

TEACHING ENGLISH TO PROFESSIONAL STUDENTS WITH THE HELP OF MI APPROACH

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Abstract

The world has changed so much during the post war period especially in the latest days. The modern and post modern time the world is running behind the new branches of sciences and arts. As a result in the field of sciences technical education or professional course has a very important role. At present time professional courses became a tool of success in India and also abroad. Most of the professional students are unable to write well as a result they are unable to get government job and also private job. Not only in private job but also they are unable to clear GRE and TOEFL as a result they are unable to go abroad. So an attempt is made in favour of professional courses to develop their writing skills through multiple intelligences Approach (MI). MI provides learners autonomy and motivates them towards writing. Within this approach an individual can choose an own strategy according to his interest and can develop easily in his interesting way. This approach is against the traditional way of IQ checking.

Keywords: Teaching, English, Professional, Students , Mi Approach etc

At present time communication in English became very important to all the students of India. Most of the time students are unable to get the chance in jobs due to the lack of communication skills in English. Most of them are well educated but only lack of communication skills they are unable to get jobs. Especially professional students like B.Tech and B.Pharmacy unable to get jobs in the private as well as in the government jobs. At the same time these professional students are unable to go abroad because of their poor performance in the exams like GRE and TOEFL kind of exams. So every year more than 90% of the professional students are out of jobs in order to rectify this government involved ELCS LAB (English language communication skills lab) as one of the curriculum to every professional student.

Multiple intelligence approach was designed by Howard Gardner (1983) in his famous book frames of mind. Within this book he explains about different students and their mindset there are overall eight different categories of students present they are differentiated in to eight intelligences. They are as follows:

1. Linguistic intelligence: they are good at reading and writing they have linguistic intelligence.
2. Logical/mathematical intelligence: they are good at logical and mathematical thinking and practice.
3. Bodily kinesthetic intelligence: they have good body and are muscular and capable of doing things with the body.
4. Musical intelligence: they have very good music sense they are good singers.
5. Interpersonal intelligence: they are introverts with good critical thinking.
6. Intrapersonal intelligence: they are extraverts and have good mingling ability.
7. Spatial intelligence: they have good imagination they imagine everything with their knowledge.
8. Naturalist intelligence: they have good association with nature most of them are natural lovers.

While basing the above intelligences one should teach them according to their respective intelligence. Then the out product will be better and up to the mark.

Teaching with MI Approach:

- 1) Linguistic intelligence:

At first one story is given to students in a handout form the story as follows:

'Dorian does not awake until well after noon the next day. When he gets up, he goes to check the painting. In the light, the change is unmistakable; the face in the portrait has become crueller. While the stunned Dorian tries to come up with some rational explanation for the change, Lord Henry arrives with terrible news: sibyl committed suicide the previous night. Dorian is stunned, but Lord Henry manages to convince him that he should not go to the police and explain his part in the girl's death. Lord Henry urges Dorian not to wallow in guilt but, rather, to regard sibyl's suicide as a perfect artistic representation of undying love and appreciate it as such. Dorian, who feels numb rather than anguished, is convinced by his friend's seductive words and agrees to go to the opera with him that very night, When lord Henry is gone, Dorian reflects that this incident is a turning point in his existence, and he resolves to accept a life of "eternal youth, infinite passion, pleasures subtle and secret, wild joy and wilder sins," in which his portrait, rather than his own body, will bear the marks of age and experience. Having made this resolution, he joins Lord Henry at the opera'.

Pre writing questions from teacher:

- 1) What do you think about the given paragraph?
- 2) Do you notice any interesting thing within the paragraph?
- 3) Have enjoyed your life in a peak level?
- 4) Do you know what opera is?
- 5) Have you been any place like opera?

- 6) How do you compare opera with latest events?
- 7) Differentiate between opera and discotheque?
- 8) What do you think about turning point in your life?

