

The Teaching Strategy of Higher Vocational English from the Perspective of Multiple Intelligences Theory*

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Abstract—The Theory of Multiple Intelligences proposed by Mr. Howard Gardner opens up new horizons for human intelligent development. This paper tries to make some exploration on English teaching, and put forwards some strategies, looking forward to improving teaching effectiveness.

Keywords—higher vocational education; multiple intelligences; English teaching; strategies

I. INTRODUCTION

A. The Content of Multiple Intelligences Theory

Professor Howard Gardner of Harvard University made up the multiple intelligences theory in his Frames of Mind in

1983, the core of theory is this, the structure of human intelligence is multifaceted, each one's intelligence structure all includes eight kinds of intelligence: linguistic intelligence, mathematical logic intelligence, space-aware intelligence, musical intelligence, body-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalist intelligence and etc.. Everyone more or less has eight kinds of intelligence, but everyone has one's own relative strengths and weaknesses of intelligence, people can achieve a relatively high intelligent level by appropriate education and training. Therefore, education should give each person's personality; stimulate the potential of each person's intelligence level on the base of eight intelligences and follow the "Table I".

TABLE I. CLASSIFICATION OF MULTIPLE INTELLIGENCES THEORY

No.	Name	Definition	Occupational Classification	Cases
1	Linguistic intelligence	It refers to verbal or written text in the effective use of capacity.	Reporters, editors, writers, orators and political leaders, lawyers	Churchill
2	Logical-mathematical intelligence	It refers to the number and the effective use of good reasoning ability.	engineers, scientists and mathematicians, accountants, programmers, judges	Einstein
3	spatial intelligence	It refers to the accurate perception of the visual — spatial perception of the world and completes conversion capabilities.	Painter, sculptor, architect, navigator, naturalist, physician, pilot	Picasso
4	limbs — kinesthetic intelligence	It refers to the good at using the whole body to express ideas and feelings of the special skills and making use of both hands or transformation of certain products.	Athletes, dancers, surgeons, race car driver, inventor, physical therapists, arts and crafts creator	Michael Jordan
5	Musical Intelligence	It refers to the experience, identify and adapt the ability to express a variety of musical forms.	Composer, conductor, singer, musician, musicians, critics, musical instruments business,	Mozart
6	Interpersonal intelligence	It refers to the distinction between perception and emotions of others, intent, motivation and ability to feel.	Teachers, public relations officers, managers, politicians, social workers, diplomats, counselors.	Martin Luther King
7	self-intrapersonal intelligence	It refers to this self-awareness and understanding on the basis of the ability to take appropriate actions.	Philosopher, novelist, lawyers, priests, theologians, psychologists, counselors Plato treatment	
8	naturalist intelligence	It refers to the good environment of a large number of individual species — flora and fauna return for recognition and classification capabilities.	Botanists, hunters, ecologists, farmers, home designer, designer	

B. The Characteristics of Multiple Intelligences Theory

Multiple intelligences theory of Professor Howard Gardner is not only to describe the structure of multiple

intelligent theories, but more importantly is to provide a methodological basis for education and teaching. This theory mainly reflects the following basic characteristics:

1) *The practical characteristic of multiple intelligences theory:* There is a breakthrough, which is multiple intelligence theory can solve practical problems. That is

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Professor Howard Gardner believes the intelligence is a kind of ability, which this kind of intelligence ability is not God-given to a lucky few specific brain substance, but it's a kinds of ability, which each person can solve practical problems from different aspects in real life, and discover the new knowledge, product and create social needs of the products effectively. It shows that teaching and training students to solve practical problems is the objective need.

2) *Differences characteristic of multiple intelligences theory*: Professor Howard Gardner believes that each person has a relatively independent of the eight kinds of intelligence, and each person's intelligence has different characteristics, this is the differences in intelligence. He emphasizes the importance of postnatal environment, although the difference of intelligence refers to the innate natural ability. Given proper encouragement, guidance and training, everyone has the ability to make all eight intelligence developed to a certain level.

It shows that the development of human intelligence can be developed, as long as there have good social and cultural conditions. The multiple intelligences theory provides a theoretical basis for the personality development of students.

