridge, MA: Harvard Business School Press.
 - ❑ Gardner, H. (2011). *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First Century*. New York: Basic Books.

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because we all have different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems we face in the world.

(Gardner, 1993:15)

The purpose of schooling should be to develop intelligences and to help people reach vocational and avocational goals that are appropriate to their particular spectrum of intelligences. People who are helped to do so feel more engaged and competent and therefore more inclined to serve society in a constructive way.

(Gardner, 1983: 14)

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

- ✓ MI was originally proposed as a contribution to cognitive science. It raised a huge amount of interest for general educators (e.g. Armstrong, 1993, 1994) as well as FLT specialists (e.g. Christison, 1997 and elsewhere).
- ✓ For Gardner, human intelligence is not unitary or general, but has multiple dimensions that must be acknowledged and developed in education.
- ✓ Gardner devised his MI theory as a rebuttal against the traditional IQ (Intelligence-Quotient) testing model administered in school settings, which only measures logic and language.
- ✓ In terms of language learning, traditional IQ tests are more strongly related to metalinguistic knowledge –language analysis and rule learning – than to communicative ability (Lightbown & Spada, 2006).
- ✓ “Gardner claims that his view of intelligence(s) is culture-free and avoids the conceptual narrowness usually associated with traditional models of intelligence” (e.g. IQ) (Richards & Rodgers, 2001: 115).

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

- ✓ Gardner argues that all humans possess diverse types of intelligences in varying amounts. All of them can be fostered through appropriate training.
- ✓ Learner-centred approach: pedagogy should be aimed at acknowledging the existence and weight of such intelligences in students, becoming aware of learners' unique strengths and accommodating instructional practices to them.
- ✓ *Pedagogy that appeals to all the intelligences speaks to the “whole person” in ways that more unifaceted approaches do not. An MI approach helps to develop the Whole Person within each learner, which best serves the person's language learning as well.*

(Richards & Rodgers, 2001: 119)

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

Traditional view of intelligence	MI theory
<p>Intelligence can be measured by short-answer tests:</p> <ul style="list-style-type: none">• Stanford-Binet Intelligence Quotient• Wechsler Intelligence Scale for Children (WISCIV)• Woodcock Johnson test of Cognitive Ability• Scholastic Aptitude Test	<p>Assessment of an individual's multiple intelligences can foster learning and problem-solving styles. Short answer tests are not used because they do not measure disciplinary mastery or deep understanding. They only measure rote memorization skills and one's ability to do well on short answer tests.</p>
<p>People are born with a fixed amount of intelligence.</p>	<p>Human beings have all of the intelligences, but each person has a unique combination, or profile.</p>
<p>Intelligence level does not change over a lifetime.</p>	<p>We can all improve each of the intelligences, though some people will improve more readily in one intelligence area than in others.</p>

Table 1. Comparing the traditional view of intelligence against MI theory (1)

Concept to Classroom. Workshop on *Tapping Multiple Intelligences*.

http://www.thirteen.org/edonline/concept2class/mi/index_sub1.html

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

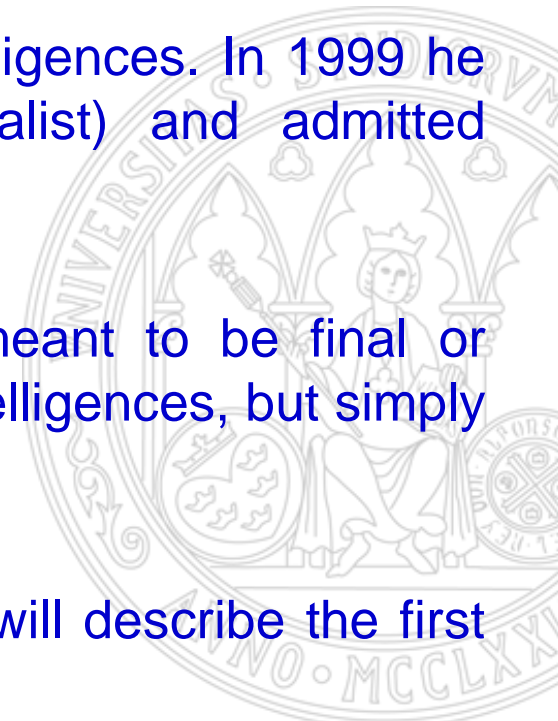
Traditional view of intelligence	MI theory
Intelligence consists of ability in logic and language.	There are many more types of intelligence which reflect different ways of interacting with the world.
In traditional practice, teachers teach the same material to everyone.	MI pedagogy implies that teachers teach and assess differently based on individual intellectual strengths and weaknesses.
Teachers teach a topic or "subject."	Teachers structure learning activities around an issue or question and connect subjects. Teachers develop strategies that allow for students to demonstrate multiple ways of understanding and value their uniqueness.

