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A STUDY ON BLENDED LEARNING: MULTIPLE INTELLIGENCES BASED ACTIVITIES TO LEARNERS OF ENGLISH AT SECONDARY LEVEL

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Abstract

This study aims to investigate on blended mode of instruction, face-to-face driver model in teaching English using activities based on Multiple Intelligences approach proposed by Howard Gardner. A vast and holistic approach is necessary in this digital era to integrate the necessary skills in learners. The role of a teacher here is either a mentor or coach contributing to the overall development of student's intelligences by designing a rich array of multisensory activities and executing them within the given constraints of time, space, resources and classroom. The pre-test is conducted to understand the traditional teaching method, know the standard level of students and their predominant intelligences. Mixed methods are adopted and executed among the English learners to enrich their learning patterns, stimulate their skillset and become accomplished in all conceptual aspects. The post-test is conducted and results are analysed fulfilling the purpose to make students adroit and proficient to meet the Global challenges by incorporating all the Multiple Intelligences.

Key Words: English Teaching, Blended Learning, Face-to-face Driver Model, Multiple Intelligences, Power Skills, Language Skills, Multiple Intelligences based activities

Introduction

Education is a complex system with multiple perspectives and various levels of analysis. Being in the contemporary digitalized era knowing or learning a language alone is not enough to meet the demands of universal standards as we are living in an ever-changing world, where a lot of new innovations are generated and established. The students are to be trained to imbibe in them the lifelong skills such as communication skills, soft skills, life skills, social

skills, power skills, innovative thinking, critical thinking, technological skills, creativity, collaboration, problem solving, digital literacy, global awareness in order to be a versatile person.

Objective of this study is to teach English not just as a skill-based subject but to make them skilled professionals by helping them to identify their Intelligences, through the integration of Blended Learning to create a more personalised and effective learning experience. Review of literature was done to understand and explore more about bridging the gap.

Imparting them in the educational courses will make them know when and where to apply these facts and ideas in complex situations and this will give them in their career a real-world success (self-exploration, self-realization, self-discovery). In this study we have adopted Blended Learning otherwise known as Hybrid Learning involving Multiple Intelligence-based activities which is a mixed mode of digital instruction involving technology in a physical place-based classroom that paves way for both online and in-person learning experiences of teaching students.

Statement of the Problem

In Indian educational scenario classroom management individual attention to learners for both academic and professional development is not possible in reality. Jaskiran Bedi says, English is not taught as a language skill but as a subject to pass. The focal point of teaching English shifts from attaining competence to gaining scores and tasks completion. No space is given for exposure and development of skills due to time constraint, cultural barriers, inadequate training, lack of resources and language barriers.

The world is full of rapidly changing challenges where both students as well as professionals are prone to it. Hence being a skilled candidate is very much important with SWOT Analysis (strengths, weakness, opportunities, threats). It is the need of the hour to prioritize skill development and intelligences to succeed in the modern workspace and thrive in challenging tasks.

Significance of the Problem

Learning in a classroom setting is not an individual process rather it's a group process where both the students interact with their peers and teachers. In most educational contexts the teacher usually reads the text in class or asks a student to read it aloud and explains it. They do not comprehend, analyse, understand what they are reading rather memorise it. So, there is no space for them to identify their own inner hidden potentials, lacking points in order develop their skills. But Blended Learning approach with Multiple Intelligence based activities is advantageous as it uses technology to give them clarity on concepts and as they take up the tasks immediate feedback and guidance is given to them in person which helps in for self-realization that leads towards self-actualization.

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The Theoretical concept of Blended Learning and Multiple Intelligences

Blended learning is an instructional approach in which the traditional classroom experience is assisted with technology and digital tools. It is a mixture of live face-to-face interactions between students and teachers. Its more flexible giving personalised learning experiences to students with anytime access from any part of the globe. It enhances the use of technology by teachers creating a more interactive environment combining both the online and offline activities together to enhance their teaching, create a collaborative learning environment providing immediate feedback to students. Thus, meets the needs of different levels of learners with varied levels of understanding giving accessibility to high quality educational resources.

There are five types of Blended Learning Models they are as follows:

> **Face-to-face driver Model:** The primary mode of teaching is in traditional classroom setting, supplemented with online resources and activities to enhance personalised learning experience of students giving individualized feedbacks meeting their needs.

