THE PRACTICAL APPLICATION OF THE MULTIPLE INTELLIGENCE THEORY INTO THE ENGLISH READING CLASSES FOR PRIMARY SCHOOLS IN CHINA

Approved: Dr. Teresa Burns, Paper Adviser Date: June 1, 2020
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A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

by

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2020
ACKNOWLEDGMENTS

My deepest gratitude goes first and foremost to Professor Teresa M. Burns, my supervisor, for her encouragement and guidance. It’s a special year of the whole world. We are going through the hard period because of COVID-19. Thanks again for Professor Teresa M. Burns’s understanding and help.

Second, I would like to express my heartfelt gratitude to Professor Hu, who taught me a lot for doing research. I am also greatly indebted to the professors and teachers in Wisconsin-Platteville. They have instructed and helped me a lot in the past two years.

Last my thanks go to my beloved family for their loving considerations and great confidence in me all through these years. I also owe my sincere gratitude to my friends and my fellow classmates who gave me their help and time in listening to me and helping me work out my problems during the difficult course of the thesis.
Abstract

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Under the Supervision of Dr. Teresa M. Burns

In 2011, the Chinese Ministry of Education put forward new English Curriculum Standards. These standards point out that teachers need to guide students to notice the cultural factors and integrated knowledge and skills as part of the process of English learning. Professor Gardner proposed “teaching for understanding,” making the students understand the materials is the important purpose. His multiple intelligence theory talks about eight kinds of intelligence: verbal-linguistic, logical-mathematical, visual-spatial, body-kinematics, music-rhythmic, interpersonal, intrapersonal, and naturalistic (Gardner, 1983). The Chinese government’s English Curriculum Standards (2011) and the Multiple Intelligence Theory share a similar view on language skills and knowledge, learning values, learning strategies, and cultural awareness. They both propose that basic language points and skills are only parts of the learning curriculum, and so learners need to cultivate their multiple intelligence during the language learning process. Both the English Curriculum Standard (2011) and the Multiple Intelligence Theory have useful applications in the practice of English reading classes in primary schools in China. They are beneficial for effective teaching strategies in the primary school’s English reading classes.

Keywords: English as a Foreign Language, Multiple Intelligences Theory, English Content Standards in China
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Introduction

1. Background of English education tendencies in China

   In 1972, UNESCO reported the idea of “learning to know:” it talked about the objectives of education that helped develop knowledge of a variety of skills in the world including in science, IT technologies, art, drama, etc. “Learning to know” acknowledges that learning is lifelong work. Since then, approaching learning this way, as lifelong education, has become a world-wide tendency. As part of this tendency, in China we can find some important aspects as expressed by the English Curriculum Standards in 2011. These standards have attached importance to integrating cultural skills into other subjects, such as math, art, physical education and of course, English language instruction.

   In fact, these core accomplishments are the core parts of the English Curriculum Standards of 2011. The core accomplishments as expressed by these standards attach importance to the integration of a completely modern person in the 21 century. This person needs to learn to know, to be, to do, to live together and to change. In other words, the way a student learns a foreign language, English, must be integrated into how they learn for their lifetime rather than just to pass tests. As the world has developed, so as the concept of English education in China. The 2011 edition of The English Curriculum Standard shows this development of English language teaching.

   The standards point out that teachers need to guide the students to notice the cultural factors and integrated knowledge and skills among the process of English learning, realizing the commons and differences between Chinese and English. Students can also gain the integrated abilities during the process of cross-cultural activities. And the abilities are not only just about English language learning: they should refer to a variety of relevant life knowledge.

   As the new English curriculum standards are published, this type of English learning has become more and more important for EFL classrooms. This paper will focus on the aspect of English reading, a necessary and inevitable part of English learning. Enhancing a student’s reading competence via these standards also means that the teacher must be aware of the different ways students learn and the different types of intelligences they exhibit.

   As for the primary students’ English learning, they can learn English with related readings.
The readings can be interesting and related to a lot of aspects, such as other classes (art, math) or simply topics they are interested in (animals, holidays). This integrative reading approach means that students will not just learn English during the process of English classes; they will also learn a lot of other knowledge and skills at the same time. Again, this sort of teaching meets the needs of 21st century education and the new English curriculum standards. One way we should pay attention to connecting English learning with English readings is via the theory of multiple intelligences or MITs. Because readings will focus on a large amount of subjects, this will not only enhance the students’ English competence, but also broaden their horizons in life. They may also learn better because they’re reading things they either are interested in or know that they need to know. The link is well adapted to primary English learners: fun and funny readings will motivate them in the study. Imagine if the primary English learners just learn English with traditional grammar and dialogues: they will not be as motivated and may in fact be bored.

