

**THE RELATIONSHIP BETWEEN THE ENGLISH LANGUAGE
TEACHERS' MULTIPLE INTELLIGENCES (MI) KNOWLEDGE
LEVEL AND PROFILE, AND THEIR TEACHING STRATEGIES IN
ENGLISH AS SECOND LANGUAGE CLASSROOMS.**

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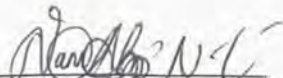
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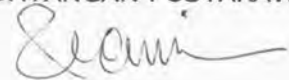


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DECLARATION

This dissertation is my original work except the quotations, summaries and references that each of which the sources were already recognized and acknowledged.

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ABSTRAK

HUBUNGAN DI ANTARA TAHAP PENGETAHUAN DAN PROFIL GURU-GURU BAHASA INGGERIS DALAM TEORI KECERDASAN PELBAGAI (TKP), DAN STRATEGI PENGAJARAN BAHASA INGGERIS SEBAGAI BAHASA KEDUA DI DALAM BILIK DARJAH.

Kajian ini bertujuan mengenalpasti tahap pengetahuan dan profil guru-guru Bahasa Inggeris dalam Teori Kecerdasan Pelbagai (TKP) di tiga buah daerah di Bahagian Keningau iaitu pedalaman negeri Sabah. Seramai 91 orang responden guru dari 12 buah sekolah menengah yang dipilih di daerah Tambunan, Keningau dan Tenom terlibat dalam kajian ini. Instrumen kajian diubahsuai dan diadaptasi daripada MICA (Multiple Intelligences Checklist for Adults) oleh McGrath yang telah digunakan lebih awal oleh Pusat Perkembangan Kurikulum, Kementerian Pendidikan Malaysia untuk memenuhi objektif dan situasi kajian ini. Soal selidik terdiri daripada empat bahagian iaitu Bahagian A berkaitan ciri-ciri demografi guru-guru Bahasa Inggeris, Bahagian B berkaitan dengan tahap pengetahuan TKP guru-guru tersebut, Bahagian C ialah profil kecerdasan guru-guru dan Bahagian D strategi pengajaran guru. Kaedah deskriptif dan korelasi Pearson (r) digunakan untuk menjawab objektif dan persoalan kajian. Signifikan korelasi ditetapkan pada $p > 0.01$ dan $p > 0.05$. Dapatan kajian menunjukkan bahawa tidak terdapat hubungan yang signifikan di antara tahap pengetahuan guru-guru Bahasa Inggeris dan strategi pengajaran mereka di dalam bilik darjah (0.057). Walau bagaimanapun, terdapat hubungan yang signifikan di antara profil kecerdasan guru-guru Bahasa Inggeris dan strategi pengajaran mereka (0.583).



ABSTRACT

THE RELATIONSHIP BETWEEN THE ENGLISH LANGUAGE TEACHERS' MULTIPLE INTELLIGENCES (MI) KNOWLEDGE LEVEL AND PROFILE, AND THEIR TEACHING STRATEGIES IN THE ENGLISH AS SECOND LANGUAGE CLASSROOMS.

The purpose of this research is to identify the level of Multiple Intelligences Knowledge among the English language teachers in the secondary schools of Keningau Division in the interior area of Sabah namely namely Tambunan, Keningau and Tenom. 91 respondents who are the English language teachers from 12 selected schools in the three districts participated in this study. The data collection was done by using a set of questionnaire which was modified and adapted from McGrath (Multiple Intelligences Checklist for Adults) used earlier by Curriculum Development Centre, Malaysia Ministry of Education in identifying the MI profiles of teachers in Malaysia. The modification and adaptation of this research instrument was done in order to meet the objectives and the situation of this research. This questionnaire comprises four parts. Part A is on the demographics characteristics of the English language teachers, part B is on their MI knowledge, Part C is MI profile and Part D is on teaching strategies. The method of descriptive and Pearson Correlation (r) were used to meet the objectives and to answer the research questions. The correlation significant was fixed at $p > 0.01$ and $p > 0.05$. The finding of this research indicated that there is no significant correlation between the English language teachers' MI knowledge and their teaching strategies (0.057) but there is a significant relationship between the English language teachers MI profile and their teaching strategies (0.583).



