

Review

Theory of Multiple Intelligences and its' underlying philosophy

Dawit Dibekulu Alem (MA in TEFL)

Mekdela Amba University, College of Social Sciences and Humanities, Department of English Language and Literature, Deber Markos, Ethiopia. E-mail: dawitdibekulu7@gmail.com

Accepted 8 October 2019

In language teaching and learning multiple intelligences is the fundamental issue. In this area Gardener is the very well expertise. Gardener, stated that multiple intelligence has its own feature as: he claims that human beings have multiple intelligences, each individual has nine intelligences in varying amount, these intelligences are located in different areas of the brain, they either work independently or together, These MI can be nurtured and strengthened or ignored & weakened, and We can improve education by addressing these multiple intelligences of our students. Using the multiple intelligences approach show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities, provide opportunities for authentic learning based on your students' needs, interests and talents it means that The multiple intelligence classroom acts like the "real" world: the author and the illustrator of a book are equally valuable creators. Activities involving apprenticeship learning bring members of the community into the learning process, Students will be able to demonstrate and share their strengths, and finally Building strengths gives a student the motivation to be a "specialists; this can in turn lead to increased self-esteem. When you "teach for understanding," your students accumulate positive educational experiences and the capability for creating solutions to problems in life.

Key words: Multiple intelligence, language, language teaching and learning

Cite This Article As: Dawit, D.A (2019). Theory of Multiple Intelligences and its' underlying philosophy. Inter. J. Eng. Lit. Cult. 7(7): 205-213

INTRODUCTION

One of the basic aspects in language teaching and learning is Intelligence. It is a psychological notion which is connected with learning and which educators base a lot of their professional decisions on (Khamis, 2004 as cited in Scarr, 1985). Howard Gardner's MI theory (1999) is an important contribution to cognitive science and constitutes a learner-based philosophy which 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: 123). Gardner said that there are many, not just one, different autonomous intelligence capacities that result in many different ways of knowing, understanding, and learning about our world. Gardner defined seven intelligences including verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. In 1997, Gardner added an eighth intelligence, the naturalist intelligence, and two years later a ninth intelligence, existentialist intelligence (Gardner: 1999). So, the above

intelligences are affecting the ability of the students' ability.

Generally this paper deals about the concept of multiple intelligences theories of Howard Gardner

Multiple Intelligence Theory

Background of Howard Gardner

Howard Gardner is a psychologist and Professor at Harvard University's Graduate School of Education. Based on his study of many people from many different walks of life in everyday circumstances and professions, Gardner developed the theory of multiple intelligences. He performed interviews with and brain research on hundreds of people, including stroke victims, prodigies, autistic individuals, and so-called "idiot savants." Gardner defined the first seven intelligences in *Frames of Mind* in 1983. He added the last two in *Intelligence Reframed* in 1999.

Historical Background and Concept of Multiple Intelligence Theory

In language teaching intelligence is the basic thing we must have. In this area Gardner is the very well expertise. Intelligence has the different concepts in my view intelligence is the ability, capacity or skills to learn understand or deal with a new information or ideas or situations. Intelligence is the ability to solve problems, or to create products, that are valued with one or more cultural things. Like that of my definition Gardner & Hatch (1989) define intelligence is the capacity to act purposefully thinking rationally and deal effectively with environment. In addition to this, Intelligence is the mind capacity to do something or a set of skills that make it possible for a person to solve problems in life. Similarly, According to a traditional definition, intelligence is a uniform cognitive capacity people are born with. This capacity can be easily measured by short-answer tests.

Definitions Gardner's MI Theory challenged traditional beliefs in the fields of education and cognitive science. Gardner (1999) defines intelligence as a "bio-psychological potential for information processing that can be activated in a cultural setting to solve problems or fashion products that are of value in a culture" (p.33-34).