How can we apply the multiple intelligence theory in teaching English reading for the primary students? We are obliged to do more and more research.

1.2 The Multiple Intelligence Theory

Professor Howard Gardner proposed the multiple intelligence theory. He is a famous American professor in Harvard University. His multiple intelligence theory is a typical educational theory and practice, which talks about eight kinds of intelligence. They are verbal-linguistic intelligence, logical-mathematical intelligence, visual-spatial intelligence, body-kinematics intelligence, music-rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence (Gardner, 1983). Since first proposing this their many decades ago, Gardner has revisited it and updated it many times. In 1999, he proposed “teaching for understanding,” making the students understand the materials is the important purpose.

Along with Gardner, many other educators in the United States and at least twenty other countries are interested in the Multiple Intelligence Theory’s potential values and conducting research, creating large amounts of meaningful and valuable articles or books, such as Lazear’s
Eight Ways of Teaching: The Artistry of Teaching with MIT, or Altan’s Assessing for Multiple Intelligences. It behooves us to review just a few of these.

Lazear (2000 & 2003) has developed the MIT into the area of common basic education. He discussed eight plus one teaching strategies combines with the multiple intelligence theory. He has contributed a lot in designing the practical teaching with case studies. Armstrong (2009) combined his field of special education with the MIT, providing a lot of application modes. He advocates a student-oriented teaching mode and argues that the teachers can improve the students’ multiple intelligence by corresponding teaching activities in practice. Altan (2002) did a lot of work on the evaluation based on the MIT. He advocates using a combination and performance assessment method to make students get more evaluation with clear objectives and comprehensive evaluations. Finally, Gardner (2012) proposed evaluation formed with facts, skills, concepts, the quality of the work sheets and so on.

To understand Multiple Intelligence Theory clearly, one must understand what each of the eight intelligences are. The following definitions are shared between the above researchers and ultimately have been proposed and honed by Gardner (1983, 1993).

*Verbal-linguistic intelligence* involves the ability to describe something with language. “Language” includes the use of that language in listening, speaking, reading and writing. When someone show strong talents in this intelligence, they may apply the language well when they want to express something. Writers, linguists, and lawyers are outstanding when they are applying the verbal-linguistic intelligence.

*Logical-mathematical intelligence* refers to the personal abilities to think and deal with problems with logical thinking. Logical patterns and connections and formulas are also included in this aspect. Scientists, technologists, and statisticians are good at logical thinking.

The next type of intelligence is *visual-spatial intelligence*. The intelligence can help developing the ability of feeling shapes, space. And if someone is strong in visual-spatial intelligence, he or she can be sensitive with colors and how objects are oriented in space. In society, architects, artists and designers show this intelligence most obviously.

*Body-kinematics intelligence* is the strong capacity to move the body and/or deliver some
information with body language as well as to remember something by muscle memory. Dancers, actors, athletes, and physical education teachers show this intelligence well.

As for music-rhythmic intelligence, it is related to the capacity to be sensitive with the rhymes, melodies and tones or composing music. The ability enhances someone’s ability to play some instruments or sing songs. Someone may remember an idea by setting it to a rhythm. Composers, singers, and musical performers display this type of intelligence.

Interpersonal intelligence can be seen as the ability to socialize with people. This intelligence motivates people to handle social problems with ease. The intelligence includes things ranging from facial expressions to social sensibility. If someone is strong in this kind of intelligence, he or she will cooperate with others or negotiate with others with ease. Diplomats, teachers, and salesmen may show strong interpersonal intelligence in the society.

Compared with interpersonal intelligence, intrapersonal intelligence refers to the inner understanding of oneself rather than of others. The one who has this type of intelligence may manage the emotions, moods, desires within himself or herself very well. Psychologists, writers, and religious leaders may be good at this aspect.

The next type of intelligence, naturalistic intelligence, is the capacity which involves the understanding of the nature and civilization. The intelligence motivates people to do research in the different characteristics of the environment. Zoologists, geographers, landscapers, and hunters all show strong talents with the naturalistic intelligence.

These eight types of intelligence do not function alone and we all have each of them to some degree: they are integrated with each other. What’s more, Gardner points out that the fundamental objective of education is the improvement of each student’s intelligence in all of these areas. When he introduced these concepts, he also encouraged educators to develop and foster learner’s potential intelligence in order to make a balanced development of each intelligence type (1983).

