

*The Study of the First Year Students' Multiple Intelligences in Learning English,  
Faculty of Liberal Arts, RMUTSV*

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**Abstract**

The purposes of the study were to examine the first year students' multiple intelligences preference in studying English, explore the difference in students' multiple intelligences preference in learning English of each gender and investigate the difference in students' multiple intelligences preference in learning English of each major. The sample of this study was 100 first year students, the Faculty of Liberal Arts, RMUTSV selected by purposive sampling. The instrument of this study was a multiple intelligences ability questionnaire. The statistics used were mean and S.D. The result showed that the first year students demonstrated strong preference in learning English through musical intelligence and spatial intelligence,  $\bar{x} = 3.49$ , S.D. = 0.92 followed by naturalist intelligence,  $\bar{x} = 3.40$ , S.D. = 0.96. The highest mean score of multiple intelligences in learning English for male students was musical intelligence,  $\bar{x} = 4.07$ , S.D. = 0.93 while the highest mean score of multiple intelligence in learning English for female students was spatial intelligence,  $\bar{x} = 3.48$ , S.D. = 0.91. For English for International Communication major, the highest mean score of students' multiple intelligences in learning English was naturalist intelligence,  $\bar{x} = 3.97$ , S.D. = 0.81. For Home Economics major, the highest mean score of students' multiple intelligences in learning English was interpersonal intelligence,  $\bar{x} = 3.50$ , S.D. = 0.93. For Tourism major, the highest score of students' multiple intelligences was musical intelligence,  $\bar{x} = 3.67$ , S.D. = 0.89, for Hospitality major, the highest mean score of students' multiple intelligences in learning English was spatial intelligence,  $\bar{x} = 3.50$ , S.D. = 0.94.

**Keyword:** Multiple Intelligences, Multiple Intelligence preference, learning English

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## **Introduction**

English is the main language that people use around the world. It is the vehicle for communication for people in many areas involving education, business, trade, science, technology and tourism. Therefore, in order to develop the country, it is necessary to improve our people's English proficiency. In Thailand, students are supported to study English from childhood and they have studied English as a second language for many decades; however, they still have a low level of English proficiency. The problems come from many causes including teaching and learning style. Teachers did not adjust their teaching to students' ability and intelligence.

According to Gardner, we can improve education by emphasizing on students' multiple intelligence. Students have their own intelligence which can be different from others. Howard Gardner states that human beings have nine different kinds of intelligence reflecting different ways of interacting with others in the society. For Gardner, intelligence is the ability that people can do to create an excellent product or provide the valued service in a culture; the ability that people can solve problems in life; the potential involving using new knowledge for finding or creating solutions for problems (Gardner, 1983). At first, Gardner classifies the multiple intelligences into seven main intelligences; Linguistic, Logical Mathematic, Spatial, Bodily-Kinesthetic, Musical, interpersonal, intrapersonal and later he added Naturalistic intelligence into the multiple intelligences (Solmundardottir, 2008 as cited in Fasko, 2001).

Some people understand some things more than others. Our intelligence to understand the world is complex and different. Gardner's multiple intelligences theory can be employed for curriculum development, planning instruction, selection of course activities, and related assessment strategies. Instructions that are designed to improve students' strength and confidence can help them develop their weak point. (Faculty Development and Instructional Design Center, n. d.). Teele (as cited in Göğebakan (2003) stated that students should be encouraged to find out principles by themselves and it is the teacher who should try and do this. The duty of the teacher is to provide information to be learned in appropriate format, considering the learner's understanding and curriculum should be organized in order to help student build upon what they have already studied. When using multiple intelligences the teacher should focus on encouraging student to access to learning not assessing on how smart they are. Multiple intelligences affect the students' learning styles. Integrating learning styles and multiple intelligences can enhance communicative abilities, motivation and students' attitude (Brunia, 2007). Wood (as cited in Brunia, 2007) stated one study found that people with different learning styles collect information in different ways.

From the reason above, it is important for those who involve in education not to overlook students' multiple intelligence and study this issue seriously in order to adjust their teaching to students' abilities. It is necessary to have a variety of activities and approaches, and the curriculum should meet the need of each student.

