

NAME: ANN NATASHA SECOND

RESEARCH TOPIC:

**USING MULTIPLE INTELLIGENCE TECHNIQUES TO IMPROVE
LINGUISTIC INTELLIGENCE**

TUTOR: DR. VENA JULES

COURSE: ED524-529 CURRICULUM STUDY

Date: 18/04/2007

Abstract

“For the young child to think means to recall, but for the adolescent, to recall means to think” Vygotsky (1978, p.51)

A' level students are at the formal operational stage where they can examine problems systematically and generalize about the results (cited in Eggen & Kauckak, 2004, p.45). A' level students who are subjected to traditional linguistic forms of testing need higher order skills of analysis, evaluation and synthesis. At this stage, Erikson (1968) argues, the child has the capacity for identity or confusion. Cognitive and emotional intelligence are the subjects of intense research, as is how they affect each other.

Students differ, however, in terms of gender, socio-economic background, personal experiences and level of maturity. Any group of students in the same age group, therefore, has students at different levels of cognitive and emotional development. Gardner (1987) is convinced that our differences are largely attributed to the fact that we have different combinations of intelligences.

The objective of this paper was to attempt to improve linguistic intelligences, evidenced by the writing and speech of the students. An application of Multiple Intelligence techniques to a unit of Geography lessons

provided an environment that facilitated improvement of oral and written skills. All of the intelligences were applied over the unit of lessons in an effort to provide each child with the environment that was best suited for his/her learning.