As noted, the multiple intelligence theory doesn’t focus on only one intelligence types; it motivates the educators to combine the different types of intelligence in various ways. And the types of the intelligences are connected closely. Under the background of the multiple intelligence theory, when we do research into English teaching, we can try our best to discover the
possibilities for teaching combined types of intelligence during the process of teaching English in the English classes. While it may seem the most obvious to appeal to the area of verbal-linguistic intelligence, a teacher may actually have more success if she or he offers reading activities that integrate all of these areas.

1.3 The relationship between English Curriculum Standard (2011) in China and Multiple Intelligence Theory

The English Curriculum Standard (2011) in China advocates that the students play the main role in English study. The educator needs to respect the position of their students. They need to accept the differences in different learners. Put another way, it means that teachers must understand that some students are better at math while some are good at art or some are outstanding in physical exercise. Educators should encourage students to develop their different talents when they are growing. The English Curriculum Standard (2011) in China pays attention to fulfilling the potential intelligence of students and the intelligence can help to improve the students’ capacities to conform to the society in the future. The intelligences are integrated into the student’s abilities within them.

Moreover, the English Curriculum Standard (2011) in China proposes that there are three levels of teaching objectives. The first level is the knowledge and skills; the second level is about the process and methods; and the third level deals with emotions and values for the target students. Without doubt, if a teacher needs to accomplish all three levels of the teaching objectives, they need to motivate the students to develop their multiple intelligence during the process of teaching. For instance, when the teacher wants to accomplish the first level, they need to broaden the student’s abundant aspects of knowledge and related skills. When it comes to the second level of teaching objectives, the students may need to learn with logical thinking and verbal-linguistic intelligence. The intelligences are connected with each other when a student is learning something.

The English Curriculum Standard (2011) in China shares some same opinions with The Multiple Intelligence Theory for cultivating the students in the future. The relationship between
the English Curriculum Standard (2011) in China and The Multiple Intelligence Theory is close and they support each other in education. The opinions they shared are concluded in the following ways:

1) A complete person will be educated with a large variety of kinds of intelligences. A complete person will solve problems with applying to the multiple intelligences. And the integrated capacities contribute to the students for being suited to the future world. For example, when a future teacher, the English teacher not only does well in teaching the subject, but also is good at operating the computers, the English teacher may design wonderful coursewares. And that’s the good advantage for an excellent English teacher in the future.

2) It is obvious that the key points of multiple intelligence theory is complying with English curriculum standard (2011). The MIT pays more attention to the students, the teachers are the helpers and guides instead of the main role in a class. In addition, the English curriculum standard (2011) also attaches more and more importance to the students’ learning perspectives. How can an English teacher evoke a student’s learning interest? That is a key core in a classroom. As a result, the various intelligence types come to the standards, the various intelligence types will stimulate an English learners English learning motivation, interest and potentials during the class time.

All in all, English Curriculum Standard (2011) and MIT share a similar view on language skills and knowledge, learning values, learning strategies, and cultural awareness. They both proposed that basic language points and skills are only parts of the learning curriculum, the learners need to cultivate their multiple intelligence during the language learning process.

1.4 The Teaching of English Class Reading in Primary School

Class English reading means the students will learn language points and skills, enhance English reading competence, and accumulate language skills in the classes. Reading is one of the most important parts in language teaching process: it can be seen as one of the necessary types of English teaching, it focus on cultivating and training the reading skills. In accordance with the English Curriculum Standard (2011), the teaching objectives are multiple. The objectives not only include the direct ones for improving the students’ reading capacities of diverse styles of reading
texts, but also include the indirect objectives for improving students’ potential intelligences, such as the abilities of collecting and handling information from the reading and the creating and practicing abilities in life, etc. The objectives show a student’s willing for lifelong learning and for discovering literature and science and integrated competency.

Class reading in primary schools is a little special. It isn’t presented for high-level English learners as extensive reading, skimming, listening and speaking in clear types. Class reading is in fact a complicated task that looks simple, for both teachers and students. The primary students may lack learning interest and motivation and they lack some effective reading strategies and vocabularies. Students who come into a primary class with these skills likely are students with stronger verbal-linguistic intelligence, but that is not the majority of students.

