



The Design of Project Work Based on the Multiple Intelligences in Junior High School

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Abstract: Based on the theory of multiple intelligences, combined with the homework design scheme of a module in junior high school English textbook of foreign research edition, this paper expounds the application of project-based homework in junior high school English teaching. It can cultivate students' speech language intelligence, logical mathematical intelligence, visual spatial intelligence, interpersonal