Table 1. Comparing the traditional view of intelligence against MI theory (2) Concept to Classroom. Workshop on *Tapping Multiple Intelligences*. http://www.thirteen.org/edonline/concept2class/mi/index_sub1.html

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

- ✓ Gardner (1999: 33-34) defines an intelligence as “biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture”.
- ✓ Gardner (1983, 1993) initially identified seven intelligences. In 1999 he also distinguished an eighth intelligence (naturalist) and admitted suggestive evidence for the existential intelligence.
- ✓ As Christison (1998: 5) states, “the list is not meant to be final or exhaustive. The point is not the exact number of intelligences, but simply the **plurality of the intellect**” (Our highlighting).
- ✓ Following the tendency in the literature on MI, we will describe the first eight intelligences here.



3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

Gardner's eight intelligences (Gardner, 1983, 1993, 1999, 2006, 2011):

1. *Logical/mathematical –the ability to use the numbers effectively, to see abstract patterns, and to reason well*
2. *Visual/spatial –the ability to orient oneself in the environment, to create mental images, and a sensitivity to shape, size, color.*
3. *Body/kinesthetic –the ability to use one's body to express oneself and to solve problems*
4. *Musical/rhythmic –the ability to recognize tonal patterns and a sensitivity to rhythm, pitch, melody.*
5. *Interpersonal –the ability to understand another person's moods, feelings, motivations, and intentions.*
6. *Intrapersonal –the ability to understand oneself and to practise self-discipline.*
7. *Verbal-linguistic –the ability to use language effectively and creatively.*
8. *Naturalist – the ability to relate to nature and to classify what is observed.*

(Larsen-Freeman & Anderson, 2011: 191)

3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description

- ✓ Armstrong (1994) synthesised the ideas behind the MI into four key points that provide an educational framework that should be considered by governments and curriculum developers:
 1. *Each person possesses all eight intelligences. In each person the eight intelligences function together in unique ways. Some people have high levels of functioning in all or most of the eight intelligences; a few people lack most of the rudimentary aspects of intelligence. Most people are somewhere in the middle, with a few intelligences highly developed, most modestly developed, and one or two underdeveloped.*
 2. *Intelligences can be developed. Gardner suggests that everyone has the capacity to develop all eight intelligences to a reasonably high level of performance with appropriate encouragement, enrichment, and instruction.*
 3. *Intelligences work together in complex ways. No intelligence really exists by itself in life. Intelligences are always interacting with each other. For example, to cook a meal, one must read a recipe (linguistic), perhaps double it (logical-mathematical), and prepare a menu that satisfies others you may cook for (interpersonal) and yourself (intrapersonal).*
 4. *There are many different ways to be intelligent. There is no standard set of attributes that one must have in order to be considered intelligent. I remember a friend in high school who was completely awkward in the dance class and yet a marvel in building construction. Both activities required bodily- kinesthetic intelligence.*

(From Christison, 1998: 7)