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MI – Multiple Intelligences

MOE – Malaysia Ministry of Education

PMR – Penilaian Menengah Rendah

SPM – Sijil Pelajaran Malaysia

STPM – Sijil Tinggi Pelajaran Malaysia



CHAPTER 1

BACKGROUND OF THE STUDY

1.1 Introduction

The Multiple Intelligences theory was developed by a Harvard University Developmental Psychologist, Howard Earl Gardner in 1983, about 24 years ago. Howard Gardner was actually not designing a curriculum or preparing a model with his Multiple Intelligences theory to be used in schools, but educators have taken the theory, put it together in different ways, and applied it to their lesson planning, in educational programme and curriculum development.

In Malaysia, the theory was officially being introduced in 2003, only four years ago, in line with the implementation of the latest revised curriculum of the English Language programme for Malaysian schools. The theory of Multiple Intelligences (MI) is being integrated as one of the elements that are included in the Educational Emphases (EE) in the Malaysian Schools curriculum. The other emphases include, Learning How To Learn (LHTL), Mastery Learning (ML), Information Communication Technology Skills (ICT), Thinking Skills (TS), Future Studies (FS), Constructivism and Contextualization.

Beginning from 2003, The Malaysia Ministry of Education (MOE) has made it compulsory for all English language teachers to attend courses or in-service programmes that help them understand as how to integrate or apply the theory in their respective English Language classrooms. English language teachers are certainly expected to know about the theory, and of course its practice in the English as Second



Language classrooms. Apparently, English as Second Language teaching and learning are based on the academic tradition that gives emphasis on the four main skills in language learning namely listening, speaking, reading and writing, as well as teaching grammar, vocabulary and sound systems. However, knowing all these will not ensure the success in language learning or motivate the learners to learn the target language. Therefore, the English language teachers are urged to attend the in-service programmes that provide them with a foundation for what they should know as professional language teachers and, thereafter, responsible for creating curriculum or lesson planning based on the newly-acquired theory. This theory should be put into practice in order to create a more humane environment in the English as Second classrooms.

The courses organized especially by the Curriculum Development Centre, Malaysia Ministry of Education are also expected to keep current by introducing teachers to the newest and most creative ideas in English Language pedagogy. When new concepts and ideas like the Multiple Intelligences theory in the Educational Emphases (EE) are embraced by the profession, teaching education programmes are challenged with integrating or applying them into the existing programmes.

In integrating or applying the Multiple Intelligences in our education programme, all English language teachers would certainly be required to know the information (have the knowledge) and resources about the theory and how it actually functions (teaching strategies) in the English as Second language classrooms. On a fundamental level, an effective teacher describes someone who is successfully promotes learning. Therefore, it is also necessary to see the English language teachers' MI profile to find out their strength in teaching English as second language.



This chapter will focus on the background of the study, statement of the problem, the aim of the study, the objectives, the research questions, and the research hypotheses that must be answered and tested at the end of this research. The chapter will also touch on the research limitations and research significance, and provides the definitions of terms that are used in this study namely, 'English language teachers', 'knowledge', 'MI theory', 'MI profile', 'teaching strategies', and 'English as Second language classrooms' and 'interior area of Sabah'.

1.2 Background of the Study

In spite of the many new methods and approaches such as the Communicative Approach which are readily to be adopted and adapted in the Malaysian curriculum, the well-known and widely used method in English as second language teaching at schools especially in the interior area (Keningau Division) of Sabah, is still the traditional method. The traditional method for example The Grammar Translation and the Audio-Lingual are still considered the most 'safe' and appropriate in the acquisition of the four main skills in the English as second language.

