

CHAPTER ONE

INTRODUCTION

This study basically deals with "**Multiple Intelligence (MI) Approach in Teaching Writing Skill**". This chapter deals with the general background, MI theory, multiple intelligence and learning, importance of MI theory in English language teaching, MI strategies in the classroom, writing as a language skill, importance of writing skill, creative writing and its importance.

1.1 General Background

Intelligence is an umbrella term describing a property of mind including different related abilities such as ; the abilities for abstract thought, understanding communication, reasoning, learning from past experiences, planning and problem solving. It is most widely studied in humans but it has also been observed in animals and plants. Human intelligence is the mental quality that consists of the activities to learn from experience, adopt to new situations, understand to handle abstract concepts and use knowledge to manipulate one's environments.

The term 'intelligence' has been defined by various scholars since 19th century. In the beginning of the study, it was defined as single, unchanged, inborn capacity measure simply through Intelligence Quotient (IQ) test. In Gottfredson's (1998, p. 24) words, "Intelligence is the ability to deal with cognitive complexity". Similarly, Sternberg (1985, as cited in Malim and Brich, 1998) defined intelligence as the mental capacity to emit contextually appropriate behaviour in response to novelty. Likewise, Gardner (1983, p. 18) writes "Intelligence as the ability to solve or to create fashion products that are valued within one or more cultural settings". In the same direction Gardner (1993, p. 15) describes intelligence as a bio-psychological potential that could be influenced by experience, culture and motivational factors.

Though various definitions have been provided by scholars, they do not reach to any point of consensus. Regarding the studies of human intelligence, we can see various approaches adopted in the discipline of psychology. There is hot debate between behaviourist and cognitive in learning but the problem to cope with 'diversity in learning' has remained as an unsolved mystery in the past. The issue to deal with heterogeneity in the classroom is the great problematic matter to the scholars. Despite the fact that the notion of general intelligence has long been broadly accepted by psychologist, it has been replaced by multiple intelligence theory proposed by Gardner (1983), which paved the path to deal the diversity in the classroom.

1.1.1 Multiple Intelligence Theory: The Construct and Its Components

MI theory grew out of the work of Howard Gardners in (1983) is an important contribution to cognitive science and constitute a learner based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education, opposed the narrow view of intelligence as a single, unchanged, inborn capacity which needs language, mathematics and logic, measured simply through IQ test. Gardner the professor of education at Howard University challenged that the unitary view of intelligence with his proposal of basic human intelligence types (linguistics, logical, mathematical, musical, spatial, bodily kinesthetic, interpersonal and intrapersonal). His theory claims that there is not one underlying mental capacity but rather a variety of intelligence. Gardner argues that all human beings have those intelligence but people differ in the strength and combination of intelligence. He believes that all of them can be enhanced through training and practice. MI as a theoretical construct, suggests that intelligence should be determined by measuring one's capacity for solving problems and fashioning products in a context - rich and naturalistic setting.

MI theory is proposed and put into practice in a way to call for an alternative classroom design to traditional classroom setting. It has been embraced by the teachers in need of an educational program which addresses a variety of ways people learn. Here, employing MI does not necessarily mean designing a lesson in nine different ways, so that all students can access classroom materials prepared separately for each and all of the intelligence types instead material should allow students with different intelligence types to interact with each other and to develop the intelligence in which they are less strong. In an integrated and corporative MI classroom the teacher employs non traditional approaches for construction of meaning through a flexible but careful planning. The small social groups and learner centered activities enable the students to share information and get a better understanding of what is learnt.

According to Richards and Rodgers (2001, p. 123), "Multiple intelligence" is an increasingly popular approach to characterizing the ways in which learners are unique and to develop instruction to response to the uniqueness". Gardner (1999) says; all human being possesses all different intelligence in varying degrees and each individual manifests varying levels of these different intelligences and thus each person has a unique 'cognitive profile' - that is (a) all human possess all different intelligences in varying amounts (b) each individual has a different composition (c) different intelligences are located in different areas of brain and can either work independently or together (d) by applying MI we can improve education and (e) these intelligence may define human species (The reading Matrix, 2008).

Therefore, MI theory is a rationalist model that describes different intelligences. To be more specific Gardner's multiple intelligences make educators recognize the diversity of learners in their learning styles, learning potentials etc, and learning strategies on the part of the learners. Christison (1998) argues that MI model is one of the verities of learning styles of model that have been proposed in general

education and have subsequently been applied to long education (as cited in Richards and Rodgers, 2001, p. 115).

With reference to Gardner (1997) MI theory consists of eight different intelligences; which are described as follows:

i. Linguistic/Verbal Intelligence

Linguistic intelligence refers to the strong ability to use language in special and creative way. Those people who have strong proficiency in linguistic intelligence, like to use language to express their ideas, convey information and understand other people. People with linguistic intelligence love and are talented with words. They enjoy reading, writing and learning languages. They are good at memorizing names, places and other detailed information, writers, poets, law years, public speakers and editors all possess high levels of linguistic intelligence.

ii. Logical/Mathematical Intelligence

Mathematical intelligence is the ability to think rationally, to study problems, to carry out mathematical operations logically and analytically, to conduct scientific investigations to reason, calculate and to understand abstract relationship. Doctor, engineers, scientists, computer programmers, mathematicians, financial analyst, accountants and detectives are as a person who possess high level of this intelligence.

iii. Spatial/Visual Intelligence

Spatial intelligence refers to strong ability to form mental models of world. It often referred to as the ability to think with pictures. Visually intelligence people like to learn and think by visual stimuli and tend to organize things spatially. So, they learn best through graphic/images. Navigators and pilots would possess high level

of spatial intelligence as would architects, photographers, strategic planners, surgeons and chess players have high spatial intelligence.

