

Exploring the Application of Multiple Intelligences Theory in English Teaching in Vocational Schools

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Abstract: Howard Gardner's theory of multiple intelligence reveals the nature and structure of human intelligence from a new perspective. Since its introduction, this theory has received the attention of the education community. Every normal person has a certain amount of intelligence among them. The difference between human individuals lies in the degree and combination of intelligence they possess. The theory of multiple intelligence provides a new idea for the reform of English teaching in vocational schools with a solid scientific foundation and challenges to traditional teaching concepts. According to the theory of multiple intelligences, intelligence is not a kind of ability, but a group of abilities. That is to say, intelligence is not single, but pluralistic. English teaching in vocational schools based on the theory of multiple intelligences can effectively improve the efficiency of English teaching in vocational schools. This paper explores the implications of the theory of Multiple Intelligences for teachers' teaching, and illustrates its application in English teaching.

1. Introduction

Since the theory of multiple intelligences was put forward by psychologist Professor Howard Gardner in 1983, it has a history of nearly 20 years and has gradually attracted worldwide attention [1]. Starting from students' interest, life experience and cognitive level, the course advocates learning methods of experience, practice, participation, cooperation and communication and ways of Task-based teaching. In terms of curriculum objectives, the theory of multiple intelligences advocates teaching for understanding [2]. In terms of teaching content, the theory of multiple intelligences follows the principles of "less is more" and teaching core concepts. English is becoming a common international commercial language. Only by mastering English can we participate in international competition more effectively [3]. Every normal person has a certain amount of intelligence among them. The difference between human individuals lies in the degree and combination of intelligence they possess. There are many experiments and reforms in English teaching in vocational schools in China. Teachers have also made many useful explorations and achieved some achievements [4]. In terms of teaching strategies, the theory of multiple intelligence advocates individualized education and proposes ways to teach through multiple intelligences. The holistic, situational, developmental, pluralistic and developmental aspects of multiple intelligence coincide with the purpose of college English teaching.

The theory of multiple intelligence emphasizes different teaching activities to stimulate students' various intelligences. On the basis of fully considering the individual characteristics of learners, a personalized learning environment is established. Teachers tend to focus on the grammar rules and the mechanical training mode [5]. In the classroom, students are rarely given the opportunity to practice language, ignoring the cultivation of practical language skills. The theory of multiple intelligences believes that intelligence is not a capability but a group of abilities. In other words, intelligence is not single, but diverse [6]. The theory of multiple intelligences implements the teaching principles of teaching students in accordance with their aptitude. To stimulate learners' interest in learning, improve teaching mode, methods and means. Or optimize the teaching process and improve the teaching efficiency have positive practical significance [7]. Grammar classroom teaching tends to be teacher-centered, lacking democracy and equality in the classroom. Students

have little autonomous space and can not develop their autonomous learning ability well [8]. The process of developing multiple intelligences is the process of cultivating students' quality. In curriculum evaluation, the theory of multiple intelligences puts forward the viewpoint of situational evaluation, that is, to evaluate by "intelligence display" in order to realize the integration of curriculum and evaluation.

2. The Enlightenment of Multiple Intelligence Theory to Teachers

The difference of intelligence requires English teachers to implement the principle of teaching students in accordance with their aptitude. Human beings have the possibility of creation in all intelligence, but most people can only create in certain fields. In recent years, with the development of economic globalization and the rise of the Internet in China, the distance between China and the world has become closer and closer. English teaching is an important part of quality education. It pays attention to the cultivation of students' five abilities of listening, speaking, reading, writing and translation. We can stimulate students' interest and improve the teaching effect by means of the rich activities of multiple intelligences. English teachers should not only pay attention to the imparting of knowledge. More attention should be paid to the development of students' intelligence and provide them with abundant environment and sufficient space. The theory of multiple intelligences enables us to deeply understand the essence of human intelligence and provide important enlightenment and direction for educational theory and practice. English teachers should design a variety of teaching activities and conduct differentiated teaching from the actual situation of each student's development. Teachers should respect students' awareness of their cognitive style and give students the opportunity to manage their own studies. To help students gradually understand their inner potential and understand how to develop these intrinsic potentials.

In traditional English classroom teaching, teachers always explain language projects, grammar rules on blackboard, and ask students for some pre-arranged reading materials. Education must match the unique smartness of each student, and different students have different mental combinations. How to integrate English teaching into the current vocational school education system requires us to reform the teaching concept and teaching mode. Some theoretical workers draw on the theory of multiple intelligences to explore the basic ideas, teaching models, characteristics, teaching methods and other directional reform ideas of college English teaching [9]. The development of intelligence requires teachers to design their own teaching activities based on the condition and level of students' intelligence. As far as the present situation of English in vocational schools is concerned, many students suffer from weak foundation or are not interested in English. Everyone has the ability and motivation to develop their own potential [10]. Behavior and learning are the product of perception, and most of a person's actions are the result of his own views. To give full play to the guiding role of the theory of multiple intelligences in English teaching, English teaching in vocational schools is not just a single language teaching. It is also an important way to implement quality education.