3. Historical background and rationale behind MI

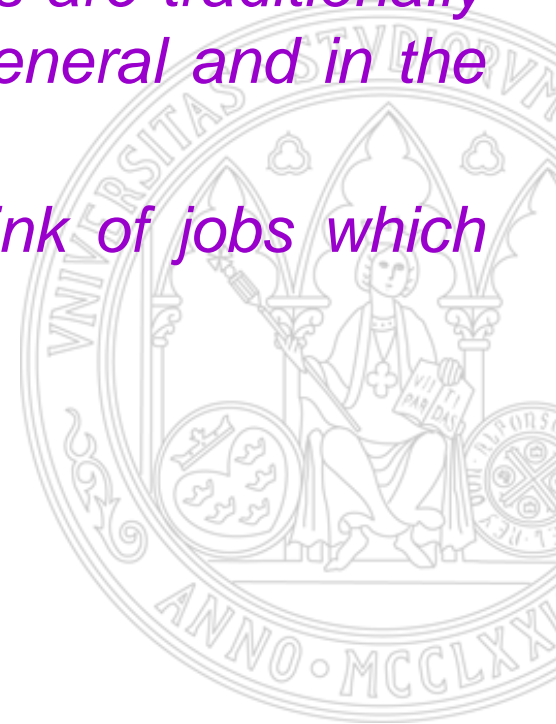
3.2. Gardner's MI model: Rationale and description



- a) *Which out of the eight intelligences are traditionally fostered in the school setting in general and in the FLT classroom in particular?*
- b) *For each intelligence, can you think of jobs which require such intelligence?*



1, 2



3. Historical background and rationale behind MI

3.2. Gardner's MI model: Rationale and description



(Slides 5 and 6): Watch out: Intelligences are not the same as learning styles.

Example taken from Christison (1998: 3):

Let's say there are two people who want to develop their musical intelligence. The first person goes to the music store and buys several of his favorite cassettes. He takes them home, listens to them, and then tries to play what he hears. The second person goes to the music store and buys sheet music. She takes the selections home, studies and reads the music, and then sits down to play. Both of these individuals are working to develop their musical intelligence, but they do it in different ways.



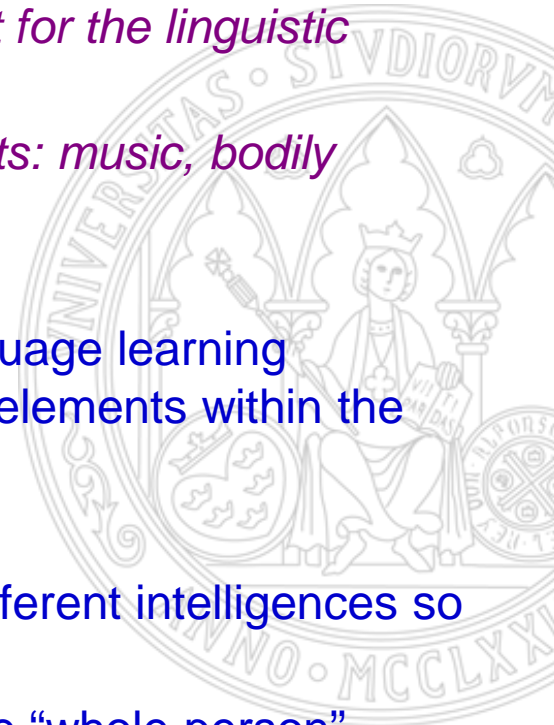
What is the preferred learning style for both individuals?

4. Analysis of the components of MI

Axis 1. The Why. Underlying principles and beliefs

- ❑ Theory of language (nature of language, including approach to culture) (Richards & Rodgers, 2001: 117)
 - Not a view of language in traditional terms
 - A “multisensory view of language”
 - *The senses provide the accompaniment and context for the linguistic message that give it meaning and purpose.*
 - *Language is held to be integrated with other elements: music, bodily activity, interpersonal relationships, etc.*
- ❑ Theory of learning (learning principles)

Derived from the “multi-sensory” view of language. Language learning encompasses the integration of all the different sensory elements within the linguistic element.
- ❑ Theory of teaching (pedagogical principles)
 - Teaching practices should be adapted to foster the different intelligences so as to cater for the particular strengths of all students.
 - Teaching should be directed at the development of the “whole person”.