iv. Musical Intelligence

Musical intelligence refers to the inbuilt musical talent, a good ear for music. It also refers to capacity of thinking and expressing in musical form. Musically, intelligent people easily recognize pitch, rhythm, sound quality, and love melody. (Gardner, 1999 p.16) suggests that musical intelligence is parallel in structure to linguistic intelligence and that is reflected in the performance, composition and appreciation of musical patterns. It is strong in singers, composers and musicians.

v. Bodily/Kinesthetic Intelligence

Kinesthetic intelligence refers to having a well coordinated body. It is the potential of using whole body or parts of body in problem solving on the creation of products. Bodily/kinesthetic learners like to touch, talk, create things and move around. They are good at physical activities such as, dance, hands on tasks, constructing models and any kind of movement. Thus, athletes, dancer, craft person, surgeons and builders have such kind of intelligence.

vi. Interpersonal Intelligence

Interpersonal intelligence refers to the ability to work effectively with others and maintain the relationship with people. An individual who is high in interpersonal intelligence understand the intentions, motivations, needs and desires of others and is capable of working effectively with them. The people who have interpersonal intelligence, like to join in groups, communicate with others and make a lot of friends. Such learners learn best by interacting with people, co-operating and leading others. Counselors, therapists, religious leaders, teachers, salesman, politicians, etc. have such kind of intelligence.

vii. Intrapersonal Intelligence

Intrapersonal intelligence refers to the ability to understand oneself and apply one's talent successfully, which leads to happy and well adjusted people in all area of life. It includes the awareness of one's own desires, fears and abilities and also using this information to make sound life decisions. People who have such intelligence have a clear concept of oneself as who they are, What they can do ? They like to work alone and achieve their goals. Philosophers and novelist have this kind of ability.

viii. Naturalist intelligence

Gardner added this intelligence to his original list of seven intelligence in 1997. It refers to the ability to understand and organize the patterns of nature. It is one able to recognize and clarify the objects. Hunters, farmers, Gardners, environmentalist, biologist, botanist have strong proficiency with this.

Except those described intelligence Gardner also worked about; spritual intelligence (related to truth and value), existential intelligence (concerned with ultimate issues) and moral intelligence (ethics and humanity). (as cited in Champman, 2009).

These different intelligences reflect a pluralistic panorama of learners individual differences; they are understood as personal tools each individual possesses to make sense out of new information and to store in such as way that it can be easily retrieved where needed for use. The different intelligence are of neutral value; non of them is considered superior to others. In their basic form they are presented to some extent in everyone. Although, a person will generally be more talented in some than in others.

1.1.1.1 Multiple Intelligence and Learning: Learner's Diversity

Traditionally, many teachers have taught as if all learners are the same. One of the most significant advances in education in the last decades of 20th century has come from a considerable amount of research done in the area of learning styles which recognizes that the students in our classroom have greatly different learning profiles.

Gardner's research shows that human cognitive ability is pluralistic rather than unitary and that learners of any subject will make greater progress if they have the opportunity to use their areas of strength to master the necessary materials.

Traditionally, learning has often been considered only a cognitive activity but if we take brain science into account, this consideration is inaccurate and educationally and socially problematic. Widening the focus, both humanistic psychology and MIT recognize that learning involves the physical and affective sides of individual, as well as the cognitive. It is certainly fair to say that MI proposals look at the language of an individual, including one or more second languages not as an 'added on' and somewhat peripheral skill but as central to the whole life of the language learner and users. In this sense, language is held to be integrated with music, bodily activity, interpersonal relationship and so on.

Language is not seen as limited to a 'linguistic' perspective but encompasses all aspects of communication. Language learning and use are obviously closely to what MI theorist label 'linguistic intelligence' A multi-sensory view of language is necessary, it seems to construct an adequate theory of language as well as an effective design for language learning.

1.1.1.2 Importance of MI Theory in English Language Teaching (ELT)

Along long history of English language teaching, many methods, techniques and approach has been proposed. These all are changes and modified according to the

needs of education. During 19th century, different theories and methods have been applied in ELT. After the emergence of MI theory, many studies have been focused on the application of it in ELT. Many researcher advocate a number of positive aspect of this approach. Kong (2009) mentions that English language teachers today are better aware of the fact that students bring with them specific strengths, unique learning styles and different learning potentialities. The theory of MI offers us a way to examine and form our best teaching techniques and strategies in light of human differences. We can teach our students to be more intelligent in more ways and on more levels than we ever dreamed. Therefore, the Gardner's eight MI approach is helpful for English teacher, particularly to respect learning styles and intelligence of the students in ELT classroom. This theory further helps English teachers to create real life learning situations, plan activities in teaching and type of skills and aspects in English language. Therefore, MI approach is fruitful to make learners free from boring and monotonous learning.

1.1.1.3 MI: Strategies employed in the Classrooms

Christison (1997, as cited in Richards and Rodgers 2001, p. 121) suggested the following different activities to serve the different intelligences in ELT classroom:

- a. Linguistic intelligence
 - lectures, debates
 - large and small group discussion
 - book work sheets, manuals, journal keeping
 - story telling, students speeches
 - debates
 - word games
 - memorizing
 - listening to cassettes or talking books
 - publishing

- using word process
- b. Logical mathematical intelligences
 - specific demonstration
 - creating codes
 - logical problems and puzzles
 - story problems
 - science thinking
 - calculation
 - logical sequential presentation of subject matter
- c. Spatial intelligences
 - charts, maps and diagrams
 - visualization
 - videos, slides and movies
 - photography
 - arts and other pictures
 - using mind maps
 - imaginative story telling
 - painting or optical illusions
 - graphic organizers
 - visual awareness activity
- d. Bodily /Kinesthetic intelligence
 - role plays
 - field trips
 - body answers
 - hands on activities
 - creative movement
 - cooking and other 'mess' activities