Due to the practical needs for primary class reading, the class reading for primary students should be permeated with suitable means and stressing some key language points. The key language points are one of the most important part in the class reading. For reading, the situation, meaning and pragmatics are three component parts for the class. In addition, reading class can be divided into pre-reading, reading and post reading main parts. The understanding of the language points need the support of the suitable situation. Except for the language skills, the class reading should combine the listening and speaking, reading strategies, attitudes and values, and cultural elements. In another word, during the process of reading, the primary students will grasp the language points and cultivate themselves with culture, practical capacities, logical thinking and intercommunication, etc.

According to the target students (primary school students), the class reading teaching is obliged to take the Multiple Intelligence Theory and the English Curriculum Standard (2011) into deep consideration. It is practical and meaningful for the class reading in primary schools nowadays and for the future instead of the traditional ways in the class reading.

There are a lot of limitations of the traditional teaching in class English reading, thus the MIT and the English Curriculum Standard (2011) have developed new ways and more possibilities to break the limitations. There has been found more feasibility to combine the two kinds of work into the English reading classes in primary schools. They are obvious in designing the creative reading
teaching methods and building new styles of evaluation for the English reading classes. We can find a lot of findings about the combination of the theories in English reading teaching, however, there is a long way for primary English reading teaching with the MIT findings combined with the English Curriculum Standard (2011). The primary students have their own psychological characters and their own cognitive rules of learning a non-native language. What’s more, for teaching primary students, the limitations of vocabularies and cognitive abilities, lacking reading strategies are obvious. In conclusion, the paper will take the truth and the existing research into deep consideration and do more work for English reading class for pupils of Grade 4-5 in a foreign language school in China.

Chapter 2 The Analysis of Cambridge English textbook Super Minds

The textbooks are important materials for English teaching. Based on the discussion above, they should contain contents relevant to contemporary times. The textbook Super Minds is from Cambridge English and is the text this paper will use to exemplify how to apply these ideas. While specific examples will be given later in this discussion, we can say that overall this textbook has the characteristics which follow below.

- It has a strong focus on developing thinking skills.
- It encourages students to apply to creativity in crafts, projects and visualizations.
- Contemporary social values are contained in all of the stories and dialogues.
- Content and Language Integrated Learning (CLIL) are integrated in the process of teaching.
- Each student book contains ten units and each unit includes twelve periods from vocabularies, dialogues with key language points, a story, a topic related reading for more skills practice, listening practice, chants and scrapbook project.

The textbook combines the language structures with the pragmatics of language using perfectly. The dialogues and stories for pragmatic use are supported by abundant vocabularies and suitable language structures. The students logical thinking, language skills, communication, art, creative thinking...are closely integrated in each unit. The textbook adopts the modular structure
from easy level to creative level gradually. Taken the *Super Mind 4* as an instance, the topics are: In the museum, The world around us, Danger, Two return tickets, Police, Orchestra practice, In the planetarium and At the campsite.

From the perspective of the primary students, the targeted students for this textbook are coming from international foreign language schools. However, for teaching the primary students English reading in English classes, there comes some limitations and difficulties with the textbook:

a. The size of the reading is long and includes large numbers of accumulated vocabularies.

b. The language structure and grammar points are difficult for the primary students.

c. The primary students’ cognitive and thinking capacities are limited within the young age.

Many factors hinder the applications of the multiple intelligence theory and the English Curriculum Standard (2011) class English teaching in realities. Due to the limitations in realities, that is why we should do more research into the English reading teaching design and strategies with the supporting of the meaningful and useful theories and standards.

The main research objectives aim at discussing the following questions with regard to this textbook:

1) The practice of combining the MIT into the primary school’s teaching of English reading.

2) Are the MIT effective for the primary school’s teaching in English reading classes?

3) How can we apply the MIT in the primary school’s teaching in English reading classes?

4) The limitations and difficulties we may meet during the research.
Chapter 3 The Applications of Multiple Intelligence in Teaching Practice

3.1 Principles for combining MIT in primary English reading classes

3.1.1 The principle of being student-oriented

The new English curriculum standard attaches great importance to the main role of the learners, so that the students are the focus of the class. The teacher acts as the helper and guide in the class. The students should be encouraged to explore the knowledge actively with much interest and motivation in the study. This demands the teacher to pay much attention to students all the time. That means, in this case, that the teacher is aware of how students learn differently and pays attention to where each student does well or struggles.

