

**AN INVESTIGATION ON TEACHING AND LEARNING ACTIVITIES  
THAT SUIT DIFFERENT INTELLIGENCES IN AN ENGLISH  
CLASSROOM**

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## ABSTRACT

One of the measures taken by the Ministry of Education to help students in learning the English subject is by introducing Multiple Intelligences (MI) in all primary and secondary schools in February 2000.

Multiple Intelligences (MI) was introduced by Dr. Howard Gardner in 1983, which emphasizes on seven different intelligences that should be possessed by normal individuals. Dr. Howard proposed that people use at least seven relatively autonomous intellectual capacities; each with its own distinctive mode of thinking to approach problems and come out with solutions. These capacities include verbal- linguistic, musical-rhythmic, logical-mathematical, visual-spatial, bodily-kinesthetic, interpersonal and intrapersonal intelligences.

This research attempts to identify the dominant intelligence/s of MI among the participants and find out types of teaching-learning activities that would be able to enhance the participants' speaking and writing skills by relying on the MI framework. By understanding participants' dominant intelligence/s, the researcher hopes that this study will benefit educators as well as learners in creating meaningful teaching-learning environment in the English classrooms.

## ABSTRAK

Antara langkah yang telah diambil oleh Kementerian Pendidikan untuk membantu pelajar mempelajari subjek Bahasa Inggeris ialah dengan memperkenalkan 'Multiple Intelligence' (MI) di semua sekolah rendah dan menengah di Malaysia pada Februari 2000.

Multiple Intelligences (MI) telah diperkenalkan oleh Dr. Howard Gardner pada tahun 1983, yang mana ia menekankan tujuh aspek pelbagai kecerdasan yang seharusnya dimiliki oleh individu yang normal. Dr. Howard menyatakan bahawa manusia menggunakan sekurang-kurangnya tujuh kebolehan intelek dan setiap satu kebolehan itu mempunyai corak pemikirannya yang tersendiri dalam menangani masalah serta mencari jalan penyelesaian. Kebolehan intelek itu ialah 'verbal-linguistic', 'musical-rhythmic', 'visual-spatial', 'bodily kinesthetic', interpersonal dan intrapersonal.

Kajian ini cuba untuk mengenalpasti kecerdasan dominan sampel di samping mengetahui aktiviti-aktiviti pengajaran-pembelajaran yang boleh meyerlahkan lagi kebolehan bercakap serta penulisan sampel. Dengan memahami kecerdasan dominan sampel, penyelidik berharap agar hasil kajian ini dapat memberikan menafaat kepada para pendidik malahan pelajar agar sesi pengajaran-pembelajaran Bahasa Inggeris akan menjadi lebih bermakna di dalam bilik-bilik darjah.