Therefore, the purposes of the study were to examine the first year students' multiple intelligences preference in studying English, explore the difference in students' multiple intelligences preference in learning English of each gender and investigate the difference in students' multiple intelligences preference in learning English of each major

## **English Language Teaching and Learning in Thailand**

English is very important in Thailand like many other countries. Many areas include business, education, and science and technology demand high proficiency in English. English is used as a mean for communication in 2015 when Asean Economic community occurs. Thailand is a country with using Thai as an official language due to the fact that Thailand has never been colonized and one language can make the unity in the nation. However, English is the most first foreign language that students have to study. Even though, Thai students have studied English for many decades, Thai students have a low level of English proficiency when compared with many countries in Asia like Malaysia, Philippines and Singapore. According to the speech of the Minister of the Ministry of University Affairs on March, 6<sup>th</sup> 2000, the average TOEFL scores of Thais was similar to Mongolians but higher than Japanese and North Korean. According to Dr. Rom Hiranyapruet, director of Thai Software Park mentions that English is as necessary as other infrastructures and technology. Thailand cannot be developed much because our workers have a low English competence. Besides, Arunsi Sastramitri, director of the Academic Training Section of the Tourist Authority of Thailand stated that Thai students who graduated in the tourism industry have a poor command of English which affects tourists' attitude toward Thailand and it affects the tourism which is the main income of Thailand.

According to Biyame (1997, cited in Wiriyachitra 2002.), there are many reasons that obstruct Thai students' English proficiency. For teachers, they have heavy teaching loads and they have to teach 45-60 students in the class. Moreover, they have insufficient English language skills and western cultural knowledge and lack of technology knowledge and educational technology. For students, their difficulties are their hindrance from Thai especially in syntax, idiomatic usage and pronunciation, few opportunities to use English in everyday life, unattractive lessons, being passive and too shy to speak English.

Thailand's new constitution established the National Education Act in 1997. This education reform includes four main areas: school, curriculum, teacher and administrative reform. The main focus of this reform is students' ability to learn and develop. It encourages students' lifelong learning. Thai students will be provided a twelve-year basic education. In 2005, every level and aspect of Thai education will be controlled by an Office of Quality Assurance since 2015. A learner-centered approach is the main concern for Thai education. Families and local communities involve the school policy and administration. Teachers have to do the research and also develop their teaching skills.

### **Multiple Intelligence Theory**

The traditional theory of intelligence can be concluded that human cognition is unitary and each person can have only a single intelligence. It uses the score from standardized intelligence tests to evaluate students for many special programs. The test is assumed that it can be assessed intelligently correctly. However, current research indicates that intelligence is not a static structure which can be assessed but it is an open, dynamic system which can be improved throughout life (Hine, n.d.).

In 1983, Howard Gardner discovered the theory of Multiple Intelligence. He stated that intelligence was more than solving problems and fashioning products. He lastly stated the principle of The Multiple Intelligence Theory. First, students should be encouraged to use their intelligences that they prefer learning. Second, Teacher should apply all instructional activities which need different forms of intelligence. Last, the learning evaluation should evaluate multiple forms of intelligences. The traditional Intelligence and the contemporary intelligence can be compared as follows.

| The Traditional Intelligence Understanding   | The contemporary Intelligence Understanding  |
|--|--|
| <ul style="list-style-type: none"> <li>• Intelligence is constant.</li> <li>• Intelligence can be measured in quantity.</li> <li>• There is 'one' intelligence in general.</li> <li>• Intelligence is measured by isolating it from real life.</li> <li>• Intelligence is used to classify students and predict their possible success.</li> </ul> | <ul style="list-style-type: none"> <li>• Intelligence can be developed.</li> <li>• Intelligence is not estimated with numerical values displayed in any performance or problem-solving process.</li> <li>• Intelligence can be exhibited in many ways.</li> <li>• Intelligence is measured in real-life situations.</li> <li>• Intelligence is used to understand the potential strengths of individuals and the areas that they will be successful</li> </ul> |

Figure 1: Comparing the Traditional Intelligence Understanding and the contemporary Intelligence Understanding.

According to Howard Gardner, multiple intelligences can be classified into eight intelligences.