> **Flipped Model:** The resources are given in advance, so that students watch the lectures and complete activities before coming to class. Finally in class, they get engaged in discussions, group works, to get a broader understanding of concepts.

> **Rotational Model:** It involves online learning, face-to-face interactions and self-study but students rotate to various stations where one group would work online, the other works with the coach and the other group might work independently.

> **Flex Model:** Students learn online and also have face-to-face interactions with teachers and peers. They have control over their learning as they can have their own pace and can focus on the areas which they have to improvise on.

> **The Self-Blend Model:** Flexibility is given to students to choose on their own which course they want to take online and which they want to take in-person in addition to the traditional class. They have accessibility to it at any time, and the teacher just guides them with support when required.

> **Lab Model:** The teaching is entirely delivered through a digital platform, in a consistent physical location. The students also have physical classes.

In this the Face-To-Face Driver Model is chosen for study. The teacher at first plans the lesson, the resources that could be used both online and offline, the activities, the outcomes and the methods of assessments. Technology is used for online interaction to enrich the learning experience of the learners through online quizzes, games, interactive activities or individual activities are given and are evaluated. Materials pertaining to lessons are shared for

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future references in the respective digital platforms used. Variety of instructional strategies could be adopted and hands-on experience could be given to further engage the students to facilitate learning. Immediate feedback, guidance and support is given in this model of learning.

It acts as an effective and engaging learning environment where the teacher is a driver who guides students and sees if the targeted outcomes are achieved emphasizing the importance of face-to-face interaction between teacher and students. This involves body language, voice modulation, facial expressions and eye contact. Teaching here is student centric as the teacher is just a mentor or a coach. According to Kaye Thorne Blended Learning is a mix of multimedia technology, CD Rom video streaming, virtual classrooms, voicemail, email, conference calls, online text animation and video streaming.

The Multiple Intelligences Theory was proposed by Psychologist Howard Gardner in 1980's. This theory challenges the traditional notion of Single Intelligence rather states each individual is a combination of different intelligences. It states that human intelligences can be differentiated into these eight modalities such as:

- ➢ Verbal-Linguistic Intelligence: They use language effectively in speaking, writing have good vocabulary.
- ➢ Mathematical-Logical Intelligence: They logically think, solve mathematical problems, identify patterns and relationships.
- ➢ Musical Intelligence: They have a good sense of response to music, rhythm, pitch and benefit from activities based on music.
- ➢ Visual-Spatial Intelligence: They are good at learning from visuals and so they learn through a lot of videos and infographics.
- ➢ Bodily-Kinesthetic Intelligence: They are physically adept and learn through activities based on physical movements and hands-on experience.
- ➢ Interpersonal Intelligence: They collaborative and learn by interacting effectively with other people.
- ➢ Intrapersonal Intelligence: It's the ability to understand one's self, they prefer to learn through self-paced learning.
- ➢ Naturalist Intelligence: They are very much nature oriented and learn through activities involving natural world as they are keen in understanding nature and would prefer field trips, gardening, camping.

Smart	Examples
Linguistic	Reading, writing, foreign languages, storytelling, puns, rhymes, tongue twisters
Musical	Singing, humming, rapping, listening to music, playing an instrument
Logical-Mathematical	Estimating, remembering statistics, science, logic puzzles, strategy games
Spatial	Drawing, building, watching movies, playing video games, reading maps
Bodily-Kinesthetic	Playing sports, acting in skits/plays, building crafts or models, dancing
Intrapersonal	Watching people, making friends, helping others, conversing, volunteering
Interpersonal	Thinking deeply, setting goals, working on your own, understanding feelings
Naturalist	Gardening, caring for animals, camping, hiking, recycling, cooking

(Examples adapted from materials created by Armstrong 2000-2003).

Gardner says "I believe that the brain has evolved over millions of years to be responsive to different kinds of content in the world." Each individual has varying levels of Intelligences and they learn and acquire information in different ways. This theory suggests that understanding the types of Intelligences learners possess will help the teacher to know their learning styles and accordingly the curriculum could be designed to make teaching and learning more effective, interactive and efficient, which makes learning a dynamic sphere to discover in a large, deep, wide spectrum.