When the teacher is trying to apply the Multiple Intelligence Theory, the teacher needs to control the frequency of the multiple intelligence theory in the teaching strategies. In other words, the theory should help the students that the teacher is focusing upon. If the teacher pays more attention to the theories instead of their students, then paradoxically they are not in fact implementing the theory or the curriculum standard correctly.

3.1.2 The principle of effectiveness

This principle contrasts with the traditional English reading teaching design in the primary English classes. The traditional approach helps students do well on specific reading exercises and how to improve their skills for accomplishing the reading tests. However, it may be helping students do well on something that the student does not care about or find relevant at all. When we think about the new era of English reading classes, the effectiveness lies in the improvements of multiple capacities during the class. That’s why the English teacher now cares more about the effective teaching activities. Under the effective activities, whether the students will enjoy themselves and cultivate the targeted abilities at the same time or not is much accounted for by the teachers. Teachers are in effect teaching students how to use the strengths they have as tools to enjoy reading.
3.1.3 The principle of flexibility in practice

Knowing the potential capacities that may arise in the reading class is not an easy task. The students will reach the three levels of the teaching objectives, the students will be motivated to develop their multiple intelligence during the process of teaching. The first level of the objectives is about the language knowledge and skills in the reading. When it comes to the second level of the objectives, the students may need to learn with the process and the methods of handling problems in practical ways. As for the third level, the students will be cultivated with the correct emotional attitudes and values for viewing the world automatically in the reading classes. All these makes the teacher accept challenges and deal with unexpected situations with flexible applications in multiple intelligence. The teacher should design the class activities with integrated resource refers to multifaceted information. Then the teacher should create model situations in real life, that is close to the real-life situation.

Except for these aspects, we know the styles of each class, the types of the cognitive methods in students are diversified. The teacher obeys the flexibility principle and adjusts the teaching strategies and activities. What matters is that the objectives are met; the teacher recognizes that there is not one particular way of meeting them.

3.2 The Exploration of Integrating the Super Mind Textbook with the Strategies of English Reading Teaching Design

3.2.1 The Case from Super Mind 4 Unit 2 The World Around Us

_Super Mind 4_ is used for Grade 4 students in primary foreign language schools. The Level 4 is suitable for Grade 4 students in primary foreign language schools. It matches the student’s cognitive abilities and learning interest.

The background of the reading story:

Level four presents a story happening in a restaurant and the main roles are pictured: Ben,
Lucy, Ben’s grandpa, the waiter and a woman. Ben, Lucy and Ben’s grandpa are discussing the hints on a treasure map. This unit is related to how we explore the world around us. The teacher will give prompts for the story. For example, “They went to the Egyptian room in the museum.” “The knight chased them.” “They found the first line of the rhyme on the knight’s shield.” “They went for a walk in the country with Ben’s grandpa.” “Ben was hungry.” “They went to a restaurant.”

The place, a restaurant, will also involve reading that refers to the menu. This, the waiter and the discussion of the treasure map are all closely linked to the exploration of the unknown world. By reading the story in the English class, the students will apply English skills of ordering something with a waiter, and what is more the students are able to cultivate the capacity of observing the small clues and reasoning skills in the special story.

The lesson is conducted by an English teacher in a foreign language school.

Aims: • to present a picture story • to review language from the unit

New language: soup, waiter, careful, stairs

Recycled language: characters and language from the story

Materials: CD and PPT

Language competences: The students will be able to listen to and read a picture story. And the students will be able to role play a story.

**Segment One:** The teacher prompts that Ben says, “I am hungry.” The teacher acts as if she is hungry and asks the students: “Where is Ben going to?” The teacher motivates the students to think in the way as the main character in the story thinks: If someone is hungry, where is the place someone is going to go to?
At the beginning of the class, the teacher encourages the students to think and behave under the imitated situation of real life. The students will imagine if they are hungry, they are going to go to a restaurant. And the happening place of the story is located. Next, the teacher shows a video about the story. They are ordering and discussing something in the restaurant.

**Segment Two:** The teacher guides the students to focus on the order of events in the story. The thinking skill is related to the time sequencing. The teacher plays the recording of the story again. Students will read the sentences and put them in the order of events in the story. The teacher helps the students to compare their answers in pairs. At last, they check the order with the class. The sequence is now in the correct time sequence. The students are encouraged to think in the time sequence of a story and in addition when the students compare the answers in pairs, they are motivated to cooperate with their partners. They can communicate in English about their thinking methods for ordering the story.

