



Teaching English with the help of Musical intelligence

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Introduction:

Musical intelligence is one of Howard Gardner's nine multiple intelligences which were outlined in his seminal work, *Frames of Mind: The Theory of Multiple Intelligences* (1983). Gardner argued that intelligence is not a single academic capacity of an individual, but rather a combination of nine different kinds of intelligences.

Musical intelligence is dedicated to how skilful an individual is performing, composing, and appreciating music and musical patterns. People who excel in this intelligence typically are able to use rhythms and patterns to assist in learning. Not surprisingly, musicians, composers, band directors, disc jockeys and music critics are among those that Gardner sees as having high musical intelligence.

Encouraging students to enhance their musical intelligence means using the arts (music, art, theatre, dance) to develop students' skills and understanding within and across disciplines.

There are, however, some researchers who feel that musical intelligence should be viewed not as an intelligence but viewed instead as a talent. They argue that by musical intelligence is categorized as a talent because it does not have to change to meet life demands.

Enhancing Musical Intelligence

Students with this type of intelligence can bring a range of skill sets into the classroom, including rhythm and an appreciation of patterns. Gardner also claimed that musical intelligence was "parallel to linguistic (language) intelligence."

Those with high musical intelligence learn well by using rhythm or music, enjoy listening to and/or creating music, enjoy rhythmic poetry and may study better with music in the background. As a teacher, you can enhance and strengthen the musical intelligence of your students by:

- Including music in lessons where appropriate
- Allowing them to include music for independent projects
- Connecting music to a lesson, such as talking about what music was popular during historical periods
- Using songs to help students' study for exams
- Playing Mozart or Beethoven as students' study in class

Studies show that listening to classical music benefits the brain, sleep patterns, the immune system and stress levels in students, according to the University of Southern California.

Gardner's Concerns

Gardner himself has admitted that he is uncomfortable with the labelling of students as having one intelligence or another. He offers three recommendations for educators who would like to use multiple intelligence theory to address the needs of their students:

1. Differentiate and individualize instruction for each student,
2. Teach in multiple modalities (audio, visual, kinaesthetic, etc.) in order to "pluralize" the teaching,
3. Recognize that learning styles and multiple intelligences are not equal or interchangeable terms.

Good educators already practice these recommendations, and many use Gardner's multiple intelligences as a way to look at the whole student rather than focus on one or two particular skills.

Regardless, having a student(s) with musical intelligence in a class can mean a teacher will intentionally increase music of all kinds in the classroom...and that will make for a pleasant classroom environment for all.

Harris (2000: x-xi) discuss three kinds of writings in human history first is crypto-literacy which is found in ancient civilizations. Still now we are unable to read the some crypto-literacy which is available, the signs are actually coming in the form of figures of nature. In second stage people developed some letters to represent sounds and now we are using the letters, but in earlier stage the writing is present with some unique sections of society it is not available to everyone. But now there is a future stage for writing where it is going to everyone and we are teaching to every individual. At present time everybody believes that the thing which is written on paper is better than which is said from the mouth.

Giroux's (1988) Nietzschean talks about writing in his own way he says that "writing is more than a subject, it is a process that can be used to teach students a subject by allowing them to assume the same role as the writer who authors the books and texts that are used as learning sources" (Giroux, 1988:65).

In accordance with this strachota also talks similar to this, he says that “unless we go through the complexities of struggle and invention, our knowledge is empty. If this is true, I cannot transfer my knowledge and experience to children whom I teach. Instead, I have to find ways to help children take responsibility for inventing their own understanding of the world and how to live in it”. Strachota, 1996:5 quoted in Tomlinson, 1999.

Pontecorvo and Sterponi (2002) they have observed writing as a higher cognitive skill which needed lot of learning. Writing never comes automatically, when we are in society or writing never comes to on individual when he is closely associated with the society. Writing should be learnt only through education and proper intuition.

Cosmides and Tooby (2000) they argued and observed writing from the neurological perspective. According to them writing never comes from the society but it purely comes from the bottom of each individual through a process called natural selection.

Kellogg (1994) described that thought and writing both are like twins in mother’s womb. They are produced one after other and are present side by side, both should have a relation. As a result, an individual can produce different kind of writings according to his interest like creative, argumentative, analytical, reflective etc. produced.

The unique writings and their origin purely depend upon the unique communication within the person then only the writers thinking scope will be increased (Cushing Weigle, 2002). Writing’s strategy is purely depending up on the thinking Oxford (1990), O’ Malley and Chamot (1990) and MC Donough (1995) they described that how thinking is interacting and inter related to language.

According to Kelly writing is “collecting information, planning ideas in the realm of personal symbols, translating these ideas in to the consensual realm of written text, and reviewing ideas and text” (kellogs,1994:16)

Emig (1977:125) discussed scientifically that within the human brain the two hemispheres are involved in thinking as a result writing is produced with the thoughts in the brain.

Flower and Hayes (1980), Emig (1982), Arapoff (1970, 1984) and White and Arndt (1991) they described that writing has a connection with the brain, within the brain there is a picture but outside the picture is described as writing.

“While engaged in writing, the brain continually compared the outcome with the plans that existed in the mind, trying to find a match between ‘the actual’ and ‘the planned’”. (Peacock, 1986:25).

Through writing, “ideas are explored, clarified and reformulated and, as this process continues, new ideas suggest themselves and become assimilated in to the developing pattern of thought” Zamel (1983:166)

Arapoff (1965:200) also viewed writing as “... a purposeful selection and organization of experience. This selection and organization requires active thought... the process of learning to write is, therefore, largely a process of learning to think more clearly.”

How to find out musical intelligence:

Most of the students are fond of music they always listening music through mobiles and iPod. One should identify such kind of students in outside the classroom and later they are motivated in the classroom towards the musical intelligence. First stage is to find out the intelligence. Second stage is to increase the intelligence in this stage through motivation and brainstorming the musical intelligence is increased. Once the intelligence is increased this intelligence is used for developing the language skills. Third stage is called transfer of intelligence in this stage the developed intelligence is transferred from one person to other. That means one musical intelligence student is going to transfer his intelligence to other musical intelligence student.

Method:

1. at first students are allowed to sing their favourite song.
2. if it is in regional language, they are asked to transliterate the song in to English.
3. later they are asked to find out the spellings and grammar mistakes in the transliteration.
4. if the song is in English then students are asked to observe the rhythm, accent, and intonation.
5. later students are asked to translate the meaning of the song in to English as a result they come up with the piece of writing.
6. At final teacher checks the written scripts and explains them the problems whatever they have come across.

Problems with the students in musical intelligence:

Some students are able to concentrate and are able to find out and follow musical intelligence where as some are not serious and are always going aside and making the fun of others. Some students take it as an advantage to do some time pass. They are unable to understand what is going there because they are unable to come out side from the traditional classroom set up. Most of the students are always in a fixed mind set for traditional classroom. It is very difficult to teach them through Multiple intelligences approach. Especially musical intelligence means it is very difficult to teach them. Such kind of students are brainstormed and motivated later they are inculcated towards musical intelligences.

Conclusion:

At present time there is no limit to teach English the concept of authentic materials is changed. So one should concentrate upon the present latest trends and one should go according to norms. So music is also one of the medium of instruction to teach English. With the help of songs and audio clips one should develop musical intelligence and teach English.

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