The above explanation on clarified, there are two beliefs in multiple intelligence i.e. traditional belief and Gardner's belief. This new look about intelligence differs greatly from the traditional view, which usually recognizes only two intelligences, verbal and mathematical and

which are practiced under the term of I.Q. In this view, intelligences are not something that can be seen or counted, but rather neural potentials that may be activated or not depending on the values of a particular culture and the decisions made by each person, their parents, their teachers, etc. Gardner explained that intelligence is the biological and mental capacity to solve a certain problems while traditional view said that intelligence cannot view in counted way and but it's a unique ability of an individual.

According to my understanding the theory of multiple intelligences is Howard Gardner's theory proposes that people are not born with all of the intelligence they will ever have. It says that intelligence can be learned throughout life. Also, it claims that everyone is intelligent in at least seven different ways and can develop each aspect of intelligence to an average level of competency. Intelligence, as defined by Gardner, is the ability to solve problems or fashion products that are valuable in one or more cultural settings.

Saying this I try to explain concept and background of multiple intelligence. The other relevant concept in language teaching is theory of multiple intelligence. The theory of Multiple Intelligences was developed by Howard Gardner in 1983. He suggests that the traditional notion of intelligence, based on I.Q. (Intelligence Quotient) testing, is far too limited. Instead, Gardner proposes different intelligences to account for a broader range of human potential in children and adults. In order to invite English as foreign language (EFL) teachers to use MI in their classrooms, first English language teaching (ELT) teacher educators should be encouraged to include the theory into their programs. Multiple Intelligences (MI) refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education (Gardner, 1983). According to Howard Gardner "intelligence is the ability to solve problems or to create products, which are valued within one or more cultural settings." This means that intelligence is abroad which is highly analytical skill to overcome a certain challenges.

Intelligence can vary from person to person. Gardner (1993) argued that everyone is born possessing the seven intelligences. He also warned us that this list is a preliminary one and is not limited to seven intelligences only. As a result, Gardner (1999) introduced the possibility of three new intelligences, although he points out "the strength of the evidence for these varies, and whether or not to declare a certain human capacity another type of intelligence is certainly a judgment call" (p.47). Supporting this, Sternberg (1985) as cited in Brown (2007) proposed intelligence shows three types of smartness : the first is componential ability for analytical thinking, secondly, experimental ability to engage in creative thinking combining disparate experience in sight full ways and contextual ability called street smartness

that enables people to play the game of manipulating their environment.

Generally, Gardner, stated that multiple intelligence has its own feature as: he claims that human beings have multiple intelligences, each individual has nine intelligences in varying amount, these intelligences are located in different areas of the brain, they either work independently or together, These MI can be nurtured and strengthened or ignored & weakened, and We can improve education by addressing these multiple intelligences of our students.

The above explanation as a whole indicates that intelligence is the ability to do something and multiple intelligences are existed in all individuals and it can be strengthened by education.

Benefits of Multiple Intelligence

In this part of my paper I will discussed about the benefit multiple intelligence. In language teaching and learning multiple intelligence plays a great role. As Gardner's (1983) stated that theory of multiple intelligences helped educators to revolutionize their concept of human potential. He proposed that humans are better defined by saying that they possess a series of relatively independent intelligences than by saying they have just a single intelligence defined by IQ (Intelligence Quotient). Gardner argues that all humans have these intelligences, but people differ in the strengths and combinations of intelligences. He believes that all of them can be enhanced through training and practice. MI thus belongs to a group of instructional perspectives that focus on differences between learners and the need to recognize learner differences in teaching. Learners are viewed as possessing individual learning styles, preferences, or intelligences. Pedagogy is most successful when these learner differences are acknowledged, analyzed for particular groups of learners, and accommodated in teaching. In both general education and language teaching, a focus on individual differences has been a recurring theme in the last 30 or so years, as seen in such movements or approaches as individualized instruction, autonomous learning, learner training, and learner strategies. The Multiple intelligences model shares a number of commonalities with these earlier proposals.

Human beings viewed their special talent through the multiple intelligence models of Gardner. Gardner (1993) proposed a view of natural human talents that is labeled the "Multiple Intelligences Model." This model is one of a variety of learning style models that have been proposed in general education and have subsequently been applied to language education. Gardner claims that his view of intelligence(s) is culture-free and avoids the

conceptual narrowness usually associated with traditional models of intelligence. So, we can justify from his view multiple intelligence is a model which shows as there is variety of intelligence in language as well as intelligence differ from human to human.