Learning in a classroom setting through an integrated combination of traditional classroom with web based on-line approaches and Multiple Intelligences together gives an effective, engaging learning atmosphere to teach English by using a wider range of Multiple Intelligences-based activities. This will give students a good learning experience by helping them identify their Intelligences and develop skills. It gives flexibility to work at their own pace, giving immediate feedbacks, personalising students with different learning styles and Intelligences catering according to their needs are the positives of this approach.

Teaching of English through Blended Learning and Multiple Intelligences based Activities

English is a skill-based subject very much required for success in both academic and professional fields. So, the teachers should involve activities to improve language specific skills such as vocabulary, pronunciation and grammar. Enhancing these skills alone is not enough in this competitive world developing cognitive skills, critical thinking skills, power

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skills, life skills and analysing skills is also much required. Quality education emphasizes on creating holistic all rounded individuals equipped with essential skills giving importance to social, emotional and physical aspects of learning is mandate. It suggests to adopt Experiential learning, by giving hands-on experience, arts and sports integrated education, story-telling-based pedagogy and other related explorations pertaining to different subjects. Further it focuses on the integration of technology-based education and states that classroom transactions will shift, towards Competency-Based learning and education for better learning outcomes and assessments will also be aligned accordingly. Blended Learning gives us a combination of technology in education in a physical classroom setting, to make learning both creative, collaborative and innovate and the way in which it is presented to the students matters a lot.

Methodology

Holistic development of all the skills required for lifetime success in personal and professional life and is conducted among the Eighth grade CBSE School students in Chennai. The school follows NCERT curriculum. Total sample taken for study is 71, students from two different sections. Unit I "The Best Christmas Present in the World" from English text was taken for research and activities were created based on Multiple Intelligences. Visual aids were used to teach the unit.

This is a quantitative study, where activities created were implemented and experimented to know the positive outcomes. Questionnaires with close-ended questions were given to subjects, respondents can answer only from the given set of questions. Pre-test was conducted to understand prior knowledge of students on the concept of Multiple Intelligences and Blended Learning, popular teaching methods, and to know the predominant intelligences of students and to identify their requirements. Understating the needs after test a new set of activities were created by incorporating most of the Intelligences and tested apart from the activities prescribed in text. Post-Test was conducted after implementation of Multiple Intelligences based activities and immediate feedbacks were given to them in the physical classroom which was of great help for their individual professional development.

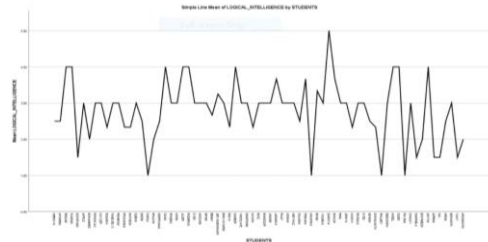## Data Interpretation

> **Pre-Test**

Multiple Intelligences Inventory was administered in pre-test to know their pre-existing knowledge on topic. Set of Five questions were framed for all the Eight Intelligences.

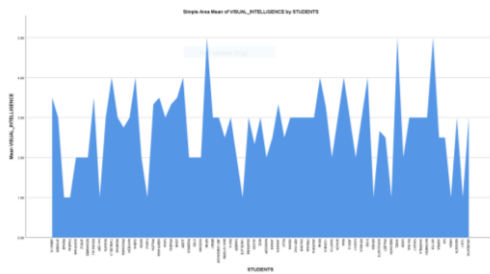X Axis represents students' data, Y Axis represents questions of sample between 1-5.
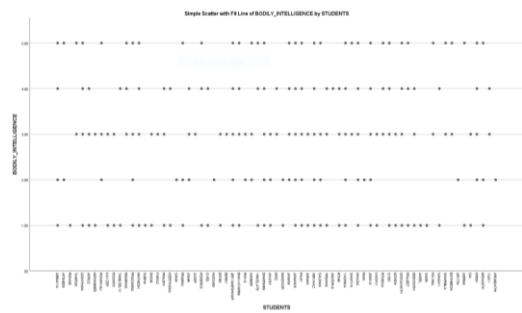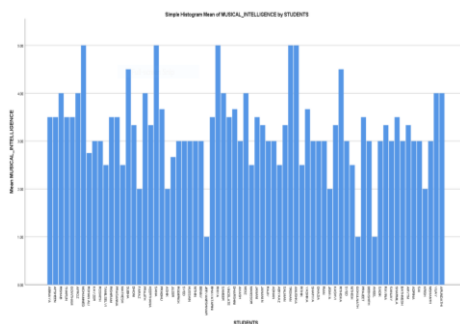
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1. **Linguistic Intelligence Intelligence**
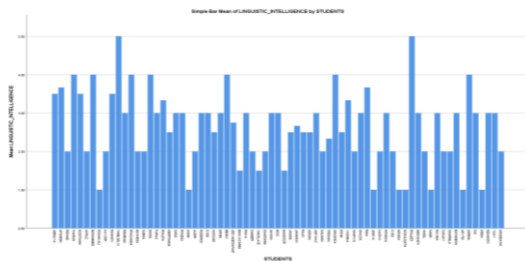
2. **Logical-Mathematical**