The success in the teaching and learning of a second language is actually relying heavily on how a language teacher can work with a wide variety of students' motivation, attitudes, abilities or intelligences and differences in a classroom. Therefore, teachers should start paying attention to the impact that learners' affective factor (e.g. their feelings, emotions, tension, anxiety, frustration, needs, interests, motivation and confidence, etc.) may bring in the process of learning. As a result from the advent of "humanism" in the 60s of the 20th century, the conventional, authoritative teacher-centered instruction has given way to the learner-centered mode of instruction (Lin, Po-



Ying, 2002). It is said that this mode of instruction will better enhance the success in English as second language teaching and learning. Recently, there has been an increasing widespread of interest among teachers in the importance of putting learners as the centre of attention.

The Malaysia Ministry of Education is drawn to the theory of Multiple Intelligences because it supports pedagogy and approaches such as whole language and cooperative learning. The Multiple Intelligences theory suggests that no one set of teaching strategies will work best for all students at all times. By proposing that each person possesses a distinctive combination of intelligences, MI theory emphasizes the highly individualized way in which people learn. It calls into question the prevailing policy of educating all students in the same subjects with the same methods and materials (Gardner, 1996)

1.3 Statement of the Problem

Despite of the effort made by the Ministry of Education in urging English teachers to perform MI-inspired teaching and learning activities in the Malaysian classrooms, the teaching of English as second language in the interior area of Sabah is still 'teaching to the tests' kind of approach. This is due to the schools' poor performance in the public examinations for the English subject. Effective English language teaching, therefore, was judged by the attainment of the examinations results. When teacher performance is judged in terms of students' performance on attainment tests, teachers will tend to protect themselves against the consequences of low scores and to teaching to the test (Norris, 1993; p.35 in Mohd. Sofi Ali,2003).



Teaching the students to pass the tests and examinations, instead of teaching to be intelligent has resulted in the stereotyping of teaching and learning approaches. These would involve using the first language, rote learning and teaching, pattern drilling of questions etc. These types of rigid classroom teaching and learning activities have reduced the students' interest and demotivate them in learning the language.

Two problems have been presented namely, first, the reaction to the heavy emphasis on paper-and-pencil testing which does not portray the true ability of each student as a unique individual, and second, due to this heavy emphasis on traditional testing, teachers seem to be conducting classroom activities that are more on preparing or gearing the students towards the examinations. If English language teachers continue to teach to the tests, the teaching and learning of English as second language therefore, becomes dull and this needs to be rectified.

Teachers should play a vital role in applying and creating MI-inspired activities that could motivate students (each according to their aptitude and capacity) to learn and designing ways and means to meet their needs. Teachers are expected to know and be aware of the MI theory in order to apply it in their teaching strategies.

1.4 Research Aim

The aim of this study is to find out the English language teachers' knowledge of Multiple Intelligences theory and their MI profile. The study will also attempt to see whether or not the English language teachers are using the MI approach in their teaching strategies based on their knowledge and profile, and this should indirectly inform whether or not they are pursuing the directive from the Ministry of Education.



1.5 Research Objectives

To achieve the research aim, there are a few research objectives that need to be presented:

- 1.5.1 To identify the English language teachers' knowledge level of the MI theory
- 1.5.2 To find out the relationship between the English language teachers' knowledge of MI theory and their teaching strategies in the English as second language classrooms
- 1.5.3 To find out the relationship between the English language teachers' MI profile and their teaching strategies in the English as second language classrooms.

1.6 Research Questions

The following research questions are used as a guide to achieve the research aim and objectives.