Gardner's work has influenced the way many teachers approach their classroom instruction. There are many ways to demonstrate understanding and it is important to incorporate these intelligences when planning to ensure inclusion for all students, and for students to receive the best possible learning experience. With an understanding of Gardner's theory of multiple intelligences teachers can promote new possibilities for learning, with greater emphasis on lifelong learning, which support the development of students' skills in creativity and innovation. Similarly, Borek (2003, p. 24) explained that Different teaching and learning strategies can accommodate students with these different ability levels, including those who do not learn in traditional ways. Empowering students to learn through multiple modalities fosters a collaborative classroom where students are comfortable experimenting and letting others experiment Multiple intelligences can allow students to safely explore and learn in many ways, and they can help students direct their own learning. In my understanding , By understanding not only that there are different intelligences, but also how to teach to them, teachers can effectively implement lessons in a way that allows all learners to show what they know, not just those who read and write well.

Basically, according to Educational Broadcasting Corporation (2004) benefits of using the multiple intelligences approach are : Studies show that many students who perform poorly on traditional tests are turned on to learning when classroom experiences incorporate artistic, athletic, and musical activities, provide opportunities for authentic learning based on your students' needs, interests and talents it means that The multiple intelligence classroom acts like the "real" world: the author and the illustrator of a book are equally valuable creators. Students become more active, involved learners, Parent and community involvement in your school may increase, so this happens as students demonstrate work before panels and audiences. Activities involving apprenticeship learning bring members of the community into the learning process, Students will be able to demonstrate and share their strengths, and finally Building strengths gives a student the motivation to be a "specialists; this can in turn lead to increased self-esteem. When you "teach for understanding," your students accumulate positive educational experiences and the capability for creating solutions to problems in life.

The benefit of multiple intelligence generally is help to identify the special talent of human being specially for teaching learning process to the teacher to identify the

students' talent and foster it.

Types of Intelligence

According to MI Theory, identifying each student's intelligences has strong ramifications in the classroom. If a child's intelligence can be identified, then teachers can accommodate different children more successfully according to their orientation to learning. Teachers in traditional classrooms primarily teach to the verbal/linguistic and mathematical/logical intelligences. Since intelligence can be portrayed in different ways it has many types. Howard Gardner formulated the following types of intelligence:

Linguistic Intelligence: the basic type of intelligence in language teaching and learning is linguistic intelligence, which means the ability of students' language skill or linguistic capacity. As Gardner (1983) stated that linguistic intelligence is Sensitivity to spoken and written language, the ability to learn languages and the capacity to use language to accomplish goals (p.41). With abilities in the complex acquisition, formation and processing of language. Armstrong (2009) said thinking symbolically and reasoning abstractly fall under this category, as does the ability to create conceptual verbal patterns. Reading, writing, the development of symbolic writing and language skills—anagrams, palindromes, metaphors, similes, puns, and analogies come under this heading. Children who talk early, those who enjoy making sounds and rhyming patterns; children who are prolific readers and have good memories for poetry, lyrics, tongue twisters, and verse may have a propensity in this area. These individuals love words, both spoken and written, and often think in words. They learn by verbalization, by seeing and hearing words and usually enjoy word games. To illustrate this Wilson (2014) stated that linguistic intelligence is word Smart and can be shown by: Writes better than average for their age, spins tales and tells jokes and stories, has a good memory for names, places, dates, and trivia, enjoys word games, spells words accurately, appreciates nonsense rhymes, puns, tongue twisters, etc, Enjoys listening to the spoken word, has a good vocabulary for his/her age, and Communicates to others in a highly verbal way. Sample skills include; understanding order and meaning of words, convincing someone of a course of action, explaining, teaching, and learning, humor, memory and recall, etc. Lawyers, speakers, writers, poets are among the people with high linguistic intelligence. To sum up, linguistic intelligence is the ability to language skills: reading, writing, reading, speaking, vocabulary and grammar. Linguistic intelligence the ability to use language in special and creative ways.