- 1.1 Linguistic Intelligence includes people ability to speak, write and learn languages. It is also the ability to use language to achieve the goal which involves the ability to use language to express oneself effectively and the ability to use language for remembering information. People who have this intelligence are good at reading, writing, playing word accurately and fluently. These people always work as writers, poets, speakers and lawyers. (Gardner, 1999 and Teele, 2000).
- 1.2 Logical-Mathematical Intelligence includes the ability to analyze problems logically and look into the issue scientifically. Gardner (1999) stated that the intelligence is often relative with scientific and mathematical thinking including the ability to inspect patterns, reason deductively and think logically. Students with logical mathematical ability are fond of a mathematical problems, problem solution and experiment. They learn best when getting systematic and logical information (Teele, 2000).
- 1.3 Spatial Intelligence consists of the ability to recognize pictures. Students with spatial intelligence are good at Art activities and reading chart and maps and thinking in image and pictures (Gardner, 1999 and Teele,2000). They also are good at visual memory and have a good sense of direction (Lines, n.d.).

- 1.4 Musical Intelligence includes the ability in understanding pitch, rhythm and timbre. The students with musical intelligence enjoy singing songs and create music. While reading or studying, they like listening to music. Clapping hands and snapping fingers can motivate the musical part of their brain (Gardner, 1999 and Teele, 2000). They can also play a musical intelligence. They can get new information effectively by listening to music.
- 1.5 Bodily-Kinesthetic Intelligence involves the ability to solve the problem by using their bodies in a talented and particular way. It is the coordination between mental ability and bodily movement. They achieve success in the class if they have a chance to use physical movement and hands (Gardner, 1999 and Teele,2000).
- 1.6 Intrapersonal Intelligence consists of the ability to understand oneself and one's feeling, emotion and motivation. It also involves using a good working model of oneself to manage one's life. The students with intrapersonal intelligence enjoy being alone because they can appreciate their strength and weakness and their inner feeling. They prefer writing a journal and study in a quiet place. (Gardner, 1999 and Teele,2000) Philosophers have this intelligences (Lines,n.d.).
- 1.7 Interpersonal Intelligence entails the ability to understand other intention, motivation and need. It helps people to work with others effectively. Interpersonal intelligence is important for salespeople, educators, religious leader and politician. The students with interpersonal intelligence like to be with people. They can get along with other and they are friendly. They learn best when they live in cooperative and collaborative surroundings. They can understand others and show their empathy and react to their mood. They like to work and study in groups and exchange idea with others. ( Gardner, 1999 and Teele,2000)
- 1.8 Naturalist Intelligence has the skills for notice, group and classify nature. They can hear and listen to environment sounds. They can live with nature peacefully. They can discover the relationship between nature and people. People with this intelligence mostly are farming, gardening, and biologist. ( Gardner, 1999 and Teele,2000) They are good at growing plants and interacting with animals (Lines,n.d.)

Multiple intelligence theory is very useful model which can use for developing a systematic approach to teach students and honor their ability within a classroom. It includes the concept that each person is smart to different degrees of expertise in each intelligent. Some might have stronger intelligence in some way whereas less developed in other intelligences.

### **The purposes of the study**

1. To examine the first year students' multiple intelligences preference in studying English.
2. To explore the difference in students' multiple intelligences preference in learning English of each gender.
3. To investigate the difference in students' multiple intelligences preference in learning English of each major

## **Methods**

**Variables** The independent variables were students' majors and students' genders. The dependent variable were the first year students' preferable multiple intelligence in students and students' multiple intelligence preference in each gender and major.

## **Population and Sample**

**Population.**The population of this study was the first year students from Faculty of Liberal Arts from Rajamangala University of Technology Srivijaya.

**Sample.**The participants included 100 first year students from four majors which were English for International Communication, Hospitality, Tourism, and Home Economics.

## **Research Instrument**

There was a questionnaire about multiple intelligences for studying English. The questionnaire was divided into two parts. The first part was about general information and the second part was about multiple intelligences for studying English.