1. **Visual-Spatial Intelligence Intelligence**
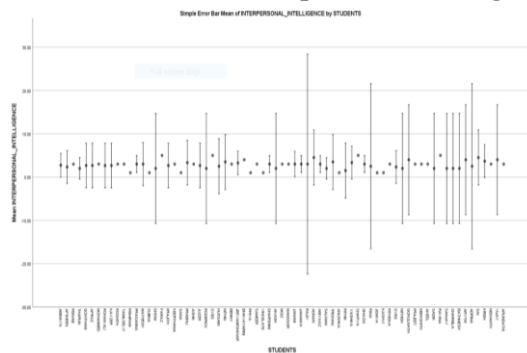
4. **Bodily-Kinesthetic Intelligence**

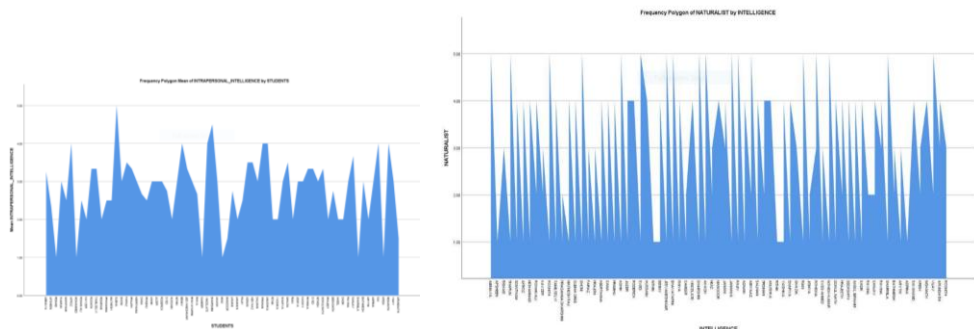5. **Musical Intelligence**

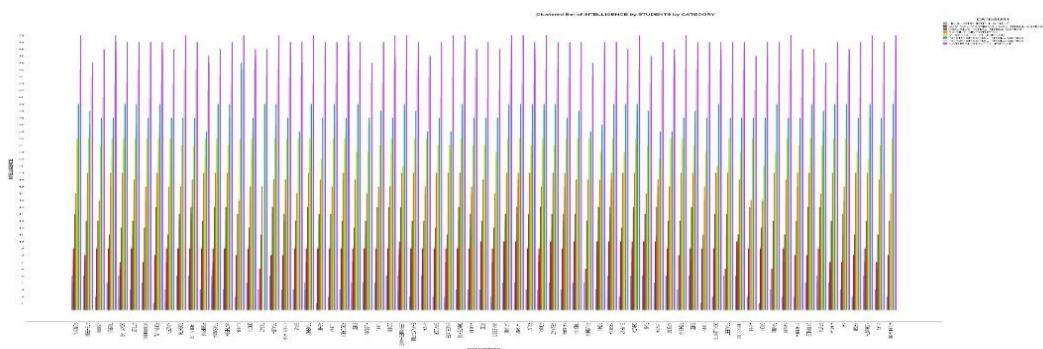6. **Interpersonal Intelligence**

7. **Intrapersonal Intelligence**

8. **Naturalist Intelligence**
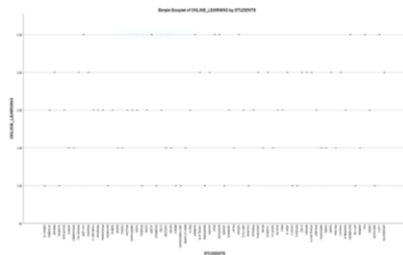
OVERALL REPRESENTATION OF PRE-TEST