Logical/Mathematical Intelligence: this is an intelligence to solve mathematical equations and logical things. Similarly, Gardner (1999) defines it the capacity to analyze problems logically, carry out mathematical operations, and investigate issues scientifically (Gardner, 1983, p.42). Sample skills are like; abstract pattern recognition, inductive /deductive and scientific reasoning, discerning relationships and connections, etc. Mathematicians, logicians, and scientists exploit logical-mathematical intelligence. For example, Wilson (2014) stated that Logical-Mathematical Intelligence is number Smart which: asks a lot of questions about how things work, computes arithmetic questions in his/her head quickly, enjoys the challenges of math class, finds math games and math computer games interesting, enjoys playing chess, checkers, or other strategy games and working with logic puzzles and brainteasers, likes to experiment in a way that shows higher order thinking processes, thinks on a more abstract levels than peers, has a good sense of cause and effect relationships for his/her age. Generally, logical or mathematical intelligence deals with the ability to think logically; inductively, and to some degree deductively. Also, they may be fascinated with computers or with puzzles that involving logic and reasoning abilities.

Bodily/Kinesthetic Intelligence: this intelligence entails the potential of using one's whole body or parts of the body (like the hand or the mouth) to solve problems or fashion products (Gardner, 1983, p.42). Sample skills like; coordination, control of voluntary and preprogrammed movements, mind/body connection, etc. Dancers, actors, and athletes foreground this intelligence. It is having a well-coordinated body, something found in athletes and craftsperson. Additionally, Wilson (2014) stated that bodily/kinesthetic intelligence deals with the gift of physical movement that of both the fine and/or the large muscle systems. These children are the movers of the universe, and frequently they squirm, rock, even fall off their chairs when required to sit still for extended periods of time. These children are adept at creating and interpreting gestures and are often attuned at communicating in, or reading others body language. They may even have a need to enter the personal space of others or to touch them while communicating. This group of students needs to learn by acting and moving, to learn by haptic experiences. So, we can infer that bodily-kinesthetic intelligence is a body Smart intelligence which deals with the capability of students or person to do something is physical movement of a body.

Musical Intelligence: This intelligence entails deals with the ability to create or interpret music. Likewise Gardner stated that musical intelligence which is a skill in the performance, composition, and appreciation of musical patterns. Sensitivity to rhythm, pitch and melody. Sample

skills are like; recognizing the structure of music, sensing qualities of a tone, etc. These children may need music while they study, and they are continually humming, singing, tapping out tunes rhythmically, or whistling. To support this idea, Wilson (2014) stated that Musical Intelligence is a music smart intelligence which includes: Tells you when music is off-key or disturbing in some other way, remembers the melody of songs, has a good singing voice, plays a musical instrument or sings in a choir or other musical group, Has a rhythmic way of speaking and/or moving, unconsciously hums to him/herself, taps rhythmically on the table or desk as he/she works, is sensitive to the environmental noises, like rain on the roof, and can easily imitate the voices and inflections of others. Generally, I can understand that musical intelligence is the ability to produce and perceive musical patterns or quality.

Visual/Spatial Intelligence: is an intelligence deals with the ability to perceive visual things. Gardener (1999) explained that, this intelligence features the potential to recognize and manipulate the patterns of wide space (those used, for instance, by navigators and pilots) as well as the patterns of more confined areas (p.42). Likewise, Lane (2017) as cited in Christison (1996) explained that this intelligence is sensitivity to form, space, color, line, and shape. Sample skills include; perceiving from different angles, recognizing spatial relationships, image manipulation, active imagination, etc. Due to this intelligence children think in images and are usually the ones able to find missing objects due to their tremendous powers of visual recall. They may be the first to notice things that have been changed or rearranged. Many are earlier drawers—delighted with shapes, lines and colors. In addition to Gardener view Wilson (2014) stated that Spatial Intelligence is picture smart has these skills :reports clear visual images, reads maps, charts, and diagrams more easily than text, daydreams more than peers, enjoys art activities, draws figures and pictures that are advanced for age, Likes to view movies, slides, or other visual presentations, enjoys doing puzzles, mazes , and builds interesting three-dimensional constructions for age, gets more out of pictures than words when reading, and doodles on workbooks, worksheets, or other materials. So, we can generalize that visual intelligence is an intelligence which means picture smart that can be show by visible things.