3. Application of Multiple Intelligence Theory in English Teaching

The theory of multiple intelligences states that everyone's intelligence is pluralistic. Although not every aspect can reach the highest level, one aspect is the best. English teachers can also make students act as actors and show their texts, questions or other materials through dramatic performances or role-playing. From the perspective of humanistic learning, real learning involves the whole person, not just providing facts for learners. Education should, on the basis of developing each person's intelligence in an all-round way, create a variety of situations for students to show their intelligence and give each person a variety of choices. The biggest challenge that English teachers face in teaching is that they should not only teach the whole class, but also individualize the teaching. The theory of multiple intelligences provides a guide to action for them to meet the challenges. Because vocational school teachers have a one-sided understanding of communicative grammar teaching, many teachers have shown a tendency to ignore grammar to varying degrees in

the process of implementing English teaching. All of these will give full play to the practical application value of the language knowledge learned in the English classroom in student life.

In the actual English teaching, we can try a variety of teaching methods to play the role of multiple intelligences in vocational school English teaching. The overall relationship between the three-dimensionality of the teaching process and the relationship between the three-dimensionality and the learning effect assumes that the pattern fits the observation data. The path coefficients of the path model are significant. Fig. 1 is a path analysis model for the effective classroom environment construction of vocational schools and the learning effect.

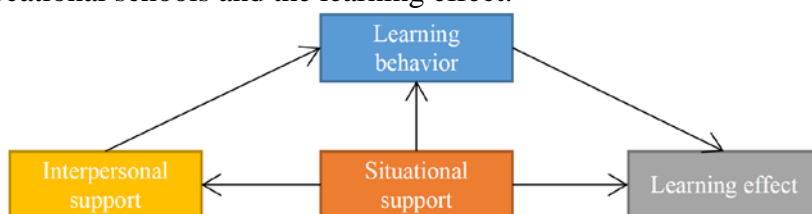


Fig.1. Path analysis model

Nowadays, students generally understand the importance of learning English. In the specific learning process, most students are eager to learn English well. English teachers should pay attention to the combination of explicit and implicit grammar teaching in grammar teaching. Teachers should pay attention to the practical application of grammar structure in written and oral English when teaching grammar. Cultivating natural intelligence is also one of the tasks of foreign language teaching. Students are required to read materials on environmental protection and ecology. Lead them to understand the type of task and learn some strategies. From the perspective of learning efficiency, students have been devoting a lot of time and energy to learning English from middle school and university. But it seems that the cost is disproportionate to the results received. The most widely used teaching methods for English teachers are still teacher-centered and traditional grammar teaching methods. English teachers lack new grammar teaching models and methods. Teachers should inspire students' understanding of their cognitive resources in the teaching process.

The subjective desire of most students to learn English is good, but the actual action is often negative. Teachers should be aware of their own intellectual tendencies and know how to develop and utilize resources in a smart classroom that they obviously lack. On the whole, the model fit is verified by the path analysis between the three dimensions of the teaching process and the three-dimensionality and learning effect. Through the confirmatory factor analysis, it is assumed that the model evaluation results in the model fit index, which does not reach a significant level. It shows that the data has a very high degree of adaptation to the model, as shown in Table 1.

Table 1 The results of multiple intelligence theory and context support for learning behavior

Constant	Standard error	Standard coefficient
Learning behavior	2.321	0.301
Theory of Multiple Intelligences	1.107	0.116
Situational support	0.764	0.327
Learning effect	0.353	0.456

In the classroom using the theory of multiple intelligences, teachers can constantly change their teaching methods. In grammar teaching, teachers should determine teaching methods and design training methods according to the actual situation of students. From the point of view of learning methods, most students only learn by rote, not by rote. Learning methods are dull and monotonous. They only use intelligence instead of other intelligence. Multiple Intelligence provides different ways for English teachers to show students information and explain textbooks. It is very important for grammar learners to master their own learning methods. In the process of teaching, English teachers should take on the task of a leader, and timely strengthen the guidance of students. Classroom is also the main place for teachers and students to communicate. It is the place where teachers control students' emotional factors, coordinate students' learning behaviors, and ensure the

quality of language input. In the English class, teachers should link the content of the teaching to the actual life of the students, emphasizing the middle school. English teachers should understand the background, hobbies, and strengths of each student. Thereby determining the teaching methods and strategies that are most conducive to student grammar learning.

4. Conclusion

The theory of multiple intelligence can be said to be a one-sided special medicine for therapeutic teaching, and it is also a breakthrough to find the best teaching strategy. The teaching of English teaching in vocational schools based on the theory of multiple intelligences can effectively improve the efficiency of classroom teaching in English teaching in vocational schools. It can also effectively stimulate the interest of English grammar learning in vocational school students and the teaching methods to promote the comprehensive development of vocational school students. The advantages of the multiple intelligence theory itself reflect its possibility and superiority in guiding college English teaching. Multi-intelligence English grammar teaching uses a variety of teaching activities and methods to link grammar learning with students' intelligent development. Teachers should set up the concept of professional development, which is a lifelong learning process. It is a process in which teachers' abilities and emotions are constantly maturing and improving. Based on the theory of multiple intelligences, the grammar teaching of multiple intelligences is from the perspective of Combining Grammar and language knowledge with grammar and language skills. This can effectively improve the comprehensive English language ability of vocational school students. The theory of multiple intelligences plays an important role in stimulating classroom vitality and activating students' intelligence. It points out the direction for teachers to reform teaching methods, innovate teaching approaches and improve teaching quality.

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