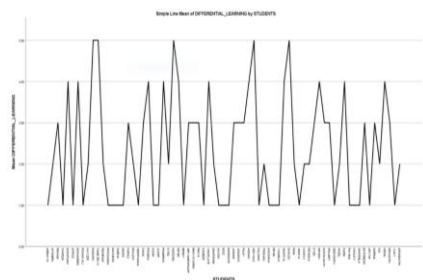X Axis represents students' data, Y Axis represents Multiple Intelligences

S.No.	Criteria	Colour	Intelligences
1.	Maximum optimised option	Purple	Naturalist Intelligence
2.	Average optimised option	Blue	Linguistic Intelligence
		Yellow	Musical Intelligence
		Green	Visual Spatial Intelligence
3.	Minimum optimised option	Red	Logical-Mathematical Intelligence
		Green	Interpersonal Intelligence
		Pink	Intrapersonal Intelligence
		Orange	Bodily-kinesthetic Intelligence

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➢ **Teaching Methods**

1. **Online Learning**   2. **Experiential Learning**

3. Differentiation   **4. Blended Learning**
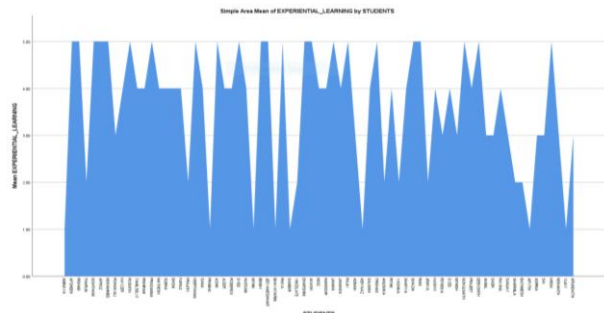
5. Game- Based Learning   **6. Project-Based Learning**
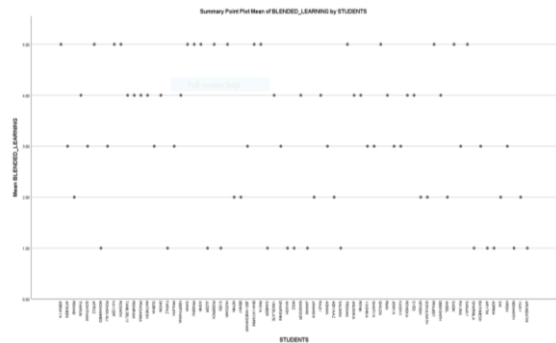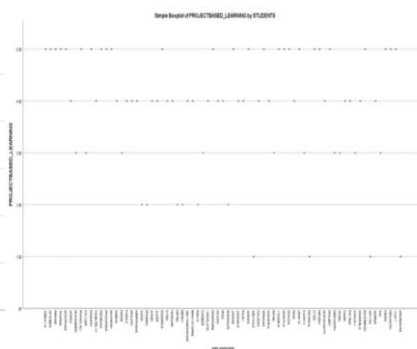
7. **Inquiry-Based Learning**   8. **Flipped Classroom**

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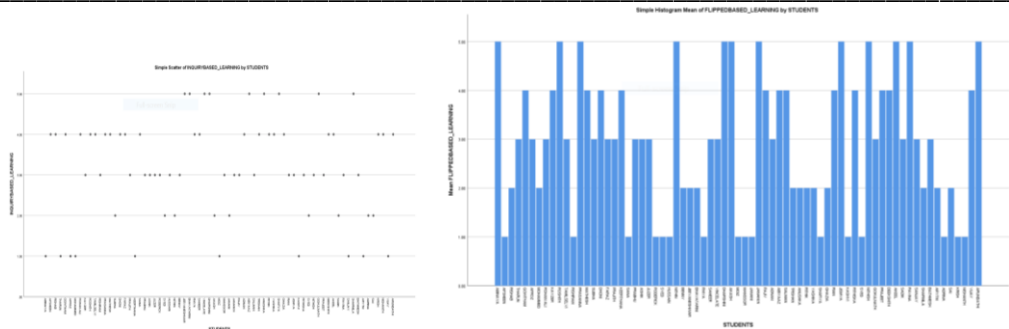
9. Cooperative Learning
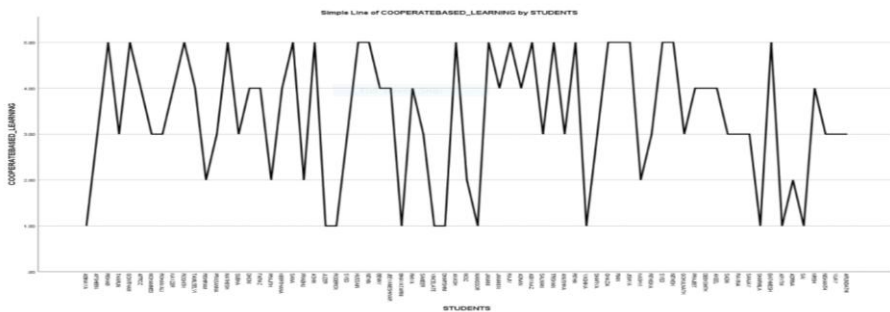