Inter-personal Intelligence: deals with the ability to understand and communicate with others and to facilitate relationships and group processes. The phrase “they can work the room” aptly describes their uncanny abilities to read people. Often these children are highly empathetic, and they can arbitrate differences between people or groups. They can easily pick up on the vibrations, the feelings of others. These children enjoy cooperative

learning experiences and learn best in cooperative settings. Wilson (2014) explained that Interpersonal Intelligence is people smarts which is expressed by: enjoys socializing with peers, Seems to be a natural leader, gives advice to friends who have problems, seems to be smart, belongs to clubs, committees, or other organizations, enjoys informally teaching other kids, Likes to play games with other kids, Has two or more close friends, and has a good sense of empathy or concern for others, and others seek out his/her company. Sample skills are like; creating and maintaining synergy, working cooperatively, making distinctions among others, etc. Salespeople, teachers, clinicians, religious and political leaders need this intelligence. To conclude, Interpersonal Intelligence denotes a person’s capacity to the ability to be able to work well with people, and cooperative groups’ conflict mediation peer teaching board games group brainstorming pair work.

Intra-personal Intelligence: This intelligence involves the capacity to understand oneself, Gardener (1983) said “to have an effective working model of oneself including one’s own desires, fears, and capacities and to use such information effectively in regulating one’s own life” (p. 43). Sample skills include; transpersonal sense of the self, awareness and expression of different feelings, understanding how one is similar to or different from others, higher order thinking/ reasoning, etc. Similarly, Wilson (2014) stated that it is the ability to understand oneself and apply one’s talent successfully, which leads to happy and well-adjusted people in all areas of life. Intrapersonal Intelligence is self-smart intelligence like displays a sense of independence or strong will, has a realistic sense of his/her strengths and weaknesses, does well when left alone to play or study, marches to the beat of a different drummer in his/her style of living and learning, prefers working alone to working with others, accurately expresses how he/she is feeling, is able to learn from his/her failures and successes, and has high self-esteem. Finally , we can generalize the concept of Intrapersonal intelligence is ability to be somewhat insulated from one’s peers; to have a strong sense of self; to have leadership abilities in reference to making decisions that may not be popular with others. Intrapersonal Intelligence is independent student work reflective learning individualized projects journal keeping options for homework interest centers inventories and checklists self-esteem journals personal journal keeping goal setting self-teaching/programmed instruction Alternative approaches and methods which a particular intelligence is paired with possible resources useful for working with this intelligence in class.

Naturalistic intelligence: deals with the ability to sense patterns in nature, and making connections to elements in nature. Using this intelligence, children possessing

enhanced levels of “nature smarts” may be very interested in human behaviors, or the behaviors and habits of other species, or in their immediate environment. Like manners Brualdi(1996)stated that they are often keenly aware of their surroundings and changes in their environments, even if these shifts are at minute or subtle levels. This awareness is due to their highly developed levels of sensory perception. Their heightened senses may help them notice similarities, differences, and changes in their surroundings more rapidly than others do. Kids with “nature smarts” may be able to categorize or catalog things easily. As children they often like to collect, classify, or read about things from nature rocks, fossils, butterflies, feathers, shells, and the like. Particularly according to Wilson(2014) Naturalistic Intelligence is called Nature Smarts, has a strong affinity to the outside world, to the beauty in nature, or to animals, enjoys subjects, shows, or stories that deal with animals or natural, phenomena, may show unusual interest in subjects like biology, zoology, botany, geology, meteorology or astronomy, Is keenly aware of his/her surroundings and changes in the environment, has highly developed senses that help him/her notice similarities, differences and changes in his/her surroundings, may be able to categorize or catalog things easily, may notice things others may not be aware of, likes to collect, classify, or read about things from nature crocks, fossils, butterflies, feathers, shells, and the like, Prefers to be outside and readily appreciates and embraces activities like camping, hiking, scuba diving, bird watching, gardening, or climbing, or perhaps he/she may just like sitting quietly and noticing the subtle differences in his/her environment. Generally, this type of intelligence infers us a type of intelligence designates the human ability to discriminate among living things (plants, animals) as well as sensitivity to other features of the natural world.

