

# Significance of MI Approach to teach English in India

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In ancient India people spoke so many languages they are broadly classified in to Aryan languages and Dravidian languages but Sanskrit has its important and influence up on the all languages. Sanskrit is considered to be lingua franca of ancient India and Sanskrit has its influence up on every language of India still today.

At the same time Latin served as lingua franca of western world in the past and still it has its influence up on each language of Europe. During the medieval period barbarian culture raised in the world and war became one of the significant culture and all the ancient knowledge gone through some modification and resulted in a new trend called colonisation as a result worlds lingua franca changed. Britain and France occupied most of the world Britain became quantitative as well as qualitative power in the world.

During the British colonisation English reached India and it became official language and also it became lingua franca of subcontinent. As a result English has its own significance in Indian context. When English became court language in India teaching English also became one of the profession. That means 'N' number of techniques and procedures followed by the teachers of English to teach English language. Most of them are not trained they are simply learning from their own interest and teaching where as some are following hereditarily from father to son and successfully running institutions. Some are copying from internet and teaching. Most of them giving primary importance to grammar rules only grammar is thought to students where un necessary useless out dated rules are thought to students which are now nowhere in use. Government also don't care for such kind of institutions they is no monitoring up on such kind of institutions as a result so many faulty techniques raised and spoiling the students.

In the history of English teaching in India so many techniques and approaches arrived earlier grammar translation method was familiarised in India. Still so many people are using that same method in entire India. The world had turned thirsty to learn more languages during 40's and 50's of the twentieth century and the demand for language learning and the language learners have been trying to become fluent

in speaking and to develop writing skills. Language learning and its priority has been changed along with liberalization, privatization, and globalization of 1990s.

The English language has now penetrated deeply into our society, and this has resulted in its extensive teaching and learning. It has supported research and other academic activities in higher education, and assisted national development by way of its use in education, administration, business, trade and commerce. The knowledge of it boosts the employability and functional efficiency of the individuals. Hence its teaching needs to be made more effective keeping in view that the role English will continue to play in academic pursuits, business, administration, and above all, in national development. This is where the strategies employed in teaching and learning English in the classroom come to the focal point.

Multiple Intelligence theory was developed in 1983 by a professor of Education at Harvard University named, Dr. Howard Gardner. He looked at intelligence from a wider point of view. He pinned down that human intelligences are more than old IQ tests had shown. It is argued that intelligence quotient is not a matter but how their intelligence works that matters (Gardner, 2006). It is important to know that people have different intelligences. Gardner's ideas show that students learn differently, one can be good in speaking but not in writing. Therefore, it is necessary to have a number of approaches and activities in English language learning. Dr. Harvard Gardner explores eight intelligences: Linguistic, Logical-Mathematical, Spatial, Bodily-Kinesthetic, Musical, Interpersonal and Intrapersonal (Solmundardottir, 2006).

Findings from neuro-imaging and neuro-scanning it is evident that every individual have different kinds of modules or 'intelligences'. In accordance with this Gardner (1983) proposed MI theory (Multiple Intelligences) where every individual has his own intelligence according to that an individual person will learn. This way of explanation is against to the traditional IQ test.

Gardner (1983) explained intelligence as "a biophysical potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture" (1999b:33-34). Gardner (1983) explained that there is a biological existence for intelligence and at the same time reasoning.

Scholars like Segalowitz and Gruder (1977), Landsberg (1988) Caramazza (1991) and Gazzaniga (2000) explained that intelligence will come from the birth but later it will transform independently as a result due to neurologically and psychologically it will change according to situation. These studies of the scholars explained that the intelligence whatever coming from the birth there is a chance of getting removal in the

cases of brain damage. They will destroy in the cases of brain damage and there is a chance of spare or replace of old one. As a result biologically each intelligence will develop problem-solving skill. This is proved scientifically for example some persons show greater interest in art, music, literature, mathematics or science where as in rest of them they don't have any interest.

That means in one particular intelligence they have very keen interest, as result that particular intelligence will develop in these candidates. These experiments are useful in identifying in pedagogical psychology. Gardner (1983) conducted series of experiments over children and brain damaged adults and proposed some points.