4. Analysis of the components of MI

Axis 2. The What. Objectives of teaching. Syllabus specifications

There is no syllabus as such, either prescribed or recommended (Richards & Rodgers, 2001)



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Linguistic Intelligence

- *lectures*
- *small- and large-group discussions*
- *books*
- *worksheets*
- *word games*
- *listening to cassettes or talking books*
- *publishing (creating class newspapers or collections of writing)*
- *student speeches*
- *storytelling*
- *debates*
- *journal keeping*
- *memorizing*
- *using word processors*



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Logical/Mathematical Intelligence

- *scientific demonstrations*
- *logic problems and puzzles*
- *science thinking*
- *logical-sequential presentation of subject matter*
- *creating codes*
- *story problems*
- *calculations*



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Spatial Intelligence

- charts, maps, diagrams
- videos, slides, movies
- art and other pictures
- imaginative storytelling
- graphic organizers
- telescopes, microscopes
- visual awareness activities
- visualization
- photography
- using mind maps
- painting or collage
- optical illusions
- student drawings



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

☐ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Bodily/Kinesthetic Intelligence

- *creative movement*
- *Mother-may-I?*
- *cooking and other "mess" activities*
- *role plays*

Musical Intelligence

- *playing recorded music*
- *playing live music (piano, guitar)*
- *music appreciation*
- *student-made instruments*



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Interpersonal Intelligence

- *cooperative groups*
- *peer teaching*
- *group brainstorming*
- *conflict mediation*
- *board games*
- *pair work*



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

☐ Activities

Taxonomy of language-learning activities for MI (Christison, 1997: 7-8)

Intrapersonal Intelligence

- *independent student work*
- *individualized projects*
- *options for homework*
- *inventories and checklists*
- *personal journal keeping*
- *self-teaching/programmed instruction*
- *reflective learning*
- *journal keeping*
- *interest centers*
- *self-esteem journals*
- *goal setting*



4. Analysis of the components of MI

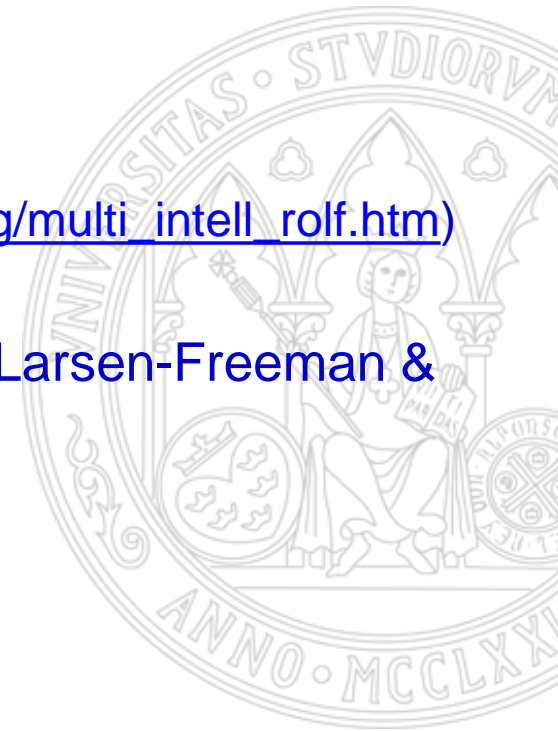
Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement an MI approach in FLT.

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm

2) An example of an MI lesson for FLT purposes (Larsen-Freeman & Anderson, 2011)



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement an MI approach in FLT.

(From

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm)

Step 1:

Identify your own intelligence profile.



Do you dare perform Step 1 and place your self as an FLT teacher? Visit the following website, do the test and analyse your intelligence profile.

http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict/multiple_int/ind_ex.htm

Step 2:

Identify your learners' intelligence profiles.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement an MI approach in FLT.

(From

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm)

Step 3:

Study lists of activities (methods of work, types of practice, classroom techniques) [...] and try to categorise them according to the intelligence they cater for. [The author recommends those present in presented in Berman's book (1998)].