## **Data Analysis**

The data obtained were analyzed as follows:

1. Students' self-rating score from the questionnaire was analyzed and calculated for the mean and standard deviation and interpreted into five levels  
4.21-5.00 = strongly agree                      1.81-2.60 = strongly disagree  
3.41- 4.20= agree                                      1.00-1.80 = disagree  
2.61-3.40 = neutral

## Result

| <b>Multiple intelligence<br/>in learning English</b> | <b><math>\bar{x}</math></b> | <b>S.D.</b> | <b>Level</b>    |
|--|-----------------------------|-------------|-----------------|
| 1. Linguistic Intelligence                           | 2.99                        | 0.91        | Moderate        |
| 2. Logical-Mathematical<br>Intelligence              | 3.29                        | 0.91        | Moderate        |
| 3. Spatial Intelligence                              | 3.49                        | 0.92        | High            |
| 4. Naturalist Intelligence                           | 3.40                        | 0.96        | Moderate        |
| 5. Bodily-Kinesthetic Intelligence                   | 3.37                        | 0.93        | Moderate        |
| 6. Musical Intelligence                              | 3.49                        | 0.92        | High            |
| 7. Inter personal Intelligence                       | 3.33                        | 0.95        | Moderate        |
| 8. Intrapersonal Intelligence                        | 3.33                        | 1.05        | Moderate        |
| <b>Total</b>   | <b>3.33</b>                 | <b>0.96</b> | <b>Moderate</b> |

Figure 2: The first year students' multiple intelligence

According to the figure 2, the first year students demonstrated strong preference for musical intelligence and spatial intelligence with the highest mean score,  $\bar{x} = 3.49$ , S.D =0.92 at the high level followed by naturalist intelligence,  $\bar{x}= 3.40$ , S.D. = 0.96 at the moderate level. The lowest mean score was linguistic intelligence at the low level,  $\bar{x}= 2.99$ , S.D= 0.91 at the moderate level.

| Multiple intelligence in<br>studying English | Male        |             |             | Female      |             |                 |
|--|-------------|-------------|-------------|-------------|-------------|-----------------|
|  | $\bar{x}$   | S.D.        | Level       | $\bar{x}$   | S.D.        | Level           |
| 1. Linguistic Intelligence                   | 3.30        | 0.98        | moderate    | 2.95        | 0.89        | Moderate        |
| 2. Logical-Mathematical<br>Intelligence      | 3.70        | 0.88        | High        | 3.23        | 0.90        | Moderate        |
| 3. Spatial Intelligence                      | 3.57        | 1.04        | High        | 3.48        | 0.91        | High            |
| 4. Naturalist Intelligence                   | 3.65        | 1.22        | High        | 3.37        | 0.90        | High            |
| 5. Bodily-Kinesthetic<br>Intelligence        | 3.48        | 1.13        | High        | 3.36        | 0.92        | Moderate        |
| 6. Musical Intelligence                      | 4.07        | 0.93        | High        | 3.44        | 0.90        | High            |
| 7. Interpersonal<br>Intelligence             | 3.55        | 0.98        | High        | 3.30        | 0.88        | Moderate        |
| 8. Intrapersonal<br>Intelligence             | 3.80        | 1.06        | High        | 3.27        | 1.0         | High            |
| <b>Total</b>                                 | <b>3.64</b> | <b>1.05</b> | <b>High</b> | <b>3.30</b> | <b>0.94</b> | <b>Moderate</b> |

Figure 3: Multiple Intelligence preference in Studying English of male and female students

As indicated in the figure 3, there are different ways of learning English between men and women. For men, the highest mean score of multiple intelligence in learning English was Musical Intelligence at the high level,  $\bar{x} = 4.07$ , S.D.=0.93 followed by intrapersonal intelligence at the high level,  $\bar{x}=3.80$ , S.D.= 1.06 and logical-Mathematical at the high level,  $\bar{x} =3.70$ , S.D= 0.88. The lowest mean score was Linguistic intelligence at the moderate level,  $\bar{x}= 3.30$ , S.D. =0.98. However, for women, the highest mean score of multiple intelligences in learning English was spatial Intelligence at the high level  $\bar{x} = 3.48$ , S.D. =0.91 followed by musical intelligence at the high level,  $\bar{x} =3.44$ , S.D. = 0.90 and naturalist Intelligence at the high level,  $\bar{x} =3.37$ , S.D= 0.90. The lowest mean score was linguistic intelligence at the moderate level,  $\bar{x} = 2.95$ , S.D= 0.89.



