

The Enlightenment of Multiple Intelligenc Theory to English Teaching in Middle School

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ABSTRACT

The enlightenment of multiple intelligence theory to middle school English teaching is always one of the research hotspots of basic English Teaching. Based on the case analysis of middle school English teaching practice, this paper draws the following conclusions: First, we should fully realize the diversity and universality of intelligence, and put the cultivation and development of students' various abilities in the same important position. Second, teaching methods should be adopted for students with different intellectual tendencies and learning styles. Third, actively build a new type of teacher-student relationship in English classroom teaching. This theory provides theoretical support for the new theory of curriculum reform, helps teachers to form a positive view of students, teaching view and effective educational evaluation view, but also contributes to the overall development of students' comprehensive quality.

KEYWORDS

Multiple Intelligence; English Teaching; middle school; enlightenment

1 The introduction of multiple intelligence theory

In 1983, Howard Gardner published *The Structure of Intelligence: A Theory of Multiple Intelligence*. After its publication, the book has aroused strong repercussions and received wide acclaim in the education circles of the educational circles of the United States and many countries in the world. The theory has become an important guiding ideology for education and teaching reform in some countries and regions.

There are more and more activities to study and apply the theory of multiple intelligence in school education all over the world. According to statistics, Gardner and other scholars have published 17 monographs on the theory of multiple intelligence so far, which shows that the theory and related experimental research on education are having more and more influence all over the world.

2 The Enlightenment of Multiple Intelligence Theory to Middle School English Teaching

Using the theory of multiple intelligence to guide the English teaching in middle school, teachers should take the cultivation of students' multiple intelligence as an important goal, and the positive and optimistic view of students, the teaching view of teaching students according to their aptitude and the flexible and diversified view of education evaluation are of positive significance.

2.1 Student view, teaching view and evaluation view of multiple intelligence theory

According to Gardner, everyone possesses more or less eight kinds of intelligence, with different combinations and degrees of use. Therefore, education should be based on the comprehensive development of all kinds of intelligence in each person's brain, create a variety of situations for students to show all kinds of intelligence, give each person a variety of choices, so as to promote their strengths and circumvent weaknesses, so as to stimulate each person's potential intelligence and fully develop each person's personality. Our teacher should set up the educational concept of teaching students in accordance with their aptitude, which requires that the teaching methods and means of teachers should be different according to the different educational contents, such as the organization of language education activities and fine arts education activities, the methods and means should be different. In order to implement multi-intelligence teaching, teachers are required to have a real understanding of the curriculum function and the way of thinking of the subject, and to know the practical application of knowledge. Gardner said in "The Discipline of Learning": "Only by receiving the guidance of those who know the subject's thinking can we achieve a more thorough understanding." Evaluation plays a guiding role. Teachers' evaluation of students may have positive and positive effects, or negative effects on students' development. Therefore, teachers should be careful in evaluating students and pay attention to the comprehensiveness of the evaluation. In the traditional school education, the intelligence test scores or written exam is the main index in the evaluation of students' development, the intelligence test or written exam too much emphasis on the students' ability of language expression ability and logical reasoning, not only difficult to reflect the students' multiple intelligence, and difficult for students' application ability and creativity ability to make objective evaluation. Gardner believes standardized test "to focus on the individual knowledge, in a certain moment in the brain may be distorted and exaggerated or significantly undervalued one in the broader social background can make the contribution", to make the students have grown accustomed to in studying books from daily practical application environment, teachers in the teaching of pure pursuit of exam content, and ignore the life practice of students. Therefore, our teachers should abandon the standard intelligence tests and written examination is the main evaluation approach, and flexible and diverse evaluation views are established. Our student development review price should be carried out through various channels, in various forms, and in a variety of different real life situations.