---human beings are born with wide range of capabilities.

---One area's strength and performance is never compared and contrasted with the other area (cognitive tasks).

----there is no rule that success or failure is depend up on one area's weakness with another area's performance.

---- Some are very good in particular areas but whereas as they are bad in other things.

---- But in most of the cases strengths were distributed in a skewed fashion.

(Adapted from Gardner.1999b:28ff)

After a long five years of analysis ('Project on Human Potential' funded by the Bernard Van Leer Foundation in 1979) Gardner was able to find out the fact about intelligence. He studied biology, anthropology, history, philosophy, psychology, neurobiology and genetics. Gardner (1983:63ff, 1999b:36ff)

Gardner explained intelligence with 8 parameters.

- 1) Due to brain damage potential isolation takes place.
- 2) One should observe evolutionary history and plausibility.
- 3) Identifiable core set of operations are observed.
- 4) Susceptibility to encoding in a symbol system, e.g. Oral and written language, numbers, drawings, musical notations etc.
- 5) Distinct development history and a definable set of expert end-state performances.
- 6) Existence of idiot-savants, prodigies and other exceptional people.
- 7) Support from experimental psychological tasks.
- 8) Support from the psychometric findings.

From the above Gardner classified 8 intelligences, within these each intelligence is "an ability to solve problems and to fashion products" (Gardner, 1993a:7).

1. Verbal-linguistic-intelligence- the ability to have language skill like grammar, vocabulary and other aspects related to language (reading and writing in general in Indian context all the students are by hearing and re producing in the exam hall).
2. Logical-mathematical- intelligence- the ability to think logically and solve mathematical problems like logical conundrums and puzzles and some other number games (like analogues words which are asked in competitive exams).
3. Visual-special- intelligence- the ability to imagine and create it with own imagination(while showing some pictures and videos).
4. Musical-rhythmic-intelligence- the ability to sing or musical sense or poets have. Keen awareness of pitch, tone, rhythm and other things (one should change the lesson in to song).
5. Physical-kinesthetic-intelligence- the ability of athlete which is performed by the body( performing the lesson with drama and action).
6. Interpersonal-intelligence- the ability of teachers and some others have where they always deal others (the lesson should be related to critical thinking).
7. Intrapersonal-intelligence- the ability of monks and scholars who always think about some problem (the lesson should be related to soft skills).
8. Naturalist-intelligence- the ability of the people who love the nature, animals and surroundings (within the curriculum field trips should be included).
9. Gardner (1999b, 2004a) also explained existential intelligence but this is interlinked with the metaphysical concept of life, death e.t.c. so this was not familiarized and not accepted by so many people. This is not used as a tool in out of the classroom as a language-learning activity.

Gardner's theory was cross questioned by some of the scholars from the sites of the cognitive psychology but it worked in the real life. Gardner (1993a) this theory was not useful to I.Q testing and statistical analysis. But these 8 intelligences are identified after having a keen study of biology, neuropsychology, developmental psychology and cultural anthropology. After studying the science and genetics, 20 years of knowledge accumulation studies in brain and keen observation of intelligence M.I Theory was established. This is multiple that means human cognitive function in our daily life (Gardner, 2003).

Multiple intelligence theory was actually designed to identify cognitive functions of the brain injured people. This theory is useful to prodigies and savants. M.I. theory explained different abilities and learning styles. M.I. theory solved and gave solutions to so many problems which are faced by the teachers (Chen, 2004; Eisner, 2004).

The factors of Multiple Intelligence theory are:

---every individual will acquire all kinds of intelligences in his life in different ways.

---intelligences are not fixed according to time they will develop or destroy.

---Intelligence always acts alone- they often interact with other or act together in groups.

---intelligence is not a single phenomenon but may change according to time. For e.g. one person who is having very good musical-rhythmic intelligence and he is a singer and having talent in singing but he can't play instrument (Gardner, 1999b:79ff).