Method:

- 1) Researcher writes some words on the blackboard from the given text and asks them to find out and underline the words from the handout provided to them. For example words like lord, suicide, opera, joy, existence, crueller and pleasure.
 - 2) Now researcher wants them to identify the parts of speech which they belongs to.
 - 3) Later researcher asks them to write a own story with given words.
 - 4) The group of students discuss with each other and come with a new story with the words given to them.
 - 5) At final students explain the story to the classroom.
 - 6) Teacher gives his valuable suggestions to this group in five minutes.
2. A) the tasks for logical intelligence:

Teacher provides some logical MI inputs to the students and asks them to solve. They are as follows:

Q1. Find out the correct option from the below?

- | | |
|------------|-----------|
| a) Man | 1) forest |
| b) Lion | 2) nest |
| c) Bird | 3) house |
| d) Dolphin | 4) sea |
- 1) a&3, b&1, c&2, d&4
 - 2) a&1, b&2, c&3, d&4
 - 3) a&2, b&3, c&1, d&4
 - 4) a&4, b&1, c&3, d&2

Q2. Which of the given options is correct with respect to the given pair: "Fire: Death"

1. Hunger: Starvation
2. Rain: Snow
3. Fire: Extinguisher
4. Black: Board
5. Pen: Pencil

Q3. Find the odd one out from the given options.

1. Kathakali: Kerala
2. Mohiniyattam: Tamil Nadu
3. Sattriya: Assam
4. Kuchipudi: Andhra Pradesh
5. Bharatnatyam: Tamil Nadu

Q 4. Out of the given pairs, which of the following is incorrect?

1. Sardar Patel Stadium: Ahmedabad
2. Eden Garden: Kolkata
3. Jawaharlal Nehru Stadium: New Delhi
4. M. Chinnaswamy Stadium: Chennai
5. D.Y.Patil Stadium: Mumbai

Q 5. From the set of pairs given below, find the odd one out.

1. Australia: Kangaroo
2. Bangladesh: Tiger
3. Canada: North America Beaver
4. Finland: Brown Bear
5. India: Peacock

Q6. What shall come in place of questions mark (?) in the given analogy?
Painter: Painting:: Architect:?

1. Embroidery
2. Statue
3. Building
4. Sculptor
5. Stone

Q 7. Find the odd one out in the given options

1. Doctor: Patients
2. Shopkeepers: Customers
3. Teacher: Students
4. Painter: Paintbrush

Pre writing questions from researcher:

- 1) What do you think about logic?
- 2) Is logic works all the time?
- 3) What do you think about analogy?
- 4) Is Analogy useful in contemporary world?
- 5) What do you understand with the above pairs?
- 6) Is there any relation between each pair of words?
- 7) Is there any use with these words in our daily life?

Method:

- 1) The researcher gives such kind of questions to the logical intelligence students.
- 2) Students at first look at them and solve them within the peers.
- 3) Later they come with the answers.
- 4) After solving the given questions they are allowed to discuss within the peer.
- 5) Later they develop a piece of writing task like story, essay or paragraph.
- 6) At final students explain their piece of work in front of the classroom.
- 7) teacher gives his valuable suggestions to this group in five minute

2. B) the tasks for mathematical intelligence:

Teacher provides some mathematical MI inputs to the students and asks them to solve. They are as follows:

Q1. What will come in place of question marks in the given series?

ABD: FGI : : PQS:?

1. TUW
2. UVX
3. XYZ
4. TUV
5. UVW

Q2. Find the odd one out

1. AD: EH
2. BE: FI
3. CF: GJ
4. DG: HK
5. EH: IK

Q3. Given below is an analogy based on coding-decoding. Fill in the blank based on the given coding

CHAIRS: EJCKTU :: PARROT: _____

1. RCTTQV
2. RCXXRT

3. QCTTRV

4. GHKKXY

5. RCTVQU

Q4. What shall come in place of question mark (?) in the given analogy?

?: OZKGLK:: HEAVEN: SVZEVM

1. MONDAY

2. DONATE

3. FUTURE

4. LAPTOP

Q5. Based on the given analogy, find the incorrect one from the given options

BACK: 17

1. ROAD: 39

2. OBEY: 47

3. SAFE: 31

4. NAME: 33

5. QUIZ: 73

Q6. Based on the given analogy, find which of the given options is incorrect.

ACE:15

1. BET: 200

2. NET: 1400

3. SKY: 5225

4. FLY: 1800

5. MET: 1301

Pre writing questions from teacher:

1) What do you think about mathematics?