Students' starting point, based on this, choose and design appropriate educational contents and methods, so that evaluation can really be an effective means to promote students' development and school-based curriculum development. Students' intelligence is diverse, and examination results cannot be used as the only basis for evaluation. Teachers can't measure all students by their academic performance, let alone judge their future by their achievements in a certain subject. Teachers should create a teaching environment conducive to students' different intellectual performances, Observe students' manifestations of learning materials and activities, communicate with students and their parents, discover students' strengths, and provide students with guidance to promote their development expertise, so that students can gradually comprehend the essentials of learning by feeling success and gaining motivation for learning.

2.2 To cultivate students' multiple intelligences as an important goal and innovative spirit and practical ability as the focus

The theory of multiple intelligences provides a strong theoretical basis for the implementation of quality education. As an English teacher, we should effectively develop students' various intellectual fields in normal teaching, pay attention to identifying and developing students' superior intellectual fields and construct brand-new curriculum design ideas. The theory of multiple intelligences

emphasizes that the essence of intelligence is more manifested in the individual's ability to solve practical problems and the ability to produce and create effective products needed by society. Teachers attach importance to cultivating students' innovative spirit and practical ability, which is also the development direction advocated by the new curriculum reform. Developing the curriculum model and teaching plan of multiple intelligences is the best starting point for the application of multiple intelligences theory in English teaching practice. Design multiple teaching charts of subjects (Campbell et al., 2001), that is, take a certain intelligence as a unit of subjects and design activities related to the intelligence. In the "Interpersonal Chart of Accounts", activities such as "organizing or participating in an English evening party, having English conversation with classmates, exchanging checks or correcting English compositions with peers" can be designed. When implementing, students are allowed to choose their favorite chart of subjects and adopt their own good learning methods; Encourage students to show their talents and knowledge in various ways. Arranging multiple curriculum planning tables not only implements intelligent goals into English courses or unit teaching, but also organically combines the cultivation of various abilities with classroom teaching. Teachers should make clear what is the most valuable knowledge that students should master, what aspects of intelligence should be trained, and explore appropriate teaching methods. The teaching plan designed by teachers should include the name of the course or unit, the goal of the course or unit, the expected teaching results, teaching resources or auxiliary materials, learning activities, teaching steps and evaluation methods.

2.3 Emphasis should be placed on fostering creativity and promoting the full expression of students' special talents

According to Gardner's theory of multiple intelligences, in essence, the ability to solve practical problems is also a kind of creative ability, because it is mainly the ability to synthesize the use of multifaceted intelligence and knowledge, and creatively solve new problems, especially difficult problems, that have no precedent in real life. Thus, Gardner's theory of multiple intelligences provides a theoretical new basis for us to focus on cultivating students' creative ability - we have to fully understand the importance of cultivating creative ability; tap into the creative factors in the content of education and teaching; organize practical activities inside and outside the classroom, inside and outside the school, especially small inventions, small creative activities, as much as possible to create works, products or other achievements of the activities, and cultivate students' creative ability to really put into practice. ability is really put into practice.

3 Application of Multiple Intelligences Theory in English Teaching in Middle Schools

The universality of intelligence means diversity of intelligence, which objectively requires teachers to carry out diversified and open teaching and cultivate and develop students' multiple intelligences in an all-round way. Teachers should design multi-sensory activities to participate in learning according to students' personality characteristics, such as alternating visual (pictures or words), Xin (recording) and singing (English songs) activities, and combining speaking (spoken) with (role) performance activities to train different intelligences; According to the content of learning, create relevant situations, use visual teaching aids or objects, introduce games into the classroom, simulate life, and let students learn English and communicate English in emotional experience; According to the learning stage, language learning is linked with intelligence development, and students' language skills, cooperation ability, self-awareness and other aspects of intelligence are trained through homework, group research projects and discussions; Use various evaluation tools to

evaluate students' intellectual performance, promote them to use a variety of intelligence comprehensively, and make each student feel that classroom teaching is also an important part of life growth, so as to develop a happy and confident learning mentality and form a sound and good personality.