| Program        |           | Multiple intelligence in learning English |                      |          |            |                    |          |               |               | Total           |
|----------------|-----------|---|----------------------|----------|------------|--------------------|----------|---------------|---------------|-----------------|
|                |           | Linguistic                                | Logical-Mathematical | Spatial  | Naturalist | Bodily-Kinesthetic | Musical  | Interpersonal | Intrapersonal |                 |
| EIC            | $\bar{X}$ | 3.48                                      | 3.75                 | 3.49     | 3.97       | 3.75               | 3.95     | 3.78          | 3.85          | <b>3.75</b>     |
|                | S.D.      | 0.78                                      | 0.82                 | 0.77     | 0.81       | 0.91               | 0.78     | 0.92          | 0.90          | <b>0.06</b>     |
|                | Level     | High                                      | High                 | High     | High       | High               | High     | High          | High          | <b>High</b>     |
| Hospitality    | $\bar{X}$ | 3.08                                      | 3.28                 | 3.50     | 3.39       | 3.39               | 3.43     | 3.26          | 3.27          | <b>3.33</b>     |
|                | S.D.      | 0.90                                      | 0.94                 | 0.94     | 0.80       | 0.93               | 0.88     | 0.98          | 1.10          | <b>0.09</b>     |
|                | Level     | Moderate                                  | Moderate             | High     | Moderate   | Moderate           | High     | Moderate      | High          | <b>Moderate</b> |
| Tourism        | $\bar{X}$ | 2.88                                      | 3.35                 | 3.53     | 3.33       | 3.46               | 3.67     | 3.42          | 3.35          | <b>3.37</b>     |
|                | S.D.      | 0.79                                      | 0.69                 | 0.91     | 0.92       | 0.90               | 0.89     | 0.71          | 1.02          | <b>0.11</b>     |
|                | Level     | Moderate                                  | Moderate             | High     | Moderate   | High               | High     | High          | High          | <b>Moderate</b> |
| Home Economics | $\bar{X}$ | 2.52                                      | 2.76                 | 2.97     | 2.89       | 2.88               | 2.97     | 3.50          | 2.84          | <b>2.92</b>     |
|                | S.D.      | 0.89                                      | 0.87                 | 0.83     | 0.97       | 0.83               | 0.86     | 0.93          | 0.93          | <b>0.05</b>     |
|                | Level     | Low                                       | Moderate             | Moderate | Moderate   | Moderate           | Moderate | High          | Moderate      | <b>Moderate</b> |

Figure 4: the mean score of the first year students' multiple intelligence preference in each major

As can be seen from figure 4, English for International Communication major, had the highest mean score in multiple intelligences in learning English,  $\bar{X}$ =3.75 followed by Tourism,  $\bar{X}$ = 3.37, Hospitality, = 3.33 and Home economics,  $\bar{X}$ = 2.92 respectively. For English for international Communication major, the highest mean scores were naturalist Intelligence at the high level,  $\bar{X}$ = 3.97, S.D =0.81 followed by musical intelligence at the high level,  $\bar{X}$ = 3.95, S.D.= 0.78, intrapersonal Intelligence at the high level,  $\bar{X}$  =3.85, S.D.= 0.90. For Tourism major, the highest mean score was musical intelligence at the high level,  $\bar{X}$  = 3.67, S.D. =0.89, followed by spatial intelligence at the high level,  $\bar{X}$  = 3.53, S. D.= 0.91 and bodily-kinesthetic Intelligence,  $\bar{X}$  = 3.46, S.D.= 0.90. For Hospitality major, the highest man score was spatial intelligence at the high level,  $\bar{X}$  = 3.50, S.D. = 0.94, followed by musical intelligence at the high level,  $\bar{X}$  =3.43, S.D. = 0.88. For Home Economics major, the highest mean score was interpersonal intelligence at the high level,  $\bar{X}$  = 3.50, S.D. = 0.93 followed by spatial Intelligence at the moderate level,  $\bar{X}$  =2.97, S.D.= 0.83 and musical Intelligence at the moderate level,  $\bar{X}$ = 2.97, S.D.= 0.86.