- e. Musical intelligence
 - playing recorded music
 - playing live music
 - singing, humming, whistling
 - mood music
 - rhythms, songs, raps, chants
 - playing percussion instruments

- f. Interpersonal intelligence
 - cooperative group
 - interpersonal interaction
 - conflict mediation
 - peer teaching
 - group brainstorming
 - pair work

- g. Intrapersonal intelligence
 - independent student work
 - individualized project
 - journal keeping
 - reflective learning
 - options for homework
 - personal journal keeping
 - self teaching
 - programmed instruction
 - self-esteem journal
 - goal setting
 - inventories and checklist

Therefore, many activities can be done into the classroom to serve the different intelligence into the classroom. The presentation of foreign language teaching material should engage all or most of the intelligence due to the fact that each of the intelligence is potentially available in every learner. So, employing multiple intelligence does not necessarily mean design a lesson in nine different ways. So that, all students can access the classroom material prepared separately for each and all of the intelligence types.

In this way, MI model is very beneficial and fruitful to teach and learn language. Language is not only linguistic phenomena. There are some important features of language which may have strong link to 'musical intelligence', the most important of these are pitch, tone, stress and intonation. MI theory indicates that as with all human activities language learning is a complex interaction of number of intelligence. Therefore, MI theory is directly or indirectly linked to language learning process.

Language is used in terms of different skills. Language comprises four language skills, i.e. listening, speaking, reading and writing. These all four skills are integrated with each other. They all are equally important for mastery of language. Among them, writing is an important language skill.

1.1.2 Writing as a Language Skill

Skills means having enough ability, experience and knowledge to do something. Here, skill means to do something expertly and well. Basically, language comprises four language skills, i.e. listening, speaking, reading and writing. Among these four skills, writing is productive skills which involves manipulating, structuring and communicating. Writing is a process of representing sounds into symbols. It is regarded as a powerful medium of expression of thought, feelings, emotions and ideas. It is a complex process in which three skills are integrated one.

Byrne (1986, p. 1) states "When we write we use graphic symbols, i.e. letter or combination of letters which relate to the sound we make when we speak".

Likewise, in Rivers' (1968, p. 243) words:

Writing refers to the expression of ideas in a consecutive way, according to the graphic convention of the language; the ultimate aim of the writer at this stage is to be able to express him in a polished literacy from which requires the utilization of a special vocabulary and certain refinement structures. Writing is very complex process requiring many composite skills like mental, physical, rhetorical and critical.

Similarly, Harmer (2004, p. 31) believes "Writing leads to learning because it reinforces language use because writing gives learners time to think and the opportunity to think about language rules".

There is no doubt that writing is most difficult skill for L2 learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skill involved in writing are highly complex. second language writers have to pay attention on planning, organizing, word choice, punctuation and so on.

1.1.2.1 Component of Writing

Writing is not merely an activity of encoding verbal thought in printed symbols. It consists number of other components which are briefly described below.

a. Mechanics

Mechanics refers to those aspects of writing as; spelling, use of punctuation marks, capitals, abbreviation and numbers which are after deal with the revision or editing stage of writing.

b. Coherence

Coherence refers to the relationship between utterance and the meaning it conveys. So, it is a semantic relationship between a sentence in a text. It is based on the speaker's shared knowledge.

c. Cohesion

Cohesion refers to the grammatical or lexical relationship between different elements or texts. It can be grammatical or lexical. It is cohesive devices which make the cohesion which is very required in writing text.

d. Orthographic/ Para orthographic text

The orthographic system deals with linguistic symbols such as, spelling, words, phrases, clause, sentences etc. and paraorthographic text is related to the use of diagrams, charts, tables, figures, symbols etc.

1.1.2.2 Importance of Writing Skill

Writing is one of the most important skills for learning a language. It is productive skill which needs proper handling of mechanics of writing to make sensible sentences and paragraphs. Among four skills, writing is out put of listening, speaking and reading. It is most difficult as well as an important skill in our context. The writer proficiency plays a vital role to secure good marks in the examination. Richards (1990, p.101) says "Written language is primarily transactional and message oriented. The goal of written language is to convey information accurately, effectively and appropriately". For this, we come to know that, students who learn the English language cannot be perfect without writing skill. They can express their ideas accurately and appropriately when they are efficient in writing. Therefore, we should be very clear about our purpose in teaching writing. It serves a variety of pedagogical purposes which are presented below:

- Enables us to provide for different learning styles and needs.
- Serves to provide the learners with some tangible evidences that they are making progress in the language.
- Provides exposure to the foreign language through more than one medium, especially if skills are properly integrated, appear to be more effective than relying on a single medium along.
- Provides variety in classroom activities.
- Needed for formal and informal testing (Byrne, 1991, p. 6).

Writing is a transparent mirror which can present our thought and experiences. Whatever information of the past is available in the present is the result of writing. Therefore, writing has greater importance in comparison to the other skills of language.

1.1.2.3 Characteristics of Good Writing

Writing is an art of using language but it is very complex task to write clearly and explicitly. Simplicity and directness are the most useful properties of good writing. But, making a simple and clear piece of writing is difficult from the syntactic and semantic point of views. It requires good imagination and logical sequence of thought. According to Richards (1990, p. 36), some essential characteristics of good writing are introduced as follows:

a. Economy

A good writer must express his ideas briefly and effectively. There should be economy of words to express meaning clearly and quickly. A short but effective writing can be popular for every reader because it saves time, energy and material. Economy of words without losing the meaning is one of the best qualities of good writing.

b. Simplicity

The second quality of writing is reducing complexities and expressing ideas or thought in a natural way. It avoids the extra stylistic words, ambiguities and so on. Simplicity and smoothness make writing under stable and readable which never disturb the readers to understand the message of writing.

c. Clarity

The writing must be free from ambiguity and should also be explicit. The writer should have the idea of what to say and how to sequence the expressed thoughts. Good writing should avoid exaggeration self contradictory statements.

d. Contiguity

Contiguity of thought is another important factor of good writing. There should be continuity of thoughts from one word to following words, from one phrase to next phrase, from one sentence to another sentence and from one paragraph to another paragraph. The concept of thought is based on the natural linkage of ideas. It should maintain standard from the beginning to the end.