Existentialist: children who learn in the context of where humankind stands in the "big picture" of existence. They ask "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy. In addition to Gardner's view Hadban & Ibrnian (2013) stated that Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. In summing up this part, the type of intelligence can be summarized that all individual can have his/her own intelligence and can possess all intelligence but it varies from individual to individual. So, EFL Teachers ought to be aware not only of their own profile of multiple intelligences, but also their learners' profiles of MI, so that the learners are aware of what their intelligences are with the degree we have all nine of the intelligences with us. We need to be aware of our individual profiles in order to accentuate and develop the areas that were not

developed as others and take the advantage of the areas in which we are particularly or more developed. For example, Christison (1996) includes a practical inventory useful for both teachers and learners. It helps both teachers and learners to get a clue of what their profiles are. In addition to this Altan, (2002) stated that There are a couple of things we should know about the identification of intelligences. With IQ measurements, there is real quantification for verbal and mathematical skills. With learning style inventories, there is a strong quantification of one's own learning style. The difference between MI inventories and IQ tests or learning style inventories is that we do not want to label someone in a category of one of the intelligences. Multiple intelligences are much more dynamic. Learners can grow, expand and learn both within their skills and intelligences. If everyone in the class is underdeveloped in one of the intelligences, then we might plan more activities in that particular underdeveloped intelligence so that we have opportunity to expand and help learners see where they can grow. Thus as a language teacher we need to identify that intelligence of our students' to growing up it.

Views on Usage of Multiple Intelligence Model in Classroom

The following list summarizes several of the alternative views as to how the MI model can be used to serve the needs of language learners within a classroom setting: Christison (1996) proposed these views: the first, *Play to strength*: if you want an athlete or a musician (or a student having some of these talents) to be an involved and successful language learner, structure the learning material for each individual (or similar group of individuals) around these strengths. The second is *Variety is the spice*: providing a teacher-directed rich mix of learning activities variously calling upon the eight different intelligences makes for an interesting, lively, and effective classroom for all students. The third is *Pick a tool to suit the job*: language has a variety of dimensions, levels, and functions. These different facets of language are best served instructionally by linking their learning to the most appropriate kind of MI activity. The fourth view is *all sizes fit one*: Every individual exercises all intelligences even though some of these may be out of awareness or undervalued. Pedagogy that appeals to all the intelligences speaks to the whole person in ways that more uninfected approaches do not. An MI approach helps to develop the Whole Person within each learner, which best serves the person's language learning requirements as well. Lastly, Me and my people: IQ testing is held to be badly biased in favor of Western views of intelligence. Other cultures may value other intellect Alternative genes more than the one measured in IQ testing. Since language learning involves culture

learning as well, it is useful for the language learner to study language in a context that recognizes and honors a range of diversely valued intelligences.

Armstrong (2009) explained shortly that:

“One of the most remarkable features of the theory of multiple intelligences is how it provides eight different potential pathways to learning. If a teacher is having difficulty reaching a student in the more traditional linguistic or logical ways of instruction, the theory of multiple intelligences suggests several other ways in which the material might be presented to facilitate effective learning.”

Generally, from the above explanation we can conclude that, multiple intelligence highly matters for language teaching. The teachers needed to know the talents of the students and instruct by considering the students talent. Classroom activities frequently activate and utilize more than one of the multiple intelligences.

