

Analysis of the Influence of Multiple Intelligence Theory in Production-Oriented English Teaching

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Abstract: Based on the theory of multiple intelligence and production-oriented teaching mode, this paper targets at providing teachers of English with several suggestions as actively implementing encouraging teaching methods, attaching importance to the differences of students' intelligence so as to verify the means class activities and promote intelligent development in an all-round way and adopt the multivariate evaluation model. The theory offers a brand-new idea for our English teaching reform and is expected to boost students' interest, motivation and the sense of achievement in their English studies.

Keywords: Multiple Intelligence Theory; Production-Oriented Approach; English Teaching

1. Introduction

Traditional English class where teachers mostly play a determinant role in the course of class activities are supplemented by monotonous exercise. There are few opportunities for students to immerse into the implement of learning materials and the differences in cognitive activities and intellectual patterns are always ignored by most of the teachers so as to give rise to a coarse and simplex evaluation of the academic achievement and intellectual performance.

The theory of multiple intelligence (TMI Gardner 2004) holds that individual has relatively independent eight intelligence, and each of them follows unique cognitive development process and symbol system, hence, teaching methods and class management should be flexible and varied according to different individual and teaching materials.

The Ministry of Education has promulgated the *English Curriculum Standards (2011 Edition)* which put forward new requirements for teachers and pointed out that teachers should pay more attention to students' different learning experience, language capability, learning style and intelligence system. Their individual characteristics must be respected and their different potentials should be sufficiently excavated and then a sincere, amiable and reliable relationship with students can be maintained. "Therefore, an atmosphere of encouraging, broader space of thinking and independent space of individual development should be created." (Ministry of Education, 2011, Wang Qiang, 2013) This humanism ideological trend of foreign language teaching is strongly widespread, which is mainly based on the theory of multiple intelligence.

2. The Theory of Multiple Intelligence

Howard Gardner (1983) a psychoanalyst from Education Institute of Harvard University, proposed the TMI, which strongly challenges traditional concept of intelligence development on account of the factor that most schools have only emphasized the nurture of the two aspects which are logical-math and language (mainly the competence of reading and writing). Gardner believes that there at least exists nine kinds of intelligence: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinesthetic, musical-rhythmic, inter-personal, social intelligence, Inter-personal, introspective and natural-existential intelligence. (Howard Gardner, 1983) Gardner holds that these nine intelligence are to some degree mutually exclusive but relatively independent. "Each person has his or her individual intelligence and they all have dominant or non-overt intelligence, the different combinations of which contribute to various intellectual appearance" (Li Zhiying, Yan Hanbing, 2002). "Due to those intelligent differences, individual learning interests, ways of thinking and solving problems are diversified greatly." (Luo Zhongmin, 2004).

This paper aims to make it clearer that, due to the fact that the nine intelligence do not exist mechanically but systematically and categorically, they are functionally co-working and each attributes different intellectual layer. In English teaching, a scientific view of students and class design should not be ignored, the fact that different intelligence with particular characteristics belongs to variable layers may need more attention from educators. Exemplified by the production-oriented teaching mode, the application of multiple intelligence theory may be furthered in this text cautiously.

3. The Influence of Multiple intelligence Theory

3.1 Production-Oriented Approach (POA) in English Teaching

Wen Qiufang clarifies the theoretical system of "production-oriented approach" three parts: (1) Teaching concept which refers to "learning center", "learning and practice as a whole", "whole-person education"; (2) Teaching hypothesis covers "the output motivates", "the input motivates" and "selective learning"; (3) Teaching process relied on the inter-medium function of teachers, which consists of three stages: "drive", "push" and "evaluation", and teachers should play the mediating role properly and crucially in the whole process. (Wen Qiufang, 2015)

POA proposes teachers to not only determine appropriate output targets and keep the output task matched with it, but also to design "output" situation in accordance with teaching goal and task to ignite students to study the language materials of input. Furthermore, teachers still need to adjust the complexity of the teaching in the light of students language level as well to provide variable output task for students to choose to fully explore their potential. POA teaching mode provides more platform for teachers to make their materials diversified because of the various tasks supplied for them to choose. On the contrary, there's much less chance for the guides to explore the creation of a class for the reason that knowledge and test scores grab the most space and energy of the classroom, the potential of intelligence is consequently cast aside.

3.2 The influence on shaping scientific view about the development of students

According to Gardner's point of view, education should be launched to explore a variety of intelligence and help students to find suitable occupation and hobbies in the basis of their intelligent characteristics.