Step 4:

Devise a list of activities for each one of the language skills which are most suitable for the development of the eight different types of intelligence.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

❑ Procedure

1) How to implement an MI approach in FLT.

(From

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm)

Step 5:

Examine some foreign-language teaching workbooks. Try to identify a number of typical exercises or activities for each of the nine intelligences.

Step 6:

Think about the type of lesson more frequent in daily teaching praxis and reflect on whether it is the most suitable one to promote each type of intelligence, and why.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement an MI approach in FLT.

(From

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm)

Step 7:

Select a teaching topic for a specific learner group. Write down the topic on a large sheet of paper and draw a circle around the word. Make notes of all tasks, texts, exercises, methods of work, aids, activities, songs etc. that relate to the given topic and that you come to think of. Do not mind if they appear unrealistic or impracticable. Next, arrange your ideas according to the intelligence you think they cater for the best.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement a MI approach in FLT.

(From

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm)

Step 8:

Plan a new language lesson the way you normally do, using, if applicable, the ideas you came up with during Step Eight. Then answer the following questions (modified from Nicholson-Nelson 1998) and make adjustments into your lesson plan wherever necessary:

- (a) Have you provided the learners with opportunities to speak, listen, read and write?*
- (b) Have you included numbers, calculations and/or activities requiring critical thinking?*
- (c) Have you included pictures, graphs and/or art?*
- (d) Have you included activities involving movement?*

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

1) How to implement an MI approach in FLT.

http://www.developingteachers.com/articles_tchtraining/multi_intell_rolf.htm

Step 8 (continued):

(e) Have you included music and/or rhythms?

(f) Have you included pair work and/or group work?

(g) Have you provided the learners with private learning time and/or time for reflection?

(h) Have you included categorisation tasks and/or arranging exercises?

(i) Have you helped the learners consider the topic/theme/grammar point(s) of today's lesson in relation to a larger context?

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

2) An example of an MI lesson for FLT purposes (Larsen-Freeman & Anderson, 2011: 192-193, adapted and expanded from Emanuela Agostini's 1997 "Seven Easy Pieces" presentation at TESOL Italy):

*Step 1 – Give students a riddle and ask them to solve it in pairs:
I have eyes, but I see nothing. I have ears, but I hear nothing. I have a mouth, but I cannot speak. If I am young, I stay young; if I am old, I stay old.
What am I?*

Step 2 – Guided imagery: Tell students to close their eyes and to relax; then describe a picture of a scene or a portrait. Ask them to imagine it. Play music while you are giving students the description.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

2) An example of an MI lesson for FLT purposes (Larsen-Freeman & Anderson, 2011: 192-193, adapted and expanded from Emanuela Agostini's 1997 "Seven Easy Pieces" presentation at TESOL Italy):

Step 3 – Distribute to each person in a small group a written description of the same picture they have just heard described. Each description is incomplete, however, and no two in the group are quite the same. For example, one description has certain words missing; the others have different words missing. The students work together with the other members of their group to fill in the missing words so that they all end up with a complete description of the picture.

Step 4 – Ask the groups to create a tableau of the picture by acting out the description they have just completed.

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Procedure

2) An example of an MI lesson for FLT purposes (Larsen-Freeman & Anderson, 2011: 192-193, adapted and expanded from Emanuela Agostini's 1997 "Seven Easy Pieces" presentation at TESOL Italy):

Step 5 – Show the students the picture. Ask them to find five things about it that differ from their tableau or from how they imagined the painting to look.

Step 6 – Ask students to identify the tree in the painting.

Step 7 – Reflection: Ask students if they have learned anything from how to look at a picture. Ask them if they have learned anything new about the target language.

Which types of intelligences are being fostered in each of these steps?



