LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 23, No. 2, October 2020

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

BOOK REVIEW: ACHIEVING NEW DIRECTIONS IN SECOND LANGUAGE CLASSROOM THROUGH MULTIPLE INTELLIGENCES APPROACH

Title	: Multiple Intelligences in the Classroom (4th Edition)
ISBN	: 978-1-4166-2509-4
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Publisher	: ACSD
Page	: 243 pages

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DOI: 10.24071/llt.v23i2.2674
received 22 June 2020; accepted 14 August 2020

Introduction

The workplace in today's world requires the most essential skills needed to achieve its mandated functions and objectives. Gone are the days when the primary requirement was to complete a degree and pass the interview. Most companies nowadays need competencies and skills that can help them attain sustainability and progress. This paper aims to review and discuss the impact of multiple intelligences approach and theory in building the foundation skills of learners in the classroom setting. The article thoughtfully describes the contents of the materials while the researcher connects his reflections and experiences. Other important thoughts were discovered by the researcher as he examined the approach and theory applied to the classroom environment.

Moreover, since the context is English language teaching, the researcher focused his thoughts on the practices, observations, and perspectives within the said area. Readers in all fields should take some time to understand information about multiple intelligences because it is imperative in many situations.

Literature Review

Shearer (2013) developed Multiple Intelligences Diagnostic Assessment Scales which is regarded as the single best tool for assessing students' multiple intelligences and is related to simple observation, which is readily available to all.

Price-Mitchell (2015) holds that research in cognitive psychology applied to education supports the belief that children benefit from instructional approaches that help them ponder on their learning processes.

In connection with multiple intelligences, Archer (2015), illustrated a student diagnosed with ADHD who has a penchant and performs well in highly stimulating environment matched in a job as a firefighter or an emergency room worker; meanwhile, a student diagnosed with ASD who has a number/logic smart knack for

computers and coding may find jobs related to Information technology field (Wang, 2014).

Polya (2014) introduced heuristics as a loose collection of strategies, rules of thumb, guidelines, and suggestions for logical problem-solving. Examples of heuristic strategies include finding analogies to problems people want to solve, breaking down various parts of the problem, and proposing possible solutions to the problem. Polya further added that heuristics provides students with informal logical maps to help them find their way around the unfamiliar academic field.

The cited materials and texts clearly depict the value of multiple intelligences in the classroom and the workplace. As revealed by the stories and explanations of the sources, if properly assessed and monitored, the intelligence can bring students to heights of success. The need to infuse multiple intelligences alongside other approaches and strategies can make a difference in second language teaching. The language teacher only needs to get sufficient information and background of the MI theory and approach to make learning environment engaging. It is hoped that future studies may include practical situations dealing with MI and other essential skills that may help boost the performance of schools and industries.

Discussion

The first chapter is The Foundations of MI Theory. Here, the historical background of multiple intelligences is tackled and presented to give readers a glimpse of how a theorist conceptualized this area. The eight intelligences are enumerated and briefly introduced to provide a smooth and comprehensible lecture for the readers and language teachers. Chapter 2 holds MIT Theory and Personal Development where readers are gaining the chance to identify their intelligence; hence, it would be easier on their part to acknowledge the intelligence of their students. The next chapter is Describing Intelligences of Students in which the language teacher can point out and describe the most developed intelligence of his students. An inventory of MI is furnished in this chapter which can be used by the teacher to assess the most dominant intelligence of his students.

Chapter 4 is Teaching Students About MI Theory. It equips language teachers with the essential method of how they can introduce intelligence and vocabulary to talk to their pupils and students. Through instructional approaches, the language teacher can engage students in the metacognitive activity. Chapter 5 focuses on MI Theory and Curriculum Development where teachers are fed and taught on how knowledge of intelligence can be used in developing curriculum and adapting relevant methods of instruction. In this part, multimodal teaching is covered, which is now a global concern since the pandemic has hit the world.

Chapter 6 is the MI Theory and Teaching Strategies. Here, language teachers are immersed in the possible strategies that can work in the ESL classroom linked with the intelligence of the EFL/ESL students. Next is, MI Theory and the Classroom Environment for Chapter 7 and is closely related to Chapter 8, which is MI Theory and Classroom Management. Both of these chapters inform the target audience on the preparation and procedures in handling individual differences and diversities of the learners influenced by their intelligence. Chapter 9 holds The MI School which is sending a strong message to schools that all students who come to

classrooms deserve holistic training and activities to develop further their existing multiple intelligences. Chapter 10 which is MI Theory and Assessment explains how educators and experts can address issues in the classroom by providing suitable and relatable assessment tools to students.