**Segment Three:** At the end of the lesson, the aim is to practice the story. The teacher puts students into groups of four in a whole class (4-5 members in a group). Each student takes a role as one of the characters. Then the teacher plays the recording. The students will repeat in role. Students practice the role playing in their groups. Volunteer groups role play the story for the class. In this segment, the students are improving their body languages and trying to act with the key lines of the story. Moreover, they work in groups and they try their best to interact with their classmates in English dialogues. They can experience the fun of acting and the exciting moments about finding the clues in the “treasure map.”

**Reflecting upon the teaching segments**

As the teacher reflects upon the different segments, the teacher realizes how many types of intelligences are appealed to and how relevant the material is.

1. The material exploits the use of body intelligence by asking students to recognize a body response (the condition of being hungry) to activate the associative thinking ability of the students.

The teacher asks a question: “When you are hungry, where are you going to go to?” This question is from the condition of being hungry with the body response coming from the stomach. Imagining the body response, the students are encouraged to come up an idea that they may go to
a “restaurant.” Thus, the question is designed at the beginning of the class is on the purpose of exploiting the recognition of the body response-the condition of hungry with the associative thinking ability and inference capacities of the students. To some degree, this also appears to spatial intelligence (knowing where to go.)

2. The material exploits the strategies of logical thinking and thinking within a time sequence to develop the story.

The teacher designs an ordering exercise for the students in the middle of the class. At first, students should understand the whole plots of the story. On the basis of their understanding of the story, the students listen to the track of the story and then order the main plots in the correct sequence. The teacher is trying to cultivate the students logical thinking ability (thinking with time sequence including a cause-and-effect sequence) to develop the story writing skills or the skills of retelling a story in other words.

3. The material exploits the strategies of interpersonal intelligence to enhance the body-kinematics intelligence in acting a story. The teacher puts students into groups of four in a whole class (4-5 members in a group). Each student takes a role of one of the characters. During the procedure, the students apply the intelligence to cooperate and communicate with the partners and when they perform the story, they are developing their body-kinematics intelligence (they use the body language and acting abilities at the same time) for performing actively of the story. The students are enjoying themselves in the acting activity.

As can be seen, this type of reading activity both fulfills to 2011 standards and teaches effectively using the strategies of MIT.
3.2.2 The Case from Super Mind 4 Unit 3 Danger

Below, find the part of the unit that this paper will discuss.

The day the sea went out

It was December 26th, 2004. Tilly Smith, a ten-year-old girl from England, was on holiday in Thailand with her parents. Together with her parents and hundreds of other tourists, she was enjoying the sea and the sun on the beautiful Mai Khao Beach near Phuket in the south of Thailand.

It was eight o'clock in the morning. Tilly and her parents were in the water playing with a ball. Tilly looked around. Lots of people were at the beach and they were having fun. Some were swimming and storytelling. Two boys were trying to catch fish. A boy and a girl were building a sandcastle. Other people were reading, eating ice cream, writing postcards and taking holiday photos.

Suddenly something strange happened. The sea began to bubble. First, it was gone! All the water rushed out and where we were standing, there was no water any more! Tilly said, Her parents and many other people wanted to follow the water.

Tilly was scared. For a moment, she closed her eyes. She saw herself at school, in a Geography lesson in October or November: ‘I heard my teacher’, Tilly said, ‘Mr Kearney, talking to us about the dangers of tsunamis. ‘Before there is a tsunami,’ I heard Mr Kearney’s voice, ‘the water goes back. Then people have five or ten minutes to run quickly out of the water. When the water comes back, it comes back very, very fast and high and it’s really dangerous’.

‘Mummy, we must get off the beach now! I think there’s going to be a tsunami!’ Tilly shouted. At first, her parents didn’t understand. ‘Mum! Dad! A big wave! It’s dangerous! Let’s run!’ Tilly shouted. When people heard that, they started to shout, ‘Off the beach. Run! A dangerous wave is coming!’ Tilly and her parents ran away from the beach. They ran back to the hotel and went up to higher floors. All the other people ran away from the beach too. They followed Tilly and her family.

Then the water came back. It was very high and fast and there was a lot of noise. The water broke trees, huts and small houses. In many parts of Thailand and other countries, the tsunami killed lots of people.