4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

□ Roles of teachers

- “Teachers are expected to understand, master, and be committed to the MI model” (Richards & Rodgers, 2001: 120)
- For that purpose, Armstrong (1994) believes that teachers should apply an MI inventory to themselves as educators first so as to discover their own MI profile.
- *Once teachers learn more about their own multiple intelligence profile, they will become more confident in the choices they make that affect their teaching. The purpose of taking an MI inventory is to connect one's life experiences to the ideas presented in multiple intelligence theory. The types of learning activities teachers select are often directly related to their experiences in the real world. The choices they make as teachers, in turn, can affect the multiple intelligence profiles of the EFL students in their classes.*

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

❑ Roles of teachers

- Teachers must be curriculum developers, lesson designers, needs analysts, activity finders or creators and handle the multi-sensory activities within the limitations of classroom time and space (Richards & Rodgers, 2001: 120).
- Teachers are encouraged to think of themselves merely as language teachers. They must assume the primary role of “contributors to the overall development of students’ intelligences” (Christison, 1999: 12)



What do you think is the biggest challenge for teachers who wish you implement an MI approach in their FLT classrooms?

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

❑ Roles of teachers

- Assessment must be designed in accordance with a MI approach to learning.
 - Teachers should develop methods and rubrics of assessment that do not indicate that one intelligence is more important than others.
 - Teachers should show concrete examples of finished assignments or projects before they begin their own tasks.
 - Flexibility and continuous feedback should be allowed.
 - Teachers must encourage students to take part in their assessment by performing peer-evaluation, etc.

(http://www.thirteen.org/edonline/concept2class/mi/exploration_sub3.html)

4. Analysis of the components of MI

Axis 3. The How. Activities through which the selected content is transmitted to the students and other procedural aspects

❑ Roles of learners

- Must be committed to the MI model and understand that the goals of instruction go beyond achieving language competence.
- Must undertake an MI inventory to become aware of their own MI profiles so as to make the most of their potential to understand the content of a lesson.
- By strengthening their particular intelligences, learners are free to be intelligent in their own ways (Richards & Rodgers, 2001).
- Must be responsible learners and take part in the assessment process (by means of peer-assessment, for example).

❑ Roles of instructional materials

Any type of material will do if it is appropriate to develop particular intelligences (e.g. songs for musical intelligence; Nature objects for naturalist intelligence; newspaper articles for verbal intelligence or logical/mathematical intelligence, etc.).

5. Critical assessment of MI



Can you think of any advantages and disadvantages of MI?



5. Critical assessment of MI

□ Positive aspects

- Attracts the attention to the uniqueness of learners as *whole persons*.
- Whole-person teaching provides students with life skills to solve problems in real life far beyond the linguistic ones.
- Entails a much more individualized instruction to develop the particular strengths of each student.
- Ideally, this will allow for more self-esteem on the students' part.
- The FLT literature advocating MI provides a good lot of classroom activities suited to foster each one of the intelligences.

5. Critical assessment of MI

□ Negative aspects

1. *It's not new. Critics of multiple intelligence theory maintain that Gardner's work isn't groundbreaking -- that what he calls "intelligences" are primary abilities that educators and cognitive psychologists have always acknowledged.*
2. *It isn't well defined. Some critics wonder if the number of "intelligences" will continue to increase. Gardner claims that it would be impossible to guarantee a definitive list of intelligences.*
3. *It's culturally embedded. M.I. theory states that one's culture plays an important role in determining the strengths and weaknesses of one's intelligences. Critics counter that intelligence is revealed when an individual must confront an unfamiliar task in an unfamiliar environment.*
4. *It defeats National Standards. Widespread adoption of multiple intelligence pedagogy would make it difficult to compare and classify students' skills and abilities across classrooms.*
5. *It is impractical. Educators faced with overcrowded classrooms and lack of resources see multiple intelligence theory as utopian.*

(http://www.thirteen.org/edonline/concept2class/mi/index_sub4.html)

5. Critical assessment of MI

□ Influence of MI on FLT:

- At the moment, especially in the USA, there are entire schools as well as language programs adapted to the MI model.
- “Evaluation of how successful these innovations are will be needed to more fully evaluate the claims of MI in education and in second language teaching” (Richards & Rodgers, 2001: 123).