3) *The development characteristic of multiple intelligences theory*: Professor Howard Gardner believes that the level of multiple intelligences lies in the level of development. He stressed that people need to establish an educational system to help and develop his / her potential. The purposes of school education is to develop students' intelligent, let theirs to be smart, help to identify the characteristics of their intelligence and hobbies, train the ability of the sustainable development of students.

4) *The integrated characteristic of multiple intelligences theory*: Professor Howard Gardner believes that humans have a variety of intelligence; intelligence is not ability but a set of capabilities. This shows that intelligence is a combination of problem-solving process, a variety of intelligent mutual co-operation and common role in the process. Face a different problem situation, the role of intelligence is different. This is that it provides a methodological basis for comprehensive literacy for students.

II. THE TEACHING STRATEGIES OF HIGHER VOCATIONAL ENGLISH

In order to meet the education and teaching of higher vocational English, and training multiple intelligences of higher vocational students, meet the needs of the community to develop application-oriented talents, vocational English teachers should change the traditional concept of education and teaching, and should carefully analyze students' intelligence structure, enhance the vocational students' application ability, extensively absorb the cultural diversity, broaden their horizons, develop business awareness and entrepreneurial ability, through classroom teaching.

A. Grades Strategy of Multiple Intelligences

Mr. Gardner believes that each person represents a different mode of thought, different from other intelligent. According to eight kinds of intelligences, teaching system should be link eight intelligences in grade management, and carry out the core training and development strategy. That is sub-grade levels of progressive teaching, which is from easy to difficult, from single to multiple, from part to whole, from basic skills training to job proficiency training. Grade one focus on the linguistic intelligence, logical-mathematical intelligence, spatial-aware intelligence, musical intelligence, body-kinesthetic intelligence training and development. Grade two focuses on interpersonal intelligence, intrapersonal intelligence, naturalist intelligence, and English proficiency training and development.

B. Teaching Materials Strategy of Multiple Intelligences

Teaching materials is the main information media in knowledge transfer activities, also is a bridge between teachers and students. It is the main window that the teachers express ideas, teaches theoretical knowledge and professional practice, and also is the most important platforms that students understand and master the professional knowledge. The quality of teaching materials directly related to improve the study of intelligence, building knowledge and the effect of ability. Teaching materials are including textbooks, reference books and teaching guidance materials (such as instructional videos, music, sound recordings, video tapes, etc.). Therefore, teaching materials should follow four parts:

1) *Close to the learning objects*: Higher vocational Students come from diffident places and they are complex, some from the common entrance students, some from the secondary school, and others from the vocational school and technical school. Although they total score is insignificant, the achievement gap in English is very prominent. In this, it requires teaching materials should meet individual learning needs, select the multiple intelligences theory as the guiding ideology of teaching materials, so that students can freely choose the knowledge points, learning mold and ways, which will promote the maximum development of each student.

2) *Close to the learning professional*: Vocational education has a strong professional nature of professional knowledge and ability to work, it requires a strong integrated thinking, and its fundamental purpose is to train students in practical work, closely the multiple intelligences with the intrinsic link. Writing English teaching materials should combine the characteristics of vocational education, guild as the multiple intelligences theory. It is important for the multiple intelligence development of students, improving learning outcomes and the students' ability.

3) *Close to the work task*: Each chapter has a mission theme, and divided into teaching modules. Task is that people do in the everyday life, such as things like fill out a form, buy something, tickets and read the product manual, and so on. Preparation of teaching materials for vocational

students should focus on the needs of the community, close imitation of a true reflection of the actual tasks, and change the traditional model system on the subject and the academic content. Tasks related to the theme of study and practice to determine the content of the topic for students to create the scene, highlighting the applicability and relevance.

4) *Close to the realistic life*: Life is a very complex thinking activity, but also a happy behavior manner. Daily life should close to the developing of multiple intelligences and multiple situations. Every intelligent should integrate with everyday life, all of this, such as daily cognitive intelligence, emotional and feeling, become a part of our life, so that students can solve their problems with intelligence in the real world, and try theirs best to do theirs strengths, and mentoring and develop students' multiple intelligences.