Curriculum Development and Multiple Intelligences

To create an intelligent student or generation in all aspect or to increase the student's intelligence we need to create a great the correlation between curriculum and intelligence of the students with scientific justification since Multiple intelligence is the dominantly factor to develop multiple effective curriculum. Corresponding to my idea, Scarr (1985) justify that MI theory offers a means for building daily lesson plans, weekly units and yearlong things. In such programs, there should be a way that all students can have their strongest intelligences stressed at least some of the time in the curriculum process. Seven key elements that teachers can use in lesson planning and curriculum development that can help them in the process of identifying how to integrate and infuse in their lesson planning intelligences could be suggested.

To conclude my idea on this part, Multiple Intelligences is an increasingly popular approach to characterizing the ways in which learners are unique and to developing instruction to respond to this uniqueness. MI is one of a set of such perspectives dealing with learner differences and borrows heavily from these in its recommendations and designs for lesson planning. And as curriculum development must concenter multiple intelligence

The Implications of Multiple Intelligence

In this part I tried to see the implication of multiple intelligence in two sides: principle scientific implication and education implication of multiple intelligence.

Gardner (1993) proposed the following implication:

Firstly, there are two principal scientific implications of the Theory of Multiple Intelligences:

1. The intelligences constitute the human intellectual toolkit. Unless grossly impaired, all human beings possess the capacity to develop the several intelligences. At any one moment, a human being will have a unique profile, because of both genetic and experiential factors.
2. Each human being has a distinct intellectual profile. Identical twins will certainly have similar cognitive profiles. But the profiles will not be identical; even though the genetic constitution is the same. Identical twins have different experiences and once born, each may be motivated to distinguish himself from his genetic clone.

Secondly, there are also two chief educational implications of the Theory of Multiple Intelligences:

1. Individuation (also termed personalization): Since each human being has her own unique configuration of intelligences, we should take that into account when teaching, mentoring or nurturing. As much as possible, we should teach individuals in ways that they can learn. And we should assess them in a way that allows them to show what they have understood and to apply their knowledge and skills in unfamiliar contexts.
2. Pluralization: Ideas, concepts, theories, skills should be taught in several different ways. Whether one is teaching the arts, sciences, history, or math, the seminal ideas should be presented in multiple ways. If you can present the art works of Michelangelo, or the laws of supply and demand, or the Pythagorean Theorem in several ways, you achieve two important goals. First of all, you reach more students, because some students learn best from reading, some from building something, some from acting out a story, etc. Second, you show what it is like to be an expert to understand something fully; you should be able to think of it in several ways. Generally speaking, multiple intelligence has an implication on language teaching: in short Haward Gardener said teachers whole recognize the multiple intelligence of their students acknowledge that students bring with them specific and unique strength. In addition, Christison and Kennedy (1999) as cited in Hadban & Ibranian (2013) identified four ways in which the MI theory can be used in the classroom. These are used: As a tool to help students develop a better understanding and appreciation of their own strengths and their preferred ways of learning, As a tool to develop a better understanding of learners' intelligences, as a guide to

provide a greater variety of ways for students to learn and to demonstrate their learning, as a guide to develop lesson plans that address the full range of learners needs. With regard to the procedures of implementing MI theory in ELT, Christison (1996) suggests the following steps: identifying the activities frequently used in the class and categorize them to each particular type of intelligence, Making plans by selecting appropriate classroom activities/ tasks, Using ELT Multiple Intelligences weekly/ monthly checklist to keep track of different activities and tasks conducted in the class and Expanding classroom activities for the neglected intelligences by way of examining and analyzing the checklists for a period of time (Khamis: 2004as cited Hadban & Ibnian 2013). In the second language classroom it is possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a variety of language activities that stimulate the different tools or intelligences proposed by Gardner (1999) makes it possible to engage multiple memory pathways necessary to produce sustained deep learning. Christison (1996) indicates that teachers who use MI theory to inform their curriculum development find that they gain a deeper understanding of students' learning preferences and a greater appreciation of their strengths. Students are likely to become more engaged in learning as they use learning modes that match their intelligence strengths. In addition, students' regular reflection on their learning broadens their definitions of effective and acceptable teaching and learning practices. Students' increased engagement and success in learning stimulates teachers to raise their expectations, initiating a powerful expectation-response cycle that can lead to greater achievement levels for all.