OVERALL REPRESENTATION OF TEACHING METHODS
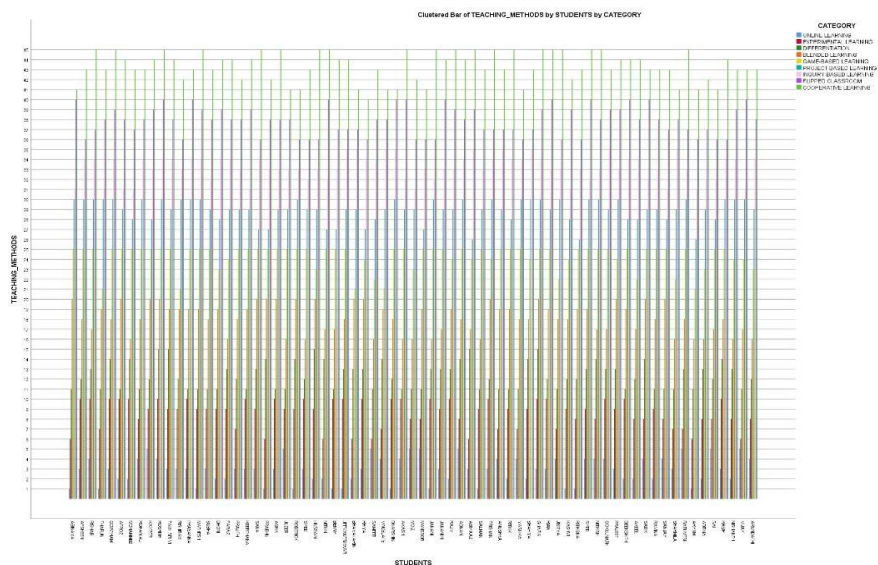
X Axis represents head count/Student details, Y Axis represents the teaching methods

| S.No	Criteria	Colour	Teaching Methods
1.	Maximum optimised option	Green	Cooperative learning
2.	Average optimised option	Purple	Flipped classroom
		Orange	Blended learning
		Yellow	Game-based learning
		Blue	Project-based learning
		Dark green	Differentiation
3.	Minimum optimised option	Pink	Inquiry-Based Learning
		Red	Experiential-Based Learning