III. THE USING STRATEGY OF MULTIPLE INTELLIGENCES TEACHING

Each intelligence represents a uniquely mode of thoughts, different from other intelligent, they are not independent, but co-exist and complement each other, comprehensive implementation.

A. *Multivariating Guild, Stimulating Interest*

Multiple intelligences theory believes that multi-situational teaching is an effective way to stimulate student interest in learning English. English class will begin from stories that students loved, the environment concerned, the intuitive animation or the moving music, teaching quickly students to mobilize a variety of intelligence, lead students to think, so that students can learn in a pleasant environment. Because each student can learn follow their own strengths intelligence, absorb the essence of knowledge, and let learning English become a fun things, develop independent learning ability of students, achieve the educational goals.

Learning activities are the unity of fun and cognitive. Mr. Herbert is an educator, he once said: "Education should be integrated into the student's interest, so that students' interested in teaching can be consistent for attention, waiting for, explore and action." Increase fun in the classroom can be mobilize the enthusiasm of students, initiative, and also help to create a harmonious, democratic, active classroom atmosphere, teachers and students should maintain a closer relationship, teaching to a lively, interactive and proactive teaching. Many interesting scenarios in life can be used as teaching material.

B. *Task-driven and Integrated Intelligences*

Every task consists of many elements, the work environment of many aspects, a variety of knowledge and intelligence should be use. Any one task can use different ways, different strategies to complete, To carry out the tasks teaching, each student's intelligence can play to strengths; tap each student's intellectual potential, to meet each student's learning needs, so that each student can get a comprehensive intelligent development.

The task teaching is an effective way to integrate intelligence. The goal of Vocational education is to train the skills and application personnel, must be mastered to complete specific tasks. The way of task teaching should integrate with the content of language learning and other professional, which is an effective way to achieve the goal of vocational education.

C. *Difference Combination, Cooperative Learning*

Difference combination is the difference of students' individual intelligence development and the similarity of learning styles, make up the study group. Cooperative Learning is joint learning activities. According to certain learning objectives and tasks, through discussion, operational activities, stitching cuts, role play and so on. The teaching mode of difference combination, cooperative learning provides a fair relaxed learning environment for. At the same time, enable to develop students' linguistic intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, musical intelligence, so that the students' ability form mental strain organic whole, the joint development.

D. *Detection Strategies of Multiple Intelligences Teaching*

English Teaching should change detection methods in teaching practice. For a long time, the single theory test is not a way to test the students' ability, which master the application of knowledge, is not fit students the practical work ability. Teachers should adopt many ways to carry out, such as combine theory test with practical training, combine written test with oral test, combine curriculum exam with course comprehensive exam, combine educating unit exam with employing unit test. Detection methods include theory test, skills test and posttest.

1) *The theory test*: Testing is a kind of means to test students' learning. After training the eight intelligence and experience of students participating in, whether the intelligence of students is improved or not, whether the goal of teaching task is finished or not, should be test according to the course schedule, task characteristics and the teaching phase of eight intelligence.

2) *The skills test*: The main task of higher vocational education is training the applied personnel for local economic construction and social development. Especially need well-qualified applied-technique-oriented personnel at the front line. Therefore, based on the theory test, teachers should carry out the application of skills testing. Intelligent test of multiple intelligences theory can use eight different ways to test.

3) *The post test*: Vocational education is training the well-qualified applied-technique-oriented personnel at the front line.

In addition to the detection of school education, but more important is to accept the market test, especially the detection of the employer unit. Meanwhile, the indicators detection should be diverse, not only the detection of basic ability, more importantly, professional competence and proficiency testing. The Post Test is the main driving force

for English teaching, which is to promote the development of detection. Multiple intelligences theory not only provides us the theoretical basis of education and teaching, expands the horizons of our teaching, but also provides us methodology basis of education and teaching, and has opened up new space for the enrichment and development of educational theory.

IV. CONCLUSION

Through these methods, teachers will be able to better teach in the English classroom teaching. The theory of multiple intelligences can help checking and finding teachers' own teaching methods, understanding students' intelligences, and can also use the different teaching process and methods to educate students. Culture learning concept of lifelong learning and provide students with different learning strategies.

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