1.1.2.4 Creative Writing and Its Importance

The term 'creative writing' suggests imaginative task such as writing poetry, stories and plays. Such activities have a number of features to recommend them. Chief among these is that the end result is often fact to be some kind of achievement and that "most people feel proud in their work and want it to be read" (Ur, 1996, p.169). This sense of achievement is significantly more marked for creative writing than for other more standard written products.

Creative writing is a journey of self-discovery and self discovery promotes effective learning. When teacher set-up imaginative writing tasks so that their students are thoroughly engaged, those students frequently strive harder than usual to produce a great variety of correct and appropriate language than they might for

more routine assignments. While students are writing a simple poem about someone they are about, or while they are trying to construct a narrative or tell stories of their childhood, for example they are tapping into their own experiences. This, for some, provides powerful motivation to find the right words to express such experience.

The more the child plays with language the more he learns and the more child learns the language the more he plays with it. A very good reason for teaching creative writing is that it increases learners self confidence and self esteem, which leads to increase motivation. As they become more self confident, they actively involved in their creative writing task. If they are more confident, they try to explore the language more and they effectively begin to develop a second language personality.

1.1.2.5 Various Forms of Creative Writing

Creation of writer can be seen in various forms of writing. Some form of creative writing are as follows:

- Autobiography
- Collaborative writing
- Creative non-fiction (personal and journalistic essay)
- Epic
- Flash fiction
- Novel
- Dramatic writing
- Poetry
- Screen writing
- Story (short)
- Song writing
- Bibliography

1.1.2.6 Process of Creative Writing

The process of creative writing is totally different in comparison with other types of writing. In creative writing, students are presented with a topic and then they are free to express their ideas or desire. Creative writing involves the individual selection of vocabulary and structure for the expressing of personal meaning. It is open ended. In creative writing, there is no restriction on pupils for use of vocabulary and structure as well as no restrictions of the length of composition students are not bound to think and supply their ideas or desires.

Morley (2010, pp. 125-132) has given the following main process of creative writing:

a. Preparing

The creative process begins in preparation, which includes active reading, imitation, research, play and reflection all conscious actions. In other words preparing is directly concerned with two questions like 'what am I preparing for and how shall I do this ? Therefore, all types of writing, not only creative writing begins their preparation through reading and some degree of conscious planning.

b. Planning

Planning of creative writing can include research, but can also include other factors, especial act of premeditation. For example, a poet may choose to produce a collection of poems that possess a governing architecture, mentally structuring a whole book or book within one or two leitmotifs running through every poem, or a poetic sequence.

c. Incubation

Planning and preparation overlap with the incubation stage which can seem a contradiction: a languishing action. In this sense, a writer is always at work.

Incubation creates an incoming wave of the sub-conscious that washes over the page what we will write.

d. Beginning

Beginning is one of the very difficult and important stages of creative writing. Write only sort of rubbish that covers the outline of what we intend: the plot outline; character sketches, description; a hackneyed sestina.

e. Flowing

If we keep the discipline and habit of daily writing then continuing will not present difficulties, not least because we will begin to enjoy the exploration and actively lack forward to seeing what happens next flowing in creative writing can also be explained in the word of John Steibeck as write freely and as rapidly as possible and through the whole thing done on paper. Never correct or rewrite until the whole thing is down.

f. The Silence Reservoir

The written process is not unidirectional but a total, an organic process. It is unwise to imagine that 'incubation' wakes on evening; 'beginning' rise with the moon; and 'continuing' follows like sunrise. Each phase smashes or melds into other.

g. Breakthrough and Finish Lines

One of the matters, we will begin to apprehend is not process as such, but a feeling of completion, when forms and structure click together sweetly in your mind. However, given sufficient fluency through practice, they make artistic breakthrough and leaps while writing one particular piece - a poem or short story. One analogy comes from evolutionary theory.

1.2 Review of Related Literature

The way of teaching and learning has been influenced by the emergence of MI approach to education. Many books and articles had been written on MI theory. Some studies and work carried out in MI can be reviewed as below:

Gardner (1983) brought a revolution in the educational field by proposing a new theory of 'MI' in his seminal book 'Frames of Mind' which oppose the traditional view of intelligence as single, unchanged inborn capacity. He claimed that each individual has eight intelligence that are integrated in different manners. So each individual has different intelligence profiles with the combination of all intelligence. Therefore MI approach is becoming a promising and increasing popular approach to characterize the uniqueness of learners and to develop instruction in response to this uniqueness.

Richards and Rodgers (2001, p.117) claimed that 'there are aspect of language such as rhythm, tone, volume and pitch that are more closely linked, say to a theory of music than to a theory of linguistics. They further say MI pedagogy focuses on the language class as the setting for a series of educational support systems aimed at making the language learner a better designer of his/her own learning experiences. Such a learner is both better empowered and more fulfilled than a learner in traditional classrooms.

Campbell, (1997, p. 19 as cited in Richards and Rodgers 2001, p. 120) says "MI theory is not perspective rather it gives teacher a complex mental model from which they can construct curriculum and improve themselves as educators".

Christison (1997, p. 9) mentions "the more awareness students have of their own intelligences and how they work, the more they will know how to use that intelligence to access the necessary information and knowledge from a lesson".