Enlightened by the thoughts of MI, some authors differentiate four stages in foreign language teaching: (1) Teaching of cognitive capability, a variety of sensory experience like touch, smell, taste and vision can be activated to stimulate all sorts of intelligence to efficiently conceptualize the characteristics the world. (2) Teaching of communicative capability, keeping contact with other people, things or a particular scene experiential emotions can regulate and strengthen the activity of cognition. (3) Teaching of conscious mental exploration, learning about methods and strategies of the intelligence development helps students understand their intelligence level and potential so that they can fulfill their intelligence consciously. (4) Teaching of integrated ability, consistent evaluation about students' performance and achievement can promote their comprehensive use of a variety of intelligence, what's more, which may make every student learn with confidence.

3.3 Integration of multiple intelligence theory and production-oriented approach

Linguistic intelligence refers to the ability of listening, speaking, reading and writing and the capability of communicating, discussing, interpretation, explanation, expanding knowledge, constructing meaning and the ability to rectifying language itself.

3.4 Training of cognitive strategies and development of language intelligence

The development of language competence has a significant impact on students' success in academic achievement of all fields. (Huang Yuangzhen, 2003) In teaching, teachers should train students to listen effectively, judge the content efficiently while listening, grasp the main theme, and summarize the key points after listening. Secondly, students should be trained to use less words to take down key points and finally to sketch the mental schema. In addition, some resource strategies can be cultivated to dabble in all kinds of learning materials after class to make them to achieve ability to hunt resources in corresponding stages.

Nevertheless, organic combination of the training of listening and speaking is sometimes neglected in English class probably because of the impact of indurated class. From the perspective of micro-linguistics, sound is the common acoustic carrier for auditory and oral exercise, so the training of listening and speaking respectively represent the input and output, which means the input of listening practice may affect the output of oral training and conversely work well because they both stimulate the area of the brain that manage acoustic intelligence. Consequently, multiple input of oral and listening training gorgeously promote the efficiency of English class.

3.5 Reading practice to promote logic mathematical intelligence

Logical and mathematical ability covers three fields of mathematics, science and logic. It mainly involves the ability of calculating and thinking including reasoning. In fact, foreign language subjects also have some mathematical concepts, such as permutation, combination, coding, symmetry, etc., and the mastering of these concepts can also enhance foreign language acquisition.

Reading is one of the main ways of language input, while in the training of reading, adopting different question strategies like

giving open questions, making students predict and change logical result can improve their logic thinking so that their logic and mathematical intelligence plays a more important part in cognitive activities. For example, to guide students to guess unfamiliar language phenomenon in the light of some textual clues as synonym and synonyms etc., reorganize sentence structures, integrate the meaning of the text, and thereby infer the development of the plot of a story based on the information given in the text;

Literally understanding, the logical orbit of the text and the implication of the details, teachers require students to deliberate the author's attitude and deep meaning of the article. Re-tell the topic in logical order according to what they read. All these reading exercises are challenging but useful for enriching students' mathematical and logical abilities.

It's controversial to say which one in the nine intelligence is more vital than others, then the feature that each kind has its specific traits should be recognized.

4. Further development of multiple intelligence theory

The multiple intelligence-based English instruction as a new teaching mode guided by the theory is intended to integrate English cognitive objectives with intelligence developmental objectives via multi-mode English teaching patterns. "In the course of implementation of the new mode, teachers should follow several steps and principles, and employ relevant strategies flexibly." (Pei Zhengwei, 2008) She believes that the theory of multiple intelligence caters to intelligence discrepancy in individualized learners and abounds in English pedagogical and educational connotations. In addition, that paper confidently consolidates that there are three features (integration, discrepancy, pragmaticability, exploitability), which comprehensively describe the characteristics of the theory.

In reality, each man has nine kinds of intelligence which exist in the brain systematically and organically but not mechanically or singularly. However, in the sense of the dynamic system and function of the intelligence, they are always associated mutually to operate but not singularly. For instance, the intelligence of verbal-linguistic is sometimes relevant with the element of logical because they are both reflected conceptually.

Therefore, teachers shouldn't merely set eyes on the view of each single intelligence but pay more attention to the association and relevance of two or more intellectual devices. Especially existing the instance that some elements are predominant in the point of input while others are more apparent in the activity of output, production-oriented approach of teaching needs more attention to the combination of two or more ingredients of intelligence.

5. Conclusion

The TMI provides educators with a positive and optimistic view on students, namely every student has special intelligence combination which is deeply embodied into their brain, therefore, teachers should research students' specialty from different aspects, and accordingly take efficient means which are appropriate to the features of students to make its special features function best.

When facing with new era, production-oriented approach in English teaching to some degree has helped solve some obstacles that appear in traditional English class. And what this paper prudently figures out is that organically combining one or some kind of intelligence has effect in developing the language capability of students bonded with production-oriented teaching style.

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