On Mai Khao Beach all the people were safe. They were safe because ten-year-old Tilly Smith remembered her Geography lesson. And they were safe because Tilly reacted so quickly when she saw what was happening.
Segment One: For teaching the related words, the teacher designs a guessing game. The teacher asks one volunteer to come onto the stage and read out the explanations, and the others guess the word name. For instance, a volunteer reads, “This is a building. You stay here when you are on holiday.” The others only had three chances to guess the word. Students guessed. “Is it a canteen?” “Is it a hotel?” Then the teacher showed the correct answer. “Yes,” he or she says, “It is a hotel.”

Segment Two: The teacher checks to ensure that students understand the meaning of the word “tsunami.” First, the teacher asks the students to guess according to the context. Then the students might draw a small mind map about the word “tsunami”. After the students brainstorm about the word, they draw mind maps centered with the word “tsunami” that might look like this:

![Mind Map for “tsunami”]

Segment Three: After reading the whole story, at the end of the class the teacher gives the students a blank postcard. The students now will write a postcard about experiencing the danger at the seaside. Imagine they were in the role of Tilly, the student would tell Rachel about where she is, what happened that day, what she did quickly, and what she is going to do now. The aim of the activity is to review the story, to focus students on their predictions about the story, and to elicit which ideas they want to convey to others after this story.

Reflections after Teaching

1. The material exploits the strategies of verbal-linguistic intelligence to cultivate the students’ visual-spatial intelligence in the world. Most reading activities appeal first to students strongest in verbal linguistic intelligence, but this provides a way in for those who are more visual-spatial
as well. When a student is describing the details of the word, the students try their best to match the descriptions with the real visual image in the real world. When they are guessing the place, the students focus on thinking actively. They are curious about the word, so that the students are trying the best to immerse themselves in the process and apply their linguistic intelligence actively. The strategies of exploiting the verbal-linguistic intelligence develop the learning outcome of the words and sentences; moreover the students match the imagination of the real image of a “hotel”, their multiple intelligences are activated and improved.

2. The material exploits the strategies of the verbal-linguistic intelligence to cultivate the students’ nature and civilization intelligence. The word “tsunami” means a kind of emergence (the wave will be high and it is caused by the earthquake deep in the ocean.) Due to the understanding of the character of it in the nature, the students can brainstorm about it. Nature and civilization intelligence, verbal-linguistic intelligence, and associative thinking ability are all exploited and developed at the same time. The students in the activity will enjoy the process of thinking and know more about the nature.

3. The material exploits the strategies of interpersonal intelligence (communicating with the friend) to verbal-linguistic intelligence (writing a postcard) and nature and civilization intelligence. The students write the postcard, which is a kind of interpersonal communication with others, the students will pay attention to the communication with friends. Students are also literally writing a postcard, so they are practicing writing skills which enhance their verbal-linguistic capacity. In addition, the students make conclusions about the event, so they will make reflections about our nature, further using their nature and civilization intelligence.

Chapter 4 The Teaching Strategies of Application of Multiple Intelligence Theory into the Primary English Reading Class

The pupils in a primary reading class in China are obviously different from juniors or older students, so the design of the English reading class is quite different too. The pupils are not presenting themselves for examinations at the end of the semester. These very young students
may lose motivation and interest in learning a language easily. That’s the reason we should apply the Multiple Intelligence Theory into Primary English Reading Class. When the pupils are learning to read in the class time, they are improving the other skills all the time, such as rhymes with chants, readings with interesting stories.

The process will arouse the pupils’ learning interest, motivation and curiosity. It may encourage a life-long interest in this kind of learning. Just as importantly, the multiple intelligences approach also includes cultivating the intelligence of thinking and solving problems, because the pupils are learning the effective strategies to absorb new skills.

It seems obvious that applying the Multiple Intelligence Theory is effective and meaningful in primary English reading classes. However, the teacher is facing a lot of difficulties and limitations. How can the teacher apply the Multiple Intelligence Theory? What are the practical teaching strategies included in the theory? By supervising the real case of the English reading lessons with Super Mind 4, more clear conclusions of teaching methods may be summarized from the following perspectives:

1. This approach relies and enhances interpersonal intelligence to design interactive activities, such as pair work, role-play group work and group presentation. Doing so strengthens not only understanding of the subject material; it also helps young students with socialization skills. The learning mode of cooperation cultivates the student’s interpersonal intelligence. The effective style of the cooperating group is conducted within three to eight persons. The students can act as different roles according to their preference. If someone is good at communication, the student can report something for the group. As for someone is fond of drawing pictures, he or she can make a poster for the group, and so on.

2. This approach, as used in a reading class, obviously enhances verbal-linguistic intelligence with writing practice, brainstorming, guessing games, etc. English readings are presented in words, sentences. The intelligence will promote the learning of some language points. And the intelligence is going through the whole class time. Within any of the eight intelligences there are what we might call “sub-intelligences;” within language, that would be reading, writing and speaking. The approach integrates these as well.
3. This approach enhances logical-mathematical intelligence by using interactive activities that require solving problems. For instance, when a teacher is designing a reading exercise, the teacher can ask the students to order the sequence according to the time sequence or the drill steps. During this course, the pupils need to activate and utilize their logical thinking intelligence.

4. This approach also enhances visual-spatial intelligence by making students visualize the characters and situation and asking them to imagine themselves as characters in the real world, role-playing different activities. (The acting asks them to use body and kinesthetic intelligence as well.) The intelligence can help the students to get a more dimensional space in the learning environment. The intelligence will be utilized into teaching some reading strategies, students learn to use some colorful pens or some lines, symbols to mark some keys in the reading text.

Finally, the intelligence will be practiced into teaching the students to transform some verbal expressions into definite map or images in pictures. The students can get a “mind map” after concluding the reading.

5. As just noted, this approach enhances body-kinematics intelligence for total physical response teaching methods. The teacher can also arrange some physical exercises into the English reading class, and the teacher should promote the students to express themselves with the body language. Without doubt that, the readings which are related to physical action explanations, about surgical operations, hand-on learning are closely connected to the body-kinematics intelligence.

6. Applying the music-rhythmic intelligence to be integrated into the English chants, English songs the activities about marking the tones, intonations, the activities of imitating the dialogues. While not explicitly seen in these two examples, they are very easy to imagine. The music-rhythmic intelligence is useful in English reading class too. It helps a lot in speaking, singing activities in the primary English reading class. In addition, the music and rhymes are able to make active class learning atmosphere, and students can remember a sentence quickly with chants.

7. This approach relies upon intrapersonal intelligence for sublimation of emotional attitude and values after reading in the English class. Intrapersonal intelligence refers to self-confidence, self-knowledge, students will use expressions to analyze themselves about the values and attitudes. This type of intelligence is always integrated into an English reading class.
8. Naturalistic intelligence is not integrated into the scientific and natural English readings, but into the activities for recognizing the plants, animals, and minerals. For combining the intelligence in the English reading class, the teacher can design some experiments, observation game for the things in the nature or visiting activities, etc. The influence is not just limited in the classroom, the students can go outside the room and cultivate themselves when they are close to the nature.

Summary

The research concludes from the background of the Multiple Intelligence Theory and the English Curriculum Standard (2011). The MIT and the English Curriculum Standard (2011) suggest the educators to pay more attention to the experience of the students.

There are a lot of limitations in primary English reading classes, the primary students lack the accumulation of cognitive skills and vocabularies. Due to the limitations, the applications of the MIT is more and more important in the primary English reading classes. The educators should not strengthen more about the reading itself; they are obliged to motivate the students learn more and cultivate more capacities, skills in the real world.

Based on the Super Mind Textbook, the paper research does more work to find the practical research values with the teaching cases in a foreign language primary school. The paper concludes the teaching strategies in the eight multiple intelligences. It is obvious that applying the Multiple Intelligence Theory is effective and meaningful in primary English reading classes.

The Multiple Intelligence contributes to integrate the contents in an English textbook with different units of topics. The application of the Multiple Intelligence used in the English reading classes makes the reading class more effective, because the multiple intelligences are developed at the same time. There are more teaching inspirations with the application of it in the primary English reading class.

The Multiple Intelligence Theory is advantageous for arousing the learning interest and motivation in the English reading class for the pupils. Pupils have their own characters of the age,
the attention in a class, cognitive limitations, they need more motivation, learning interest in the English reading class.

The Multiple Intelligence Theory is beneficial for combining the discourses, situations and values, the three aspects are interactive multiply. The reading discourses, situations and values are very important in English readings. The MIT can promote not only the language skills, but also can make the multiple intelligences developed, the students cultivate their diversified in the process. For example, when the teacher assigns a writing task after reading a story, the students not only develop the language skills, but also the students think and conclude some values after the story.

There are a lot of disadvantages when we are going through the whole paper research. The paper lack of the rational evidence, such as data and questionnaires. The writer of the paper pays attention to the theory support and has listed some cases of English reading classes in a primary foreign language school; however, the cases are not enough. In the future, the researcher should do more work and apply the work to the teaching practice in the primary English reading classes.
References