In the same way Christison (1999, p. 12, as cited in Richards and Rodgers (2001, p. 120) states that "Teachers are encouraged not to think of themselves merely as language teachers, they have the roles that is not only to improve the second language abilities of their students but to become major contributors to the overall development of students' intelligences".

Lei (2007) has presented a paper on application of MI in undergraduate classrooms in which he intends to explore the feasibility of applying MI theory to undergraduate EFL classroom with focusing in lesson planning, choosing materials, class activities and assessments aiming at facilitating foreign language acquisition and whole person development. He suggested that teacher should provide all kind of resources which give students experimental learning relevant to their intelligence needs.

In Department of English Education at Tribhuvan University, two research studies have been carried out related to this topic.

Khadka (2009) carried out a research on 'correlation between linguistic intelligence and proficiency in reading and writing in EFL Classroom'. Her main objectives were to find out the linguistic intelligence students profile and level of language proficiency of the students and to compare the linguistic profile of the level of students with the language proficiency. She found that linguistic intelligence of female students was a little bit higher than that of male students.

Similarly Dhami (2011) carried out a research on "Multiple Intelligence Approach to Teaching Reading Text". His main objective was to find out the effectiveness of multiple intelligence approach in teaching reading text at secondary level. He found that teaching reading through Multiple Intelligence approach is more better. The test which he administered shows the satisfactory progress of students with multiple intelligence based experimental teaching. Therefore, MI based teaching was found to be very useful and helpful for teacher and students as well.

Though, some researches have been carried out in the field of MI theory, the present study differs from previous study in terms topic, objectives, sources of data, tools and ways of analyzing data. I focused on the MI approach in teaching writing skill.

1.3 Objective of the Study

- i. To find out the role of multiple intelligence approach in teaching writing skill at intermediate level.
- ii. To suggest some pedagogical implications.

1.4 Significance of the Study

This study provides the information about MI approach in practice. This will be valuable work for the department itself in the sense that, this unique topic provides some insightful works for the further researcher and teaching approach as well. This study will be beneficial to all those who are interested in English language teaching in general and more particularly to language teaching practitioners, Subject curriculum designers, policy makers, textbook writers and students of English language teaching. To be specific this study will play a significant role for modifying the existing traditional approach of our EFL classroom in the light of information that are provided in this study.

CHAPTER TWO

METHODOLOGY

To fulfill the specific objective of the study, I adopted the following methodology.

2.1 Source of Data

Both primary and secondary data were used for my study.

2.1.1 Primary Source

The primary sources of data were the students of grade 11 studying at Shree Janajyoti Higher Secondary School of Gulmi district.

2.1.2 Secondary Source

I consulted the different journals, thesis, books, research reports and articles related to the research. Some of were Richards and Rodgers (2001), Freeman (2000), Richards and Renandya (2002), articles from online journals like TESEL journal, International journal of English studies, The Reading matrix, websites like <http://iteslj.org/.../> multiple intelligences, etc.

2.2 Sampling Procedure

I selected Shree Janjyoti Higher Secondary school, Rimuwa Gulmi for my study using purposive sampling procedure, all the students were selected using non random purposive sampling procedure from grade 11 of that school.

2.3 Tools of Data Collection

Pretest, progress test and post-test were the tools used to collect the data. The pre-test and post-test consisted of the same test items whereas progress test consisted of the text items in relation to how the lessons were taught.

2.4 Process of Data Collection

To collect primary data I adopted the following procedure.

- First of all, I prepared test items .
- Then I went to Shree Janajyoti Higher Secondary School and built the rapport with head teacher, English teacher and students of grade IX.
- I Explained the purpose of my investigation and it's significance to them.
- The first day, I conducted pre-test to know the students writing ability.
- After analyzing the score of pretest. I started my real teaching following the prepared lesson plan.
- I administered progressive test in the interval of 5 days.
- After teaching 25 lessons, I conducted a post-test.
- Finally, I analyzed the score of pretest, progressive test and post test. Then I determined the role /effect of MI approach in teaching writing skill.

2.5 Limitations of the Study

This study had the following limitations:

- This study was limited to the students of class 11 of Shree Janajyoti Higher Secondary School, Rimuwa Gulmi.
- This study was limited to only teaching writing skill i.e. creative writing related to short stories, dialogue, letter, poetry, paragraph etc.
- It was limited only 25 days teaching.
- Test item were limited to grade 11 English syllabus.
- Among many approaches, it was limited to multiple intelligence approach only.
- Test item were limited to writing skill only.
- The primary data were collected through written test.
- It was limited only linguistic, logical, spatial/visual, interpersonal and intrapersonal intelligence.
- The primary data will be collected through written test.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF DATA

This chapter deals with the analysis and interpretation of data, obtained from primary sources. In this chapter the score of pre-test, progressive test and post-test have been analysed and interpreted descriptively using simple statistical tools like percentage, mean etc. with Para-orthographic presentation as tables and charts.

To find out the role of MI approach in teaching writing skill at intermediate level was the focal point of this investigation. Along with the direction of the objectives of this research, I taught 25 classes of writing skill i.e. creative writing such as; paragraph, stories, poem, letter, etc. being based on the syllabus of 11 grade and collected the data. I analyzed, interpreted and presented the data in the following order.

- Analysis and interpretation of the pre-test and post-test results.
- Analysis and interpretation of individual test scores obtained from pre-test, progress-test and post-test.
- Comparative analysis and interpretation of test scores.

3.1 Analysis and Interpretation of Pre-test and Post-test Results.

Before I started the actual MI based teaching, I administered the pre-test to determine the students' initial writing ability which was designed covering all the teaching items on creative writing which were taught during the field study. But post-test was administered after teaching all the lessons. Both pre-test and post-test were of 60 marks which consisted of the six same questions. But percentage and average score of the two tests were very different. The result of the pre-test and post-test is recorded in the following table.