3.1 Using the theory of multiple intelligence to guide the establishment of English teaching objectives

It is of great practical significance to guide the establishment of English teaching objectives with the theory of multiple intelligences for promoting the current curriculum reform. Bruner's goal taxonomy breaks through the limitations of the traditional curriculum model and pays attention to three aspects: cognition, emotion and communication. As far as English teaching is concerned, the obstructed syllabus puts mastering basic knowledge and skills in the first place of curriculum tasks or teaching objectives, while the traditional teaching objectives often only attach importance to cognitive objectives. The new curriculum standard pays attention to students' emotional attitude, learning strategies and cross-cultural awareness, and emotional goals are closely related to self-introspective intelligence. Therefore, we can set emotional goals according to the core content of self-introspective intelligence and communication goals according to the core content of interpersonal communication intelligence. Therefore, the theory of multiple intelligences can be regarded as the theoretical basis for us to set teaching goals.

English teaching in middle schools is a dynamic process, which is a process in which students exchange information through written reading, finally achieve understanding, and increase knowledge and improve ability in understanding. Undoubtedly, students' understanding and application is the ultimate goal of English teaching. At the same time, pragmatic theory also holds that English teaching in middle schools has both the same side and its special side compared with general pragmatic communication. The special feature is that English teaching in middle schools is a standardized activity, It not only has quantitative indicators, certain procedures and internal laws, but also has certain teaching materials and full-time teachers. Students' acceptance and understanding are often not carried out directly by themselves. Teachers should be used as bridges to connect and communicate between the authors of teaching materials and student.

3.2 Using the theory of multiple intelligence to create English classroom teaching environment

Applying the theory of multiple intelligences to design English classroom teaching environment and carry out innovative English teaching, providing students with personal space and cultivating students' emotional world are the key to create a classroom environment of multiple intelligences. To create a good classroom teaching environment, the classroom space pattern should be changed. At the same time, strengthen the multi-dimensional communication between teachers and students. According to the theory and practice of multiple intelligences, the design of innovative teaching can be "teaching for multiple intelligences" and "teaching through multiple intelligences". According to the theory of multiple intelligences, different fields of intelligence have their own unique development process. Therefore, teachers' teaching methods and means should be different according to the educational content.

1. Create body language environment and externalize the environment with the help of actions. Physical intelligence originates from the sensory action experience we get when we experience life, which is the basis of human cognition. Through body language teaching, expressing or explaining spoken language with actions and expressions can help students correctly understand the meaning

of words and sentences and make boring language learning lively and interesting. For example, teaching the verbs write, read a book, drink tea, close the window and so on makes it much easier for students to learn with the help of body language. Finally, students are also asked to use posture to express the meaning of the above verbs. This teaching method of performance plus games enlivens the classroom atmosphere and enables students to master the meaning of words, thus reducing the burden of memorizing Chinese meanings while memorizing words.

2. Develop students' multiple intelligences through simulation activities. English teaching includes rich knowledge, such as literature, art, music, sports, politics, military affairs, culture and so on, which creates conditions for the development of simulation activities. Simulating activities in English teaching can improve students' consciousness of learning English and enhance their awareness of participation; Make students understand the social significance of different scenes, and use language on the spot from the changes of characters' language and emotion by playing different roles, so as to achieve the purpose of improving communicative competence, thus promoting speech-language intelligence and interpersonal communication intelligence. For example, in the dialogue of "Saving the Earth" in Unit 9 of Volume 2 of High School, multimedia technology is used to demonstrate the image first: in the middle of the picture is a rotating earth, with the same village on the left and right, but smoke floating from a distance on the left makes the village dark; On the right is the dark smoke floating away, and the village has become clean again. Under such environment rendering, let the students first choose a role, use the ten-day pattern they have learned and call their own cognitive schema to discuss this problem from social, political, economic, environmental and other angles: Should the factory be built or not? Why?