- 2) Is there any relation between maths and language?
- 3) Do you think with the help of mathematics shall we teach language?
- 4) What is the use of maths to language?
- 5) Are you willing to play word games?
- 6) Can you make such kind of words with the help of mathematics?
- 7) How often maths is used to teach language?

Method:

- 1) Students are given such kind of words which are given above.
 - 2) Students are allowed to solve the words within the group.
 - 3) Students take some time to solve and come up with the words.
 - 4) Later researcher asks them to develop those words in to a meaningful story or piece of writing.
 - 5) They discuss within the group and develop a piece of writing
 - 6) Later they present it in front of the classroom.
 - 7) At final teacher gives his valuable suggestions in five minutes.
3. Tasks for the bodily kinaesthetic intelligence:
- a) Presenting a drama without dialogues in front of the students.
 - b) Presenting a sound less visual in front of them.
 - c) Allowing students to play dumb charades.
 - d) Role play
 - e) Mime
 - f) skit

Pre writing questions from the teacher:

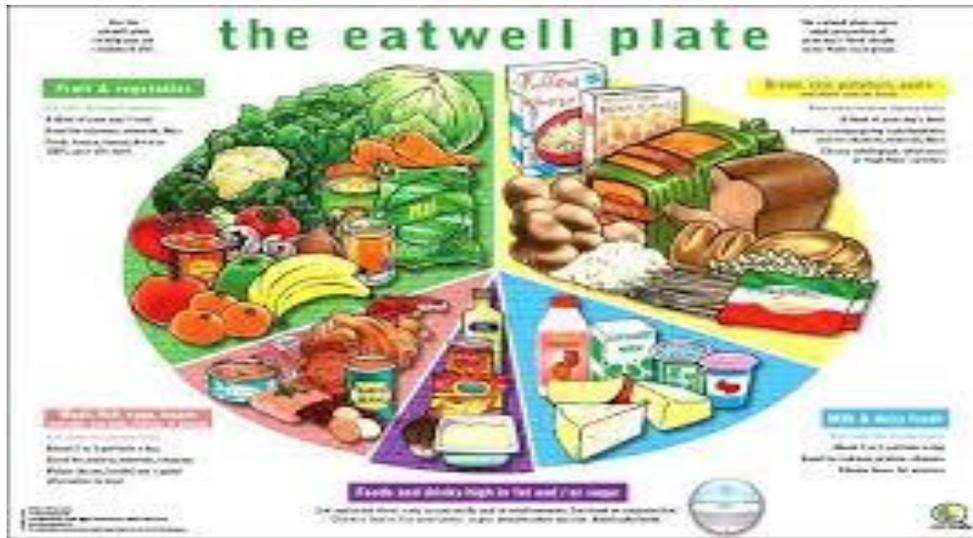
- 1) What do you think about bodily kinesthetic intelligence?
- 2) How often do you work in your garden?
- 3) Do you like to work in agriculture fields?
- 4) Would you like to do the work with your hands?
- 5) Would you like to play sports?
- 6) Would you like to dance?
- 7) Would you like to run or walk for long distance?

Method:

- 1) Researcher at first allows the students to observe one of the activities which are mentioned above.
- 2) Students observe the given activity very carefully and understand the situation and concept.
- 3) Later they discuss within the group and come to one conclusion.
- 4) Researcher asks them to write dialogues to the given task.
- 5) Later the group is ready with the full length of written piece.
- 6) They explain the task in front of the class.

7) At final teacher gives his valuable suggestions to the group in five minutes.

4. Tasks for the spatial intelligence:



Look at the above diagram and carefully observe the key issues in this diagram.

Pre writing questions asked by the teacher:

- 1) What do you find in the diagram?
- 2) Are you vegetarian or non vegetarian?
- 3) How many times do you take meals in a day?
- 4) What are the necessary minerals for the body?
- 5) How many food items do you see in this picture?
- 6) What is your favourite food item?
- 7) Would you like to eat fruits in your meal?
- 8) What are your favourite fruits?