Table No. 1
Comparison of Pre-test and Post-test Score.

Test	No. of students	Total marks	obtained marks.	Percentage	Increased marks.	Increased percentage	Average scores.
Pre-test	25	1500	490	32.66	-	-	19.6
Post-test	25	1500	896	59.73	406	27.07	35.84

The above table shows that total obtained score of the pre-test was 490 i.e. 32.66 percent and the total obtained score of the post-test was 896 i.e. 59.73 percent. The percentage of the post-test was increased by 27.67 percent. There is vast difference between the score of the pre-test and post-test. The average score of the pre-test was 19.6 whereas the average score of post-test was 35.84. The average score in post-test increased by 16.24 more than that of the pre-test. So, the differences of the percentage and the average score between two test is the result of MI approach used while teaching creative writing. Therefore, it can be claimed that MI approach functions as the panacea in teaching writing skill.

3.2 Analysis and Interpretation of Individual Test Scores Obtained from Pre-test, Progress test and Post-test

Under this heading, the test score obtained in pre-test, five progress tests and post-test are analyzed.

3.2.1 Analysis and Interpretation of Pre-test Score

The pre-test was administered after building rapport with the school administration and students in order to determine the students' initial proficiency in creative writing. It consisted of the six forms of creative writing, such as: story, dialogue,

poem, letter, essay and so on. The scores of the students obtained on pre-test are as follows.

Table No. 2
Individual Scores on the Pre-test

S.N.	F.M.	No. of students	Marks obtained in frequency	Percentage (%)	Percent (%)
1.	60	1	36	60	4
2.	60	2	33	55	8
3.	60	1	31	51.66	4
4.	60	1	30	50	4
5.	60	1	28	46.66	4
6.	60	2	26	43.33	8
7.	60	1	25	41.66	4
8.	60	1	23	38.33	4
9.	60	1	21	35	4
10.	60	2	18	30	8
11.	60	2	16	26.66	8
12.	60	1	15	25	4
13.	60	2	13	21.66	8
14.	60	1	12	20	4
15.	60	1	11	18.33	4
16.	60	2	10	16.66	8
17.	60	2	9	15	8
18.	60	1	8	13.33	4
Total	1500	25	490	32.66	100

Average score= 19.6

The above table shows that, 4% of the students have scored 36 marks which is the highest score on the pre-test (out of the 60 full marks). The lowest score is 8 which

has been obtained by the 4% students. Similarly, the average score of the pre-test is 19.6 which is not satisfactory score. 50% of the students are above and below the average score. It clearly shows that class consists of mixed ability groups. Some of them are weak and some are medium on creative writing proficiency.

3.2.2 Analysis and Interpretation of the First Progress-test Score

First progress-test was administered in the interval of five classes. The aim was to find out how the classes are progresses and what further improvements in teaching strategies were necessary. The following table shows the score of students on the first progress-test.

Table No. 3
Students Individual Scores on the First Progress-test

S.N.	F.M	No. of students	Marks obtained in frequency	Percentage(%)	Percentage (%)
1.	10	2	5	50	8
2.	10	2	4.5	45	8
3.	10	9	4	40	36
4.	10	5	3.5	35	20
5.	10	6	3	30	24
6.	10	1	2.5	25	4
Total	250	25	93	37.2	100

Average score: 3.72

The above table shows the fact that the total full marks of the first progress test is 250. Out of 250 the total obtained score is 93 i.e. 37.2 percent. Similarly, the individual average score is 3.72.

The highest score is 5 marks out of 10 i.e. 50 percent which has been obtained by 8 percent students and 4 percent students have scored 2.5 which is the lowest marks in this test.

The average mark obtained by the students is 3.72 what the table reveals is 52 percent students have obtained above the average score and about 48 percent students have obtained below the average score. So, the result is not totally satisfactory.

3.2.3 Analysis and Interpretation of Second Progress test Score

After teaching 10 classes using MI approach, another progress test was administered. The score of the students on second progress test are shown as follows:

Table No. 4
Individual Score on Second Progress-test

S.N.	F.M	No. of students	Marks obtained in frequency	Percentage (%)	Percentage (%)
1.	10	1	7	70	4
2.	10	1	5.5	55	4
3.	10	10	5	50	40
4.	10	3	4.5	45	12
5.	10	8	4	40	32
6.	10	2	3.5	35	8
Total	250	25	115	46	100

Average score is = 4.16

The above table shows that the highest score is 7 which is obtained by 4 percent students and 8 percent students had scored 3.5 marks which is the lowest score on this test. The average mark obtained by the students is 4.6, 60% of the students are

above the average score and 40% of the students are below the average score. So the progress of the students increased gradually.

3.2.4 Analysis and Interpretation of Third Progress test Score

After teaching 15 periods, I administered the third progressed test. The following table shows the score of the students on third progress test.

Table No. 5
Score of the students on Third Progress-test

S.N.	F.M	No. of students	Marks obtained in frequency	Percentage (%)	Percentage (%)
1.	10	1	7.5	75	4
2.	10	2	7	70	8
3.	10	2	6	60	8
4.	10	4	5.5	55	16
5.	10	9	5	50	36
6.	10	4	4.5	45	16
7.	10	3	4	40	12
Total	250	25	130	52	100

Average score is= 5.2

The above table reveals the fact that 4% students had scored 7.5 marks which is the highest score on this test and 12% students had got 4 marks which is the lowest score on that test. The average marks obtained by the students is 5.2. 70% of the students are above the average score and 30% of the students are below the average score.

3.2.5 Analysis and Interpretation of Fourth Progress test Score

I administered the fourth progress test after five days interval of the third progress test. The score of the fourth progress test can be shown in the following table.

