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EIL AND ITS IMPACT ON LEARNER'S IDENTITY IN INTERCULTURAL COMMUNICATION

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English has been an International Language for decades, it is mostly used amongst non-native speakers serving a tool for intercultural communication, thus it belongs to no one. The mission of EFL teachers has widened: we have to prepare the students who are internationally educated and interculturally competent. At this point I believe that English should be taught and learnt as an International Language rather than a Foreign one. Therefore, it should be based on different set of assumptions. (EIL teaching should take more local, contextual, inclusive, intercultural approach, which will recognize the importance of the local educators and learning styles.)

The study is based on the argument that a theory of identity is extremely necessary to understand the complex dynamics of learning and teaching EIL. The aim is to understand English language learners' identities and clarify the assumptions necessary for EIL teaching / learning methods, and materials design.

The research is significant since the findings of the study have clear and practical implications for teachers to understand how English language learners form identities in various social contexts and across time, how their identities may impact on their learning; for learners living in a global village; for material developers and individuals involved in English acquisition research.

The study begins with the literature review, followed by conducting a survey and interviewing experienced EL teachers, data analysis, and conclusion.

LANGUAGE LEARNING WITH MULTIPLE INTELLIGENCES

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Annotation

This research paper is written for instructors who have been teaching for mixed intelligence classes. Solution for those problems is a guidebook for instructors. This guidebook includes effective approaches and different tasks for most dominant combination of intelligence of learners. These strategies were selected and combined as result of students' and instructors' interview analysis. Usage of these strategies by learners will be helpful in better and quicker acquisition of language, and by instructors to have active and progressive students in their turn.

Key words: Multiple Intelligence, mixed abilities, language learning, tasks, guidebook, learning styles.

1. Introduction

Multiple Intelligences is the theory designed by Howard Gardner, in 1983. He defined this theory as a set of abilities, talents or mental skills that all individuals possess. Individuals are different from each other only in the level of their skills and combination of their intelligences.

Intelligence described by Dr. Gardner as the combination of psychological and biological characteristics.

Multiple intelligences provide a wide variety of knowledge areas and skills beyond the traditional verbal and numerical methods to include personal, social and creative aspects. By focusing on intelligences, learners can more easily discover their strengths and use the resulting gains in confidence to develop those areas in which they may be lucky.

1.1 Types of Intelligence and the importance of their role

Howard Gardner developed eight types of Intelligence as following logical-mathematical, Linguistic, Interpersonal, Intrapersonal, Bodily-Kinesthetic, Spatial-Visual, Musical and Naturalist. These intelligences related to student's aptitude and approaches they might prefer in order to show their intellectual abilities. Every learner has the ability to indicate all of these intelligences, but some intelligences are more highly developed than others in certain individuals. Concepts and learning styles of the Multiple Intelligences propose simple and available methods to understand and explain a learner's preferred ways of learning and development.

Intelligence is not about how students' innate ability, but how they can improve their aptitude. It can help learners to represent their own perceptions about intelligence, cleverness and ability.

1 Main part.

Multiple Intelligences in language learning.

The role of Multiple Intelligences is very important in language learning, it provides a great opportunities for learners in acquiring foreign language. Providing learners with the opportunity to represent on their own type of intelligence helps them identify effective learning strategies and it is valuable for their future profession. MIT improves learner's self-understanding and control of self-study leads to better self-management. Multiple Intelligence offers teachers easy way to use and examine the best teaching approaches and strategies in language learning. Every instructor has students with different type of intelligence, different point of view and with different strength and weakness. It's helpful and effective tool for them to teach and explain in the way students understand easily and quickly. Language learning with MIT helps learners to value their strength and to increase their weak skills and abilities, and to improve their academic achievements.

2.2 Problems of learners in language learning

There are few examples why students have problems in language learning. Schools tend to focus mainly on two intelligences. They are logical-mathematical and linguistic. All students are not same and have different capabilities and skills. Some of them are smart, talented and good at one thing but they may have difficulties in other areas. Mixed intelligence may cause problems in confidence of students. If there given a same task for all group, students whose ability is more suitable for these tasks will finish quicker and without any problems. But at the same time this task can be difficult for those whose type of Intelligence are not suitable. Instructors should take into consideration the theory of MI in order to know each pupil's dominant strengths and areas for development.

In mixed group of intelligence learners can face some difficulties because most instructors teach as all learners are same. But every student learns in different way and makes different progresses. For example for students with linguistic type of intelligence can be difficult to understand grammar or vocabulary in mathematical way using different formulas or diagrams.

Also language learning can be problematic for student because he or she doesn't want to learn foreign languages. Mostly their parents or teachers forced them.

As result of these problems for some learners lessons are boring, some of them enjoy it and some of them interested and active during the lesson or vice verse.

2.3 Solutions for mixed intelligence group.

Gardner's multiple intelligences theory can be used for curriculum development, making progress in language learning and selection of different class-activities. Language learning approaches can be developed around the all types of intelligence. In order to cope with problems instructors should appeal to all type of intelligence.

23. **Visual materials** are very interesting and easy to understand. For example explaining grammar in presentation with different and colorful slides, or using blackboards with colorful chalks, or posters in order to catch learner's attention.

2) **Open-Ended Tasks** can be used to have different variants of one answer. One picture, one chapter or one story can be ended in different ways. Linguistic students may create a poem, bodily-kinesthetic may create a role play, etc.

3) **Games and Competitions** Learners love interesting games where they can compete with each other. They would try to do their best in order to win.

4) **Group works/ Individual works** are useful for learners in order to know how to work in pair or in group. How to cooperate with them, how to help and support others in the group.

In order to save precious time of teachers we can divide one group of learners into small groups of most dominant combination of learners. Give them same chapter as a home assignment but they have to do it in different ways.

1 Conclusion

We had found some problems of students in language learning and effective approaches with the help of Multiple Intelligence Theory as the solution. We checked out how these approaches in acquiring language work. And found out progress and positive comments of students after interviewing them again. Results of research part show that *improved learner's motivation and participation during the class, improved self- confidence. Promoted student- teacher relationship, changes from teacher- centered to student - centered practice and higher academic achievements.* We had increased the awareness of Multiple Intelligences for learners and instructors. And we have proved one more time the importance of MIT in language learning.

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