3. Establish a united and cooperative interpersonal environment and use language through communication. In English teaching, designing various forms of communicative activities plays an important role in cultivating students' language application ability. In actual teaching, teachers can naturally infiltrate the knowledge of textbooks into communication activities such as language games and sketch performances, so that students can actively participate in learning activities and learn and use languages in activities. For example, when teaching vocabulary representing family members, teachers can let students bring "family photos" and introduce their families to each other; Learn what's this with the game of "blindfolded touch"? Learn who is with the game of "listening and guessing people"?

4. Construct the learning environment of natural observation and activate language with observation. In classroom teaching, teachers can provide students with observation materials such as objects, models and images according to the different needs of each class, so as to make English teaching vivid, vivid and intuitive. For example, when teaching fruit words such as apple, banana and pear, you can show real things; When teaching plane, ship, bus and other means of transportation, the model can be moved into the classroom; Some teaching aids that are difficult to prepare can be made into pictures for students to observe. We can also make written characters into teaching courseware with strong visibility to guide students to observe. Under the guidance of teachers, students learn language through observation, can accumulate rich appearances, and use these experiences to express language, so as to cultivate observation consciousness and observation ability in the process of observation, and finally effectively develop students' ability to use language.

3.3 Adopting a new teaching model suitable for students with different intellectual tendencies and learning styles

The study of English learning psychology has led to a series of theoretical models. These models help us understand the nature and general situation of English learning, and make our

understanding clearer and more organized. The word "mode" is a concept commonly used in social science. It refers to the standard form of something or the standard style that people can follow. It can often provide a universal explanation for things, explain complex phenomena in a concise and clear way, and gain an understanding of the regularity of things. According to the analysis of some scholars, the problems and inertia of traditional teaching mode are mainly manifested as follows: lack of flexibility in teaching design; Only pay attention to the teaching of knowledge and ignore the function of promoting students' thinking and emotion: teachers are eager to tell the whole results of learning and ignore the guidance of learning process; Teachers' desire to control the curriculum is too strong, ignoring the value of students' subjectivity and "teacher-student interaction"; The evaluation of students in the classroom is still single, and the awareness and efforts to encourage the growth of multiple intelligences are rarely encouraged.

By teaching students in accordance with their aptitude, students can not only make academic progress, but also have great satisfaction in language learning, thus further stimulating students' learning motivation. For example, teachers can effectively improve students' language intelligence by using classroom discussion, debate, oral speech, short play performance, poetry recitation, English jokes, reading and vocabulary learning, written homework and other activities in teaching; Classifying words, compiling outlines, making charts, using induction in grammar teaching, guessing and predicting in listening and reading teaching can cultivate students' mathematical-logical intelligence. Teachers use pictures, drawing boards, prints, videos, slides, multimedia, etc. to present and explain knowledge, which is beneficial to cultivate students' thinking in images and develop visual spatial intelligence; In teaching, according to the content of teaching materials, self-editing and self-filling lyrics, teaching and singing English songs and nursery rhymes can not only be used as interesting pronunciation and rhythm training materials, but also enhance students' music-rhythm intelligence; For students with strong physical exercise intelligence, teachers should encourage them to express their thoughts or understand the instructions required by teachers with physical movements, such as talent show in New Target English, so that such students can give full play to their special skills. In teaching, students are often organized to perform communicative activities such as role performances, and the use of body language to strengthen students' understanding of the language knowledge and skills taught can promote the development of students' spatial intelligence; Cooperative learning methods such as pairing and group activities in teaching are excellent methods to promote interpersonal intelligence; Self-introspective intelligence is related to metacognitive strategies strongly advocated in curriculum standards, that is, being able to plan, monitor and evaluate one's own learning process.

4 Action Research on Multiple Intelligences Theory in Middle School English Teaching

Gardner believes that everyone has eight relatively independent intelligences at the same time, which are organically combined in different ways and to different degrees. All kinds of intelligences have their own personalized learning styles, and each of us will be particularly prominent in some aspects. As middle school English teachers, we often use listening, speaking, intuitive teaching aids, situational performances and other forms in the teaching process. There are many methods, but it seems that some students are not interested or difficult to master the teaching content. The new teaching concept requires our English teachers to create a variety of educational methods and means according to the different educational contents and objects, which can promote the all-round and full development of each student.