Table No 6
Students Individual Score on Fourth Progress-test

S.N.	F.M	No. of students	Marks obtained in frequency	Percentage (%)	Percentage (%)
1.	10	3	8	80	12
2.	10	5	7	70	20
3.	10	5	6.5	65	20
4.	10	5	6	60	20
5.	10	2	5.5	55	8
6.	10	4	5	50	16
7.	10	1	4	40	4
Total	250	25	156	62.4	100

Average score is = 6.24

In the above tables 12% students have scored 8 marks which is the highest marks of that test and 4% students have scored 4 marks which is the lowest marks of that test. The average score of the fourth progress test is 6.24. So, the gradual development in student proficiency is obvious.

3.2.6 Analysis and Interpretation of Fifth Progress-test

I administered the fifth progress test after five days interval of the fourth progress test. The following table shows the score of the students of fifth progress test.

Table No. 7

Students Individual Score on Fifth Progress-test

S.N.	F.M	No. of students	Marks obtained in frequency	Percentage(%)	Percentage (%)
1.	10	2	8.5	85	8
2.	10	4	8	80	16
3.	10	5	7.5	75	20
4.	10	4	7	70	16
5.	10	4	6.5	65	16
6.	10	5	6	60	20
7.	10	1	5	50	4
Total	250	25	175.5	70.2	100

Average score is = 7.02

The above table clearly shows that 8% of the students have scored 8.5 marks which is highest marks of that test and 4% of the students have got 5 marks which is the lowest score of that test. More than 60% of the students are above average score and 40% of the students are below the average score.

3.2.7 Analysis and Interpretation of Post-test

After teaching 25 class using MI approach, I administered post-test to determine the effectiveness of MI approach in teaching writing skill. The post-test items were same as assigned in the pre-test. The following table clearly shows the score of the students on post-test.

Table No. 8
Individual Score on the Post-test

S.N.	F.M.	No. of students	Marks obtained in frequency	Percentage (%)	Percentage (%)
1.	60	1	48	80	4
2.	60	1	43	71.66	4
3.	60	1	41	68.33	4
4.	60	3	40	66.66	12
5.	60	2	39	65	8
6.	60	2	38	63.33	8
7.	60	2	37	61.66	8
8.	60	1	36	60	4
9.	60	2	35	58.33	8
10.	60	3	33	55	12
11.	60	3	32	53.33	12
12.	60	2	31	51.66	8
13.	60	1	28	46.66	4
14.	60	1	25	41.66	4
Total	1500	25	896	59.73	100

Average score is = 35.84

The above table clearly shows the fact that 48 is the highest score (out of 60 full marks) which is got by 4% of the students and the lowest score is 25 which is also obtained by 4% student. Similarly the average score of the post-test is 35.84. 60 % students are above the average score and 40 % of the students are below the average score. Therefore, from the analysis and interpretation, it is proved that the result of post-test is good.

3.3 Comparative Analysis and Interpretation of Test Score

Here, the result of all test are compared and analyzed with each other.

3.3.1 Comparative Analysis and Interpretation of Pre-test and First Progress-test Score

In this section, the score of pre-test and first progress test are analyzed, interpreted and compared. The comparison of the scores of both test is clearly shown in the following table.

Table No. 9
Comparison of Pre-test and First Progress-test Score

Test	No. of students	Total mark	obtained marks.	Percentage(%)	Increased (%) percentage
Pre-test	25	1500	490	32.66	-
First progress test	25	250	93	37.2	4.54

The above table clearly shows that total obtained mark of pre-test was 490 i.e. 32.66 percent. And the total obtained mark of first progress test was 93 i.e. 37.2 percent. Thus, the mark in first progress test was increased by 4.54 percent. So, the difference between the percentage of two test proves that MI approach is an effective approach to develop students creative writing skill.

3.3.2 Comparative Analysis and Interpretation of First Progress-test and Second Progress-test Score

The comparison of both first and second progress test is presented in the following table.

Table No. 10

Comparison of First and Second Progress-test Score

Test	No. of students	Total mark	Obtained marks.	Percentage	Increased marks.	Increased percentage
First progress test	25	250	93	37.2	-	-
Second progress test	25	250	115	46	22	8.8

The above table clearly shows that the total obtained mark of the first progress test was 93 i.e. 37.2 percent. Similarly, the total obtained mark of the second progress test is 115 i.e. 46 percent. Second progress test score is increased by 22 marks i.e. 8.8 percent. Therefore, the progress shown by the students is the significant evidence in favor of advocating the positive effect of multiple Intelligence approach in writing.

3.3.3 Comparative Analysis and Interpretation of Second Progress Test and Third Progress-test Score

In this section, the score of second and third progress test are analyzed and compared. The comparison of both tests can be presented in the following table.

Table No. 11

Comparison of Second and Third Progress-test Score

Test	No. of students	Total mark	Obtained marks.	Percentage	Increased marks.	Increased percentage
Second progress test	25	250	115	46	-	-
Third progress test	25	250	130	52	15	6

As the above table shows that the total obtained mark in second progress test was 115 i.e. 46 percent whereas the total obtained mark in the third progress test was

130 i.e. 52 percent. Third progress test was increased by 15 marks i.e. 6 percent. This result again shows the remarkable progress of students increasing day by day.

3.3.4 Comparative Analysis and Interpretation of Third and Fourth Progress-test Score

The comparison of both third and fourth progress test is presented in the following table.