➤ **Post-Test**

Below are the Graphical representations of tests conducted after implementation of Multiple Intelligence based activities.
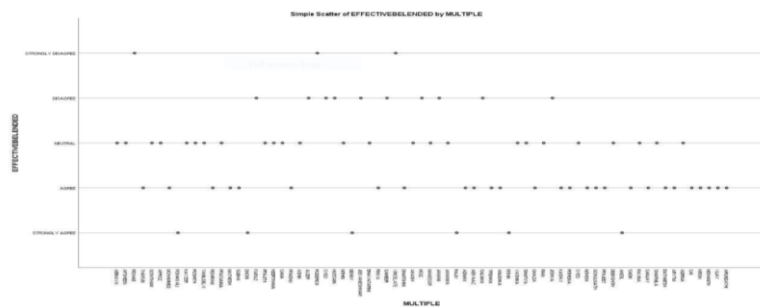
X Axis represents students' data, Y Axis represents response to the use of Multiple Intelligence based activities (Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree)
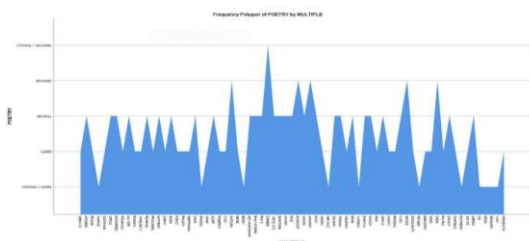
1. Poetry Writing   **2. Paraphrasing**
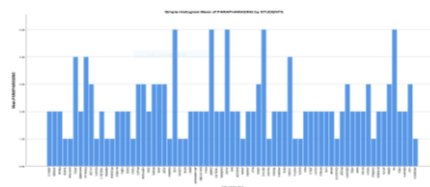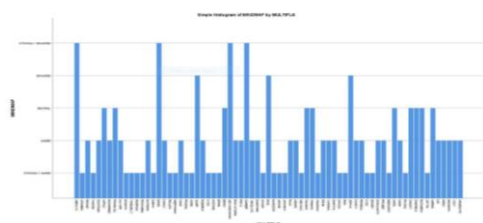
3. Mind Map   **4. Vocabulary**
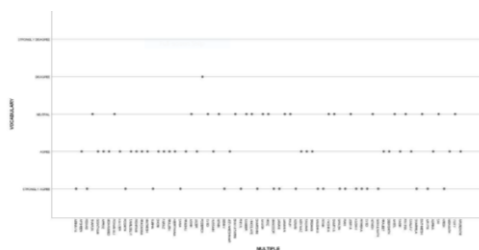
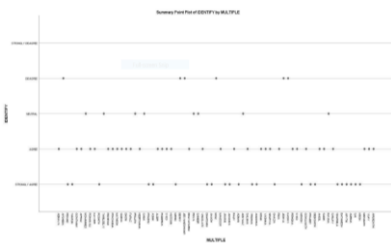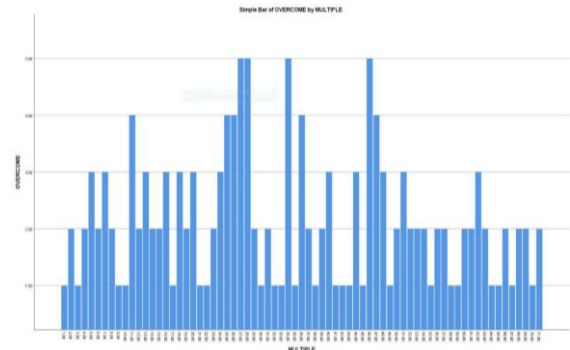**5. Pronunciation**   **6. Effective Blended**

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Learning
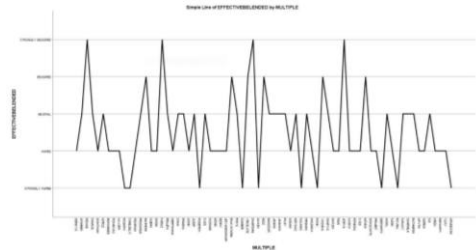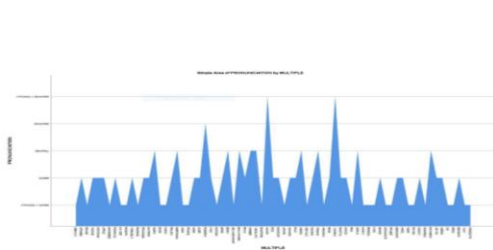
7. Blended Learning and Multiple Intelligences Approach in learning Second Language
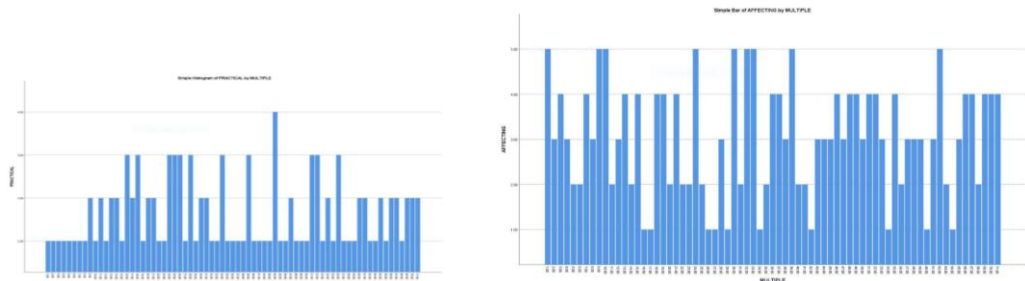