## Discussion

The result of the study can be discussed as followed.

1. The first year students' multiple intelligence preference in studying English of the first year students.

The first year students' multiple intelligence preference was musical intelligence and spatial intelligence followed by naturalist intelligence. It found that in general the first year students prefer using music, picture, graph, and chart in studying English. Now, teenagers' hobby mostly includes listening to music especially the music of their favorite artist and their favorite kind of music. Listening to music can help them relax and at the same time they can learn the vocabulary and how to pronounce the words.

Moreover, learning English through picture, chart, and video can help students see the picture or understand the situation more clearly than listening to the explanation only. Therefore, students prefer studying through both pictures and music. According to Brunia (2005), teacher also can help students to practice writing a story or eliciting their idea by using pictures and using music, rap or chants to improve students' speaking and listening abilities.

2. The difference in students' multiple intelligence preference in each gender

Results showed that students' multiple intelligences illustrated a variety according to their gender. The male demonstrated strong preference for musical intelligence, followed by intrapersonal intelligence and logical- mathematical intelligence whereas the female showed strong preference for spatial intelligence, followed by musical intelligence and naturalist intelligence.

According to Gurian (2001), the study on brain sex found that males and females think and develop differently based on the parts of the brain which are active when the processing of information and the reception, the structure of their brain, the chemicals and hormones within their brain take place.

The result found that for males, they prefer to study English through music and rhythm. Men love singing song and play musical instrument; for example guitar and drum. They feel relieve when learning something with the relax atmosphere. They remember the new vocabularies quickly through English song. Besides, men are likely to tap the table while remembering the new words in order to recognize the words better. Besides, males love logic and find the solution to solve the problem and play puzzle. According to Gurian (2002), men use logic but women depend on emotional reasoning.

On the other hand, women prefer studying English through spatial intelligence. They like to learn English through pictures and video clips. They also love nature and prefer to study English among the nature; for example, studying English in the garden and study vocabulary about plant and animal. They study English more effectively when they do the activities outdoor among the nature.

### 3. The difference in students' multiple intelligence preference in each major.

First of all, students multiple intelligences showed variety according to their majors. Students majoring in English as International Communication showed strong preference for naturalist Intelligence, followed by musical Intelligence and intrapersonal Intelligence. For students majoring in Home Economics' dominant preference were interpersonal intelligence, spatial intelligence and musical intelligence. For students majoring in Tourism's dominant preference were Musical Intelligence, spatial intelligence and bodily-kinesthetic intelligence. For students majoring in Hospitality's dominant preference were spatial Intelligence, and musical intelligence.

According to GÖĞEBAKAN 2003, the different dominant preference may be caused by many factors including the curricula using in class, their maturity and cognitive development. It might be the result of the programs implemented in each major. Multiple intelligences activities are important for English teaching in various situations. The reason for using multiple intelligence activities in class is that the teacher will be giving support to learners who may find the usual activities in class difficult. The basic idea behind multiple intelligence activities is that both teacher and students learn using different types of intelligences (Beare, n.d.). The types of intelligence that people have represent their capabilities and their manner or method in which they prefer to learn and way to improve their strengths and weaknesses (Businessballs, 2009).

For English for International Communication, students have to register in several English courses; for example, Grammar 1, English 1 and 2, listening and speaking 1 and reading 1; therefore, they might get bored studying English in the classroom. Students prefer studying outside the class especially among the nature such as reading in the garden or doing the activities outside the classroom. According to Beare (n.d.) Naturalist intelligence relates to an understanding of the world around us.

As can be seen from the table 3, the students also like to study English through music. They self-study English via international song and learn the new vocabularies from their favorite song. Learning via song and lyric learn not only the new words but also the correct pronunciation. According to Alan (2014), music can help second language learners acquire grammar and vocabulary and improve spelling and mental tasks including learning can be boosted by listening to classical music. Lyrics always have several useful vocabulary, up-to-date language, expressions and phrases which are useful for the students. Students can practice their pronunciation by singing. Many of words within a song are repetitive which is easier to remember so students can memorize a lot of vocabulary. Students can learn English through songs anywhere; for example, in the car, in the bathroom or the kitchen. It is not only the effective way to learn English but also the effective way to learn western culture. According to businessball (2009), students who are strong musically but weak in other intelligence will be more likely to develop their weakness through music.