Method:

- 1) At first researcher allows the students to observe the picture.
- 2) After observing the picture researcher asks them few questions.
- 3) Later researcher gives them a task related to the given picture and asks them to write.
- 4) The peers discuss among themselves and later come up with the result.
- 5) If it is video the video is not played completely, the end of the video is left to the imagination of the students.
- 6) Students are asked to imagine and conclude the ending.
- 7) As a result students are able to develop spatial intelligence and come up with the nice piece of writing.
- 8) At final teacher gives his valuable suggestions to them in five minutes.

5. Tasks of musical intelligence:

Pre writing questions asked by the teacher:

- 1) Would you like to listening music?
- 2) How many kinds of music are there?
- 3) What is your favourite song?
- 4) Who is your favourite composer?
- 5) How often you are interested to listening music?
- 6) Who is your favourite singer?
- 7) Do you think music can heal health?
- 8) Do you think music is also one of the sciences?

Method:

- 1) At first teacher asks the students what is your favourite song.
- 2) Later teacher asks them to transliterate the song in to English if it is a regional language song.
- 3) Later asks them to translate the meaning in to English.
- 4) Basing on the meaning of the song a new written topic is assigned to the students.
- 5) If it is an English song the rhythm, intonation, stress patterns and accent are explained.
- 6) Later students are assigned a written task basing on the meaning of the song.
- 7) At final students come up with their piece of work and present in front of the class.
- 8) At final teacher will give his valuable suggestions to the students in five minutes.

6. Tasks of interpersonal intelligence:

Prewriting questions asked by the teacher:

- 1) Would you like to stay alone?
- 2) What do you think about life?
- 3) What do you think about critical thinking?
- 4) Would you like to do meditation?
- 5) What do you know about meditation?
- 6) Is meditation is good for health?
- 7) Do you think with meditation one can find out the solution for a problem?
- 8) How many times you participate in meditation?

Method:

- 1) Teacher asks them about a societal burning topic like dowry harassment.
- 2) Later teacher asks them to meditate on that given topic.
- 3) Students calmly sit and meditate about the given topic.
- 4) After meditation for a while they come up with a solution.
- 5) Teacher asks them to write the solution on the paper.
- 6) Later they explain the piece of writing in front of the class.
- 7) At final teacher gives his valuable ides to the students in five minutes.

7. Tasks of intrapersonal intelligence:

Prewriting questions asked by the teacher:

- 1) Would you like to talk with everybody?
- 2) Are you able to communicate freely with others?

- 3) How far you are mingling with others?
- 4) Have you organised any event recently?
- 5) What do you think about extrovert?
- 6) How many friends you have?
- 7) How often you travel?
- 8) Are you able to sit without talking to anybody?

Method:

- 1) At first teacher makes some words like compound words, phrasal verbs or linking words.
- 2) The words are divided in to two halves and each half is given to individual.
- 3) Later teacher asks them to find out the real word.
- 4) Students discuss among themselves and come up with the real words.
- 5) After getting the correct words a written work is assigned to them by the teacher.
- 6) Sometimes a group activity is assigned to the concerned peer.
- 7) The entire group participates in it and come up with the given task like word games.
- 8) At final teacher gives his valuable suggestions to the students.

8. Tasks of naturalistic intelligence:



Carefully look at that picture and observe what is there

Prewriting questions asked by the teacher:

- 1) Do you like to go to the nature?
- 2) Do you like pet animals?
- 3) How many pets you have?
- 4) How often you go to nursery or kennel?
- 5) Do you have aquarium in your home?
- 6) Do you maintain beautiful garden in your home?
- 7) Are you having any ornamental birds in your home?
- 8) Have you visited any forest, zoo and national park?

Method:

- 1) Teacher asks to observe carefully the given picture.
- 2) Later teacher discusses a nature related topic with the students.

- 3) Teacher asks the students to describe the given picture.
- 4) Students come with the written documents.
- 5) Students explain the topic to the class.
- 6) At final teacher gives his valuable suggestions to the students in five minutes.

The above curriculum is followed by the teacher for every ELCS lab the average time is 180 minutes in the lab. Every intelligence group takes a 45 minutes time to finish their given task. Teacher spends ten minutes time with each intelligence group. So at final 55 minutes are left these time is utilised by teacher to give suggestions to each group.

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