SUMMARY

This paper deal about the concept in Multiple Intelligence theory. It refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. The theory of Multiple Intelligences was developed by Howard Gardner in 1983. Gardner argued that everyone is born possessing the seven intelligences. Gardner defined seven intelligences including verbal-linguistic, mathematical-logical, visual-spatial, bodily-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal. In 1997, Gardner added an eighth intelligence, the naturalist intelligence, and two years later a ninth intelligence, existentialist intelligence. The theory of multiple intelligences proposes a major transformation in the way our schools are run. It suggests that teachers be trained to present their lessons in a wide variety of ways. In the second language classroom it is

possible to motivate learners by activating multiple ways of meaning-making through the use of tasks relating to the different intelligences. Providing a variety of language activities that stimulate the different tools or intelligences proposed by Gardner makes it possible to engage multiple memory pathways necessary to produce sustained deep learning. Teachers who use MI theory to inform their curriculum development find that they gain a deeper understanding of students' learning preferences and a greater appreciation of their strengths. Students are likely to become more engaged in learning as they use learning modes that match their intelligence strengths. In addition, students' regular reflection on their learning broadens their definitions of effective and acceptable teaching and learning practices.

REFERENCES

- Altan, M. Z. (2002). *Assessment for Multiple Intelligences*. Modern English Teacher, 11(3), 56-60.
- Armstrong, T. (2009). *Multiple Intelligences in the Classroom (3rd ed)*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Borek, J. (2003). *The Benefits of Using Multiple Intelligence in the Classroom*. Retrieved from <http://ehlt.flinders.edu.au/education/DLIT/2008/multipleintel/benefits.html>
- Brualdi, A. C. (1996). *Multiple Intelligences: Gardner's Theory*. ERIC Clearing House on Assessment and Evaluation Washington DC. Retrieved from <https://www.ericdigests.org/19981/multiple.htm>
- Checkley, K. (1997). *The first seven and the eighth intelligence: A conversation with Howard Gardner. Educational Leadership: Teaching for multiple intelligences*. ASCD V.55, #1, September 1997. 8-13.
- Educational Broadcasting Corporation (2004). *The Benefits of Using Multiple Intelligence in the Classroom*. Retrieved from <http://www.nwp.org/cs/public/print/resource/956>
- Freeman, D. (1991). *Mistaken constructs: Re-examining the nature and assumptions of language teacher education*. In J. E. Alatis (Ed.), *Georgetown University Round Table on Languages and Linguistics 1991* (pp. 25-39). Washington, DC: Georgetown University Press.
- Gardner, H. (1983). *Frames of Mind: the Theory of Multiple Intelligences*. New York: Basic Books.
- Gardner, H. (1993). *Multiple Intelligences: the Theory in Practice - a Reader*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence Reframed: Multiple Intelligences for the 21st Century*. New York: Basic Books.
- Gardner, H., & Hatch, T. (1989). *Multiple Intelligences go to School: Educational Implications of the Theory of Multiple Intelligences*. Educational Researcher, 18(8), 4-9.

- Gray, P. (2010). *Children Teach Themselves to Read: The Unschoolers' Account of How Children Learn to Read*. Psychology Today. Retrieved
- Huerta-Macias, A. (1993). *Current Terms in Adult ESL Literacy*. (ERIC Document Reproduction Service No. 358 750
- Ibanian, S.S &Hadban,D.(2013). *Implication of Multiple Intelligence Theory in ELT*. International Journal of Humanities and Social Sciences. Vol.3 No.4. Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_4_Special_Issue_February_2013/30.pdf
- Scarr, S.(1985). "An Authors Frame of Mind [Review of *Frames of Mind: The Theory of Multiple Intelligences*]". *New Ideas in Psychology*. 3 (1): 95–100.
- Shanahan, T. (2001). *Response to Elaine Garan*. *Language Arts*, 79 (1), 70-71.
- Smith, F. (1994). *Understanding Reading (5THed)*. Hillsdale, NJ: Erlbaum.