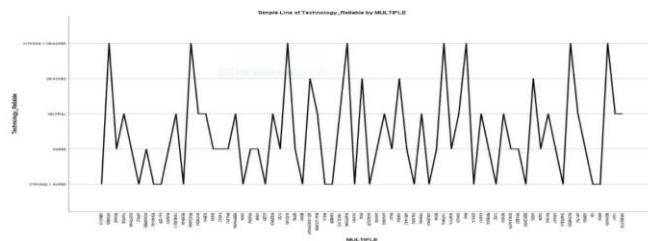**8. Identifying Intelligences**   **9. Overcome Learning Difficulties**

10. Practical and Student Friendly   **11. Affecting Traditional Method of Teaching**

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12. Is Technology Reliable

OVERALL REPRESENTATION OF POST-TEST
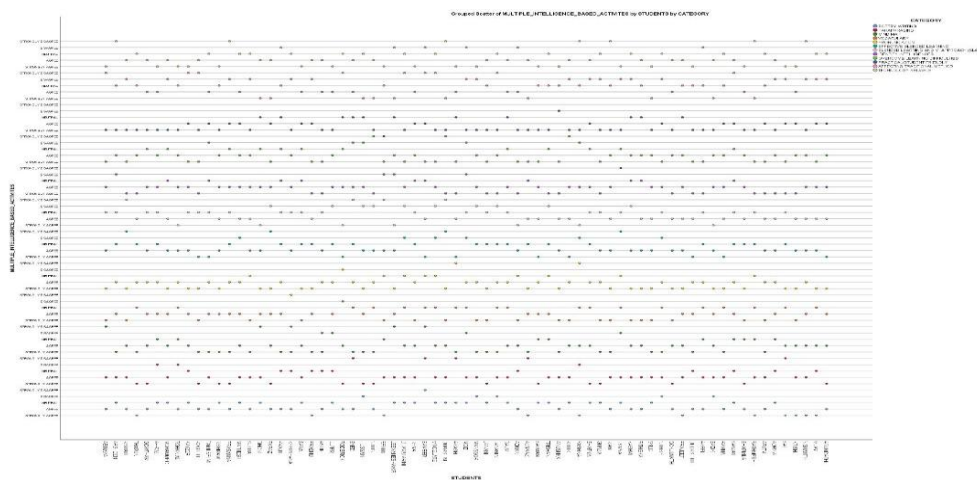
X Axis represents students' data, Y Axis represents response to the use of Multiple Intelligence based activities (Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree)

- ✓ Maximum optimised opted : Q. 3, 2, 6, 9, 12
- ✓ Low optimised opted   : Q. 1, 5, 10, 11, 4, 7
- ✓ Minimum optimised opted : Q. 8

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Recommendations and Findings

The present study clearly delineates that blended learning along with Multiple Intelligence based activities is very much effective in today's scenario as it gives a wider exposure to the learners with various combination, different methods of learning based on activities with different learning styles and patterns in various environments. It helps them to identify their Intelligences, develop the language skills as well as their professional skills. Blended learning opportunities could be effective when stronger implementation is done along with the syllabus patterns by taking a shift from following the traditional method of teaching. Extra study patterns of lectures, demo, seminars, group projects and presentations can be given to further improvise their Intelligences.

Different methods and approaches in academics involving such activities will be more result oriented and it promotes knowledge acquisition and enhances skill development. The implementation of Blended Learning along with Multiple Intelligence activities mainly focuses on seeking of information, acquisition of information and finally synthesizing the knowledge in application by making them unique.

A training program for teachers can be conducted for a better understanding of Blended Learning and Multiple Intelligences. Structured lesson plan can be created and implemented for better exploration with the different available resources.

Hence, Blended Learning could be applied along with the traditional method to improvise the Intelligences of the students as it shifts their attitudes towards learning and also helps to improvise their personality which has deep understanding with respect to both social and psychological process at a younger stage through academical progress as it is more effective for both personal and professional development by helping them to identify their individual strengths and manage their own learning. All these are used to produce valid, effective and efficient learning using Multiple Intelligences along with traditional patterns, which will accumulate positive educational experience involving competency-based learnings that increases their capabilities and IQ level.

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