For Home Economics students, they showed dominant preference for interpersonal intelligence, the two intelligence followed by spatial intelligence and musical intelligence. According to my teaching experience teaching students in this major, the students have a low level of English proficiency. Therefore, they prefer learning

English with others. They are not confident to speak English. They are always worried when being asked to answer in the class. They like to work as a team which makes them relieve. They also like to do the group activities and do not want to do the assignment alone. Interpersonal skills which related to the ability in communicating effectively are necessary in language learning. ( Beare,n.d.)

However, Tourism students also demonstrated dominant preference for musical intelligence. Apart from this intelligence, the two followed intelligence were spatial intelligence and bodily-kinesthetic intelligence. Because of the nature of the student of this major, the students have to be active and they have been trained to service and provide information to the other people. They do not like to only listen to the lecture in classroom. They like to move and play games. They are alert so they prefer to do the movement activities; for example, roleplay, game, communicative activities.

Last, Hospitality students also showed dominant preference for spatial intelligence. Students who study in this major have to see the whole picture of the hotel. They will understand thing better through the picture of the real places or things or video clips. In the class, if the teacher shows them the video clip of the conversation, they will learn better than listening to the conversation only because they can see how to pronounce the word and the gesture and body language of the characters. According to Guigon, 1998, spatial intelligence is referred to the ability to think in pictures, to perceive the visual world correctly, and recreate it on paper on in their mind.

Comparing all four majors, Students majoring in English as International Communication had almost of the highest mean score. It can be explained that the students are interested in English and they self-study outside the class by several ways and they have their own way to learn language based on their intelligence.

### **Improving English through Multiple Intelligence**

According to Gardner (as cited in Faculty Development and Instructional Design Center,n.d). In order to improve students' ability in learning the teacher should adjust their teaching style to suit with students. The teacher should design the instruction to help students develop their strengths which can trigger their confidence to develop their weak point. When instruction includes a range of meaningful and appropriate methods, activities, and assessments, students' multiple learning preferences should be addressed. All students do not think the same and at times it may be best practice to let students choose their assignments based on their intelligences needs. If students are force to study English in the way that they are not interested or motivated to do, they sometime show poor conduct. This easily affect to other students who might typically show good behavior.

Developing people through their strengths can stimulate their development and can also make them happy because when everyone enjoys working in their strength areas, they grow their confidence and lift their belief. They are proud of themselves when achieving their work, and they get the compliment from others. Intelligences are not in themselves good or bad but they are divided to the good or bad purposes to which people apply whatever intelligences they possess and use. It not the indication or reflection to judge if the person is good or bad, right or wrong or their feeling such as happy or sad. (Businessballs,2009).

Linda Campbell (as cited in Guignon , 2011) states five approaches to curriculum change based on Multiple Intelligence

- **Lesson design.** This includes focusing on lesson design. Using all or many types of intelligences in their lessons or the teacher might ask students' opinions on their interesting way to learn in any lessons.
- **Interdisciplinary units.** The school might include interdisciplinary units.
- **Student projects.** Students can learn to create the project that uses multiple intelligences.
- **Assessments.** Allowing students to think of the way they will be assessed their work which meeting the teacher's criteria for quality.
- **Apprenticeships.** Apprenticeships can allow students to develop a valued skill gradually, with their effort and discipline over time.

### **Conclusion**

With an understanding of Gardner's theory of multiple intelligences, Students have a chance to explore safely and learn in many ways. Everyone including teachers, school administrators, and parents can understand the students better and help them design their own learning which help students understand and appreciate their strengths, and indicate their real-world activities which support more learning.

When both students and their parents realize about their students' intelligence, it can guide them on a career path and make important decisions for their future. Students can complete their assignment better when they are aware of their intelligence. They can support their children by finding source of motivation to help their children accomplish their difficulties. Everyone can benefit from learning the influence of their intelligence in learning. (Gupton, 2011).

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