Table No. 12
Comparison of Third and Fourth Progress-test Score

Test	No. of students	Total mark	Obtained marks.	Percentage	Increased marks.	Increased percentage
Third progress test	25	250	130	52	-	-
Fourth progress test	25	250	156	62.4	26	10.4

In the above table 130 was the total obtained mark i.e. 52 percent of the third progress test where as the total obtained mark in the fourth progress test was 156 i.e. 62.4 percent. The percentage of the fourth progress test was increased by 10.4 percent. Thus, increased percentage of the fourth progress test proved that MI approach is an effective approach to develop students writing proficiency.

3.3.5 Comparative Analysis and Interpretation of Fourth and Fifth Progress-test Score

Table No. 13

Comparison of Fourth and Fifth Progress-test Score

Test	No. of students	Total mark	Obtained marks.	Percentage	Increased marks.	Increased percentage
Fourth progress test	25	250	156	62.4	-	-
Fifth progress test	25	250	175.5	70.2	19.5	7.8

The above table shows that the total obtained marks of fourth progress test was 156 i.e. 62.4 percent whereas total obtained marks of fifth progressed test was 175.5 i.e. 70.2 percent. The percentage of the fifth progress test was increased by 7.8 percent. So, it can be easily claimed that MI approach has the significant role in teaching writing skill (creative writing).

3.3.6 Comparative Analysis and Interpretation of Fifth Progress-test and Post-test Scores

In this section, the score of the fifth progress test is analysed and compared with the score of the post-test. The comparison of both test is presented in the following table.

Table No. 14

Comparison of Fifth Progress-test and Post-test Score

Test	No. of students	Total mark	Obtained marks.	Percentage	Increased marks.	Increased percentage
Fifth progressive test	25	250	175.5	70.2	-	10.47
Post-test	25	1500	896	59.73	720.5	-

Average score of fifth progress test: 7.02

Average score of Post-test: 35.84

The above table clearly shows that the total obtained mark of third progress test was 175.5 i.e. 70.2 percent where as the total obtained marks of the post test was 896 i.e. 59.73 percent. The average score of the fifth progress test was 7.02 and the average score of the post test was 35.84.

Comparing the score of post -test with 5th progress test, it can be confidently said that MI approach have played really the effective role for the remarkable progress of the students in creative writing. The vast difference of the average score between two test is the result of MI approach used, while teaching creative writing. Therefore it can be claimed that, Mi approach had played a significant and efficient role in teaching creative writing.

CHAPTER- FOUR

FINDINGS AND RECOMMENDATIONS

Many efforts have been made by different scholar on the field of English language teaching. Multiple Intelligence Approach was proposed by Howard Garener in 1983. Since it had been applied in English language teaching, it became the mile stone for the scholars who are directly related to this field. This is an approach which is based on the integration of all the human potentialities like, verbal, logical, spatial, musical, kinesthetic, interpersonal, interpersonal and natural in language teaching.

The present study was carried out to find out the role/effect of multiple intelligence approach in teaching creative writing at intermediate level (class11). To accomplish the objectives, I have carried out this action research. For the completion of this effort, 25 clases were taken and progress test was given after the interval of five classes apart from the pre-test and post test at grade 11 in Shree Janajyoty Higher Secondary School, Rimuwa Gulmi. Therefore, this chapter deals with the findings obtained from the statistical analysis and recommendations given on the basis of those findings and some pedagogical implications.

4.1 Findings

On the basis of analysis and interpretation of data, the following findings have been derived.

- a. Teaching writing skill i.e. creative writing through MI approach was found to be better since the improvement has been seen in every test.
- b. The average score on post-test (35.84) compared to the pre-test average score (19.6) shows a remarkable progress on the part of students as they were taught by addressing and supporting their multiple abilities in classroom.

- c. The students' average score on the first progress test (3.72) compared to the average score of second progress test (4.6) also shows the gradual progress of the students with MI based teaching.
- d. The average score of the third progress test (5.2) and the fourth progress test (6.24) again shows the remarkable progress made day by day due to the application of MI approach while teaching creative writing.
- e. The average score of the fourth progress test (6.24) and fifth progress test (7.02) also shows the continuous progress made by students based on the integration of all the human potentialities.
- f. The analysis of test shows that the majority of students were weak in writing except a few linguistically talented students at the beginning but the end of MI based teaching progress of students increased gradually which shows the valuable contribution of MI approach in teaching creative writing.
- g. While teaching writing through MI approach students were found to be highly motivated. So, this approach is very much useful to activate the different abilities of the students.
- h. MI approach is very useful and helpful for teachers, as it made me active and devoted during teaching in Shree Janajyoty Higher Secondary School.

So, after the analysis of the information obtained from the data, we can conclude that the role of MI approach in teaching creative writing is highly influential fruitful and beneficial. Therefore, it can be claimed that MI approach functions as the panacea in teaching writing skill.

4.2 Recommendations for Pedagogical Implication

On the basis of findings of the study the following recommendations have been made for pedagogical purpose.

1. The general comparison based on the collected data proved that, the MI approach is better than the usual way of teaching. Therefore, teachers are advised to apply MI approach in teaching creative writing.
2. In order to make students more active, more participate, face to face interaction in the classroom, MI approach should be applied in teaching creative writing.
3. Since the progress of each students has been increasing in each of the progressive test with the application of MI approach, the teacher had better to address multiple intelligences of the students in teaching writing in English
4. MI approach helps students to improve interpersonal skills, higher level of thinking and greater intrinsic motivation. That is why it should be used by all the teachers while teaching.
5. As the MI approach motivate all kinds of students, it should be used for intellectual justice in learning.
6. While designing lesson plan linguistically gifted children and linguistically disable both types of children should be kept in consideration.
7. Though, MI is new approach to Nepalese teachers of English, It is essential to activate the students and teachers, the policy makers and textbook writers should consider this approach while making language teaching methodology and writing the textbook.
8. The present research was limited to teaching creative writing. Other researches can be carried out in other areas of language functions, skills and aspects of language.

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