Role-playing promotes speech-language intelligence. Let students stimulate their interest in

learning English by performing, cultivate their creative thinking ability, and thus promote their speech-language intelligence. There are many vivid and story-telling texts in junior high school textbooks, which can be adapted into dramas or short plays to guide the learning of texts by performing. For example, teaching "The Tiger and the Monkey" in JEFC allows students to rehearse in roles in advance and perform in class.

For students with high verbal-linguistic intelligence, first of all, teachers can use reading books with isolated text and pictures and corresponding audio tapes. In the course of the lessons, in addition to engaging in English conversation with the students, the teacher spends a little time every day reading the books and listening to the tapes with the students, and also lets the students go home to listen to English and watch English programs. For the teaching content, teachers can also match some catchy English songs to be inserted before and during the lesson (while playing the rhythm, doing movements, etc.) to help memorize the teaching content or to regulate the classroom atmosphere.

Students with musical-rhythmic intellectual inclinations can learn with the help of rhythm and melody, which often works by singing or playing rhythms. Such as English drama in music, in the study of *The Necklace*, let the students divided into groups of roles to prepare for the text, and in small groups as a unit to rehearse the English drama, and told the students to perform group to group, class to class competition (and live audio and video). During the competition, the teacher turned on the selected background music, and the students dramatized the language to the beat of the music. The music is a carrier of some kind, and the students, through listening, watching and their own live performances, are guided by the music to spontaneously transfer to the subconscious mind, which is exactly what the English drama with background music is aiming at - letting the subconscious mind transfer what it has learned that day into long-term memory storage.

The use of manipulatives develops students' visual-spatial intelligence. Students who are better in this area need to be taught with images, pictures and colors. Visual aids such as objects, pictures and videos are commonly used in English classes. In addition to this, teachers can have students represent the words and phrases they learn by drawing and coloring them. Vegetables, fruits, family members, clothes, plants and animals, the weather of the seasons can all be drawn. Learning abstract dates can be made interesting by having students draw diagrams and charts of the boring letters of the alphabet.

Goes into the process of language learning by comparing perceptual-motor skills and language skills. The use of English is also an operational skill with both cognitive and behavioral aspects. The process of teaching English in China basically proceeds in four orderly steps: instructional input, practice in language use, absorption of the language system for the learner, and spontaneous discourse. The human mind is complex, and every student does not learn by only one type of intelligence, but often by a combination of intelligences, with just one or a few predominating. Professor Meck of the University of Arizona has researched that "within areas of intellectual weakness, people prefer more structured problem-solving activities, whereas within those areas of intellectual strength, people prefer more structured and developed problems." In the teaching process, what the teacher has to do is to understand the characteristics of each student's English learning through observation and use different methods for his/her intellectual ways.

5 Conclusion

In a word, the idea of respecting individual differences and the development of each individual advocated by the theory of multiple intelligences is consistent with the direction of the new curriculum reform. It provides us with meaningful reference to challenge the tradition and form a

new curriculum design idea with the characteristics of the times. It inspires our teachers to "teach for multiple intelligences" and "teach through multiple intelligences". In a sense, the former can be regarded as our new thinking on educational purpose, while the latter can be regarded as our new pursuit on educational methods. "Teaching for Multiple Intelligences" requires us to design the school curriculum, Abandoning the usual thinking of designing only around Chinese, mathematics, physics and chemistry, we should fully realize the different intellectual characteristics of different students, treat students' various intelligences equally, emphasize that each student's intellectual strengths should be fully developed, and promote the development of other intelligences of students from each student's intellectual strengths. "Teaching through Multiple Intelligences" requires our curriculum to greatly improve the actual effect of classroom teaching by mobilizing the different roles of different intellectual activities in education and teaching and using diversified teaching methods while striving to develop different intelligences. Understanding the theory of multiple intelligences will help teachers form new "student view", "education view" and "evaluation view", and better practice the new curriculum.

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