Acknowledging that people have different kind of cognitive strengths at the same time they have different suitable learning styles. While keeping it in the mind Gardner (1983) started individual-centered school under the Harvard project zero. Within this he observed each individual as a unique phenomena and subject. He paved the way to create MI curriculum and in the year 1993 he made it in to reality. These new trends lead to create a curriculum which is suitable to learner. So MI curriculum was a new curriculum which replaced the existing curriculum. Until then intelligence –test always dominated the curriculum, but MI curriculum started dominating the intelligence-test.

Gardner strongly opposed the process of strongly intuition of intelligence to a learner. He condemned the procedure followed by the people who believed in the forceful intuition. MI school is a school where an individual is developed in a particular field of intelligence according to his interest and later amplified it, at final transferred it to others who are interested in the same intelligence this is called “configuration” of individual talents (Gardner, 1993a:70ff). MI curriculum is designed in a way that within the subject area this curriculum introduced so many materials, models which are useful to teach learners with their same intelligence. As a result learners are able to learn easily within their domain of clarity and interest. “Now that we know something about teaching styles, learning styles, and individual intelligences, it is simply inexcusable to insist that all students learn the same thing in the same way” (Gardner, 1993a:73).

Individual differences in the process of thinking between one people to other should be understood by the close observation of the human brain and its mechanism related to thinking. Posner (2004) find out the mechanism of the thinking in the human brain. According to him neural networks are present in the human brain; each neural network is related to one kind of intelligence. In the case of Multiple Intelligence once we observe neuro-imaging they are overlap with each other. So node of each intelligence is inter- related with the node of other intelligence. In this way one network is inter- related to another network. this indicated and explained intelligence as “ biophysical potential that... can be realized to a greater or lesser extent as a consequence of the experiential, cultural, and motivational factors that affect a person” (Gardner, 1999b:82).

For example people use language in order to perform tasks they use it to travel and other functions. If language is used to perform the spatial attention and performing the different tasks both the networks are activated at the same time. At the same time a person can utilize the numerical quantity which is a part of the network of the language. Human brain consists of two parts left-occipital area and Wright-occipital

area, where left-occipital area is responsible for visual digital spell. Once one go through such kind of utterance left-occipital is activated. Left-occipital in the brain is also activated while pronunciation of non-numerical words.

Neisser (1976) and Das et al (1996) also discussed multimodal character of information processing at a single time i.e. visual, auditory, tactile etc. for example before attending an event all the available information which is present was integrated by each other with stimulation different sensory systems will work together at a time.

Thus, a combination of all the sensory and logical work together which includes language and motivation “not only stimulates active consumption of classroom material but also enhances understanding of the material” (Gardner, 1999b:169).

Gardner (1993c:138ff, 1999a: 202ff) explains the concept of “pluralisation” where the multiple representations of set of ideas which will work together they are like narrational, logical, quantitative, foundational, existential, hands-on and collaborative.

Carroll (1964) and wertsch (1991) deduced an exhalent phenomena that thinking is not always linked with linguistic symbols. In so many matters linguistic codes are needed but there is no rule that all should in linguistic code. Gardner (1980) found that the common writing practice by the children starts with the drawing in symbols at the age of infant. Later toddlers will develop a kind of writing which contains geometry and symmetry. After the three years of completion child will develop linguistic play and modal play afterwards child interact with the society and develops a kind of language which consist a mixture of symbols from drawing, language and music.

Gardner (1982:57) explained the concept of “notationality” within this he explained the involvement of psychological processes within the human brain. With the help of this concept of “notationality” the difference between syntactic and semantic use can be easily understood. Human brain is divided in to two parts left-brain and Wright-brain. Left brain is responsible for the notational process. Wright brain is responsible for partial notational and non-notational symbol system. All the actions and semi-linguistic feelings also verbal patterns are together give a stream of symbols which will leads to the development of the language (Gardner, 1994; Gardner et al, 1996).

Conclusion:

In India development means overnight never comes it will come but slowly. But in Indian context intelligence means only linguistic perspectives are checked no body care for other intelligences. So government should take initiative to develop each student in the context of MI and education system should develop the curriculum related to all the intelligences as a result every student is going to develop then there is no poor and bright student all are having the intelligence in equal quantity but if some student is failed to get good marks that is the fault of teacher to teach him with wrong method. So

government should initiate the teaching and training programmes for the teachers in Multiple Intelligence Approach.

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