In Chapter 10, authentic assessment of student experiences is expounded well. This part plays a significant role in harnessing the intelligence of students who show up to school and study. Different tools are recommended in this chapter, and all language teachers and educators have many things to take from this part.

Chapter 11 MI, Neurodiversity, and Special Education helps people understand "disabilities" in a broader context. Educators now can understand that children with special needs possess strengths in many bits of intelligence.

Chapter 12 MI Theory, Personalization, and Deeper Learning discusses the application of multiple intelligences approach to improve the quality of instruction.

Chapter 13 MI Theory and New Learning Technologies creates the window of opportunity for teachers to better understand how multiple intelligence strategies can be applied to technology and innovation especially in this time where online and distance education is emerging.

Chapter 14 MI Theory and Existential Intelligence leads readers and researchers on the discussion of existentialism and other beliefs about life, religion and so on which are not easy to explain. Ultimate questions about life and existence are underscored here.

Chapter 15 MIT Theory and Its Critics offers a major review of the criticisms of MI and key misconceptions.

Chapter 16 MI Theory Around the Globe talks about the international progress and influence of MI in the educational scene. Further, this chapter explains and describes the place of MI in academic, individual, and community levels.

Multiple intelligences theory provides ideas and insights to all professionals. Among them are the teachers or educators who would like to understand better the problems and issues affecting learning in the classroom. In the same manner, language teachers can view similar aspects and situations when it comes to delivering lessons and assessing the performance of their students. With a picture of how MI works among students, language teachers can easily improve their instructional materials, lesson plans, and assessment tools making sure that a holistic and effective learning atmosphere is existing in schools.

A huge change in policymaking may happen if only educators and officials of the Education Department may collaborate and discuss the possible enhancement of policies and curriculum. The curriculum contains all the topics and activities intended for a semester or entire academic year. Hence, with the inclusion of multiple intelligences approach, curriculum designers and educators could come up with a more customized course outline and curriculum based on the learning needs and prevailing intelligences in the classrooms.

The researcher/reviewer also believes that lesson plans must be anchored on multiple intelligences approach to help learners discover their potentials and cultivate the intelligences they possess. This simple but helpful step can help build a connection between academe and industry because if intelligence is recognized

and developed, schools could send graduates to companies and industries carrying the skills, competencies, and intelligences needed in the actual worksite.

Language teachers and linguists are aware of the many issues and variables occurring in the ESL classroom. A lot of factors are believed to be vital in the development of language skills. At some point, studies are mentioning the presence of MI as a factor to consider for successful teaching.

Conclusion

Several classroom cases showed failure or frustration in achieving learning outcomes even if the language teachers have done their best to facilitate and evaluate the learning experiences of students. It is the intention of the reviewer/researcher to analyze the book of Armstrong and assess possible insights and practices beneficial to language teachers and other educators in their quest for quality instruction. This paper reflects a lot of classroom realities, challenges, and transitions about how MI approach and instructional strategies should be implemented in the language settings. Other specialties in the classroom may attempt to blend the MI approach with other perspectives and practices which could enhance teaching-learning aspects or domains. If all educational centers and institutions will adopt multiple intelligences theory, learners could get the chance to explore their potentials and develop their work skills.

Creativity and resourcefulness of language teachers could also be linked to the existing needs, intelligences, and learning strategies of the students. If the teacher has a clear background of the aforementioned variables and traits, most likely they could create and promote learning opportunities in the second language classroom. What follows this scenario is the feasibility and adaptability of the instructional materials that language teachers could creatively design for their students.

The researcher is recommending the book of Thomas Armstrong as an effective resource material to all teachers (not just language teachers) because of the forceful, substantial, and scholarly inputs needed by them in holding and nourishing classes across grade levels. The messages from the text clearly indicate how intelligences should be handled and processed fruitfully and meaningfully by teachers. Knowing this theory will assist and inspire teachers to develop effective instructional materials they could use in their classes.

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