- 1.6.1 Is there a relationship between the English language teachers' knowledge level of MI and their teaching strategies?
- 1.6.2 Is there a relationship between the English language teachers' MI profile and their teaching strategies?
- 1.6.3 Is there a relationship between the English language teachers' bodily-kinesthetic profile and the bodily-kinesthetic-based teaching strategy?
- 1.6.4 Is there a relationship between the English language teachers' musical profile and the musical-based teaching strategy?
- 1.6.5 Is there a relationship between the English language teachers' verbal-linguistic profile and the verbal linguistic-based teaching strategy?



- 1.6.6 Is there a relationship between the English language teachers' visual spatial profile and the visual spatial-based teaching strategy?
- 1.6.7 Is there a relationship between the English language teachers' logical-mathematics profile and the logical mathematics-based teaching strategy?
- 1.6.8 Is there a relationship between the English language teachers' interpersonal profile and the interpersonal-based teaching strategy?
- 1.6.9 Is there a relationship between the English language teachers' intrapersonal profile and the intrapersonal teaching strategy?

1.7 Research Hypotheses

Null hypotheses (Ho) will be used in this research. The following are the hypotheses for empirical verification:-

- Ho1 There is no relationship between the English language teachers' knowledge of MI and their teaching strategies?
- Ho2 There is no relationship between the English language teachers' MI profile and their teaching strategies?
- Ho3 There is no relationship between the English language teachers' bodily-kinesthetic profile and the bodily-kinesthetic-based teaching strategy?
- Ho4 There is no relationship between the English language teachers' musical profile and the musical-based teaching strategy?
- Ho5 There is no relationship between the English language teachers' verbal-linguistic profile and the verbal linguistic-based teaching strategy?
- Ho6 There is no relationship between the English language teachers' visual spatial profile and the visual spatial-based teaching strategy?



- Ho7 There is no relationship between the English language teachers' logical-mathematics profile and the logical mathematics-based teaching strategy?
- Ho8 There is no relationship between the English language teachers' interpersonal profile and the interpersonal-based teaching strategy?
- Ho9 There is no relationship between the English language teachers' intrapersonal profile and the intrapersonal teaching strategy?

1.8 Definition of Terms

1.8.1 English Language Teachers

An English language teacher refers to someone who teaches the English as a Second Language subject. This includes the teachers or lecturers at the primary, secondary and tertiary levels. An English language teacher must always be proactive and supportive of the initiatives proposed by the Malaysian Ministry of Education towards the development of the English language. An English language teacher in Malaysia should act as a role model in using English and in exhibiting a positive attitude towards the language.

According to the Parliamentary Secretary of the Malaysian Ministry of Education at the 7th Malaysian English Language Teaching Association (MELTA) Biennial International Conference in 2003, an English language teacher must be proactive and innovative in the promotion of government directives and policies. He should make a conscious attempt to frequently upgrade their knowledge as well as their competence in English. An English language teacher in Malaysia should actively involve students of lesser proficiency in co-curricula programmes by designing activities specific to their needs and abilities, in addition to existing programmes.



1.8.2 Knowledge

According to Webster's 1913 Dictionary, Knowledge is the act of knowing; clear perception of fact, truth, or duty; certain apprehension, familiar cognition etc. which is gained by actual experience or practical skill. Based on the definition given from the WordNet Dictionary, knowledge is the psychological result of perception and learning and reasoning.

For the purpose of this study, knowledge refers to the information of which someone is aware. It will also be used to mean the confident mastery of a subject, potentially with the ability to use it for a specific purpose. For example, a teacher's knowledge of Multiple Intelligences theory and being able to use or apply the theory in his/her teaching strategies.

Knowledge level is the intensity of information about the subject (i.e. Multiple Intelligences theory) and is ranked accordingly, namely, little knowledge, satisfactory knowledge, good knowledge and excellent knowledge of the subject.

1.8.3 Multiple Intelligences Theory

Multiple Intelligences Theory refers to the alternative definition of intelligence proposed by Gardner (1983). According to him, there are basically seven separate kinds of intelligences, or more: linguistic (verbal), musical, spatial, logical-mathematical, bodily-kinesthetic, understanding of others (interpersonal), understanding of self (intrapersonal). The key point is that there is not just one underlying mental capacity. Rather, a variety of intelligences, working in combination, are needed to explain how human beings take on such diverse roles as physicist, farmer, shaman, and dancer (Gardner, 1993). He conceptualized these as Multiple Intelligences (MI).



Therefore, in the field of education, educators who recognize the diversity of the learners in their learning styles, learning potentials, etc. and appreciate the development of learning strategies on the part of the learners have defined intelligence based on their own understanding derived from the theory of Multiple Intelligences postulated by Dr. Howard Gardner. For English language teachers, the theory serves as a guide for predicting behaviour in real situations or for planning instructions in the English as second language classrooms.

1.8.4 MI Profile

MI profile refers to the English language teachers' relative strengths across the types of multiple intelligences. An English language teachers' MI profile can be detected by using the Multiple Intelligences Checklist for Adults (MICA) (please refer to Appendix 1). Through this MI profile, an English language teacher will know which of the MI types his or her strength is, for example Verbal-linguistics followed by Musical, interpersonal, intrapersonal, visual spatial, bodily-kinesthetic and logical-mathematics. It is assumed that an English language teacher with strength in musical types would use musical-based teaching strategy and the same goes to all the other Multiple Intelligences types.

1.8.5 Teaching Strategies

Teaching strategies refer to ways of presenting instructional materials or conducting instructional activities in a classroom. They are many different strategies to teach and help students learn. When deciding what teaching strategy to use, for example, in English as second language classroom, an English language teacher will need to consider students' background knowledge, environment, and their learning goals.



1.8.5 English as Second Language Classrooms

English as second language classrooms refer to the place and period in the schools where the activity or process of teaching and learning of the English as second language subject take place. The English Language is an important subject and is made compulsory to take in the Malaysian school curriculum. It is taught as a second language in all Malaysian schools in line with its status as a second language.

1.8.6 Interior Area

Interior area of Sabah refers to the middle region of Sabah or the 'upcountry districts'. The interior area includes the districts of Tambunan, Keningau, Tenom, and Nabawan. In terms of Educational region, the interior area of Sabah is known as Keningau Division. These districts are remote from the capital city of Sabah. The study will focus on the English language teachers who are teaching in the secondary schools in these areas.

1.9 Research Limitations

This research will only focus on the English language teachers' MI knowledge level and profile and their teaching strategies in the English as second language classrooms in the interior area of Sabah. The sample will be limited to only 120 teachers teaching English at 12 secondary schools in the interior area that covers the districts of Tambunan, Keningau, and Tenom. It may not necessarily present an overall representative view of the relationship between the English teachers' MI knowledge and profile and their teaching strategies in the English as second language classrooms.



1.10 Research Significance

It is strongly felt that by knowing and understanding the MI theory, the English language teachers in the interior area of Sabah will implement or apply it in their method of teaching in order to enhance and diversify their teaching strategies. The knowledge of each of the Multiple Intelligences will provide teachers a foundation for exploration to find a means in understanding how students learn best. By knowing the MI theory and at the same time knowing their strength based on their MI profile, the English language teachers, then, could refer to the Multiple Intelligences schedule prepared by Curriculum Development Centre to extend his/her teaching and learning strategy in other intelligence field.

This study will also reflect the attitude of the English language teachers in the interior area of Sabah towards the policy made by the Ministry of Education and the call for incorporating the MI theory in their teaching practices.

1.11 Summary

This chapter has clearly described the background of the study, the statement of problems, the research aim and objectives, and the research questions that need to be answered in order to achieve the objectives. This chapter has also set the research hypotheses, the definitions of terms used, and the limitations and the significance of the study. All the research questions and hypotheses would be discussed and answered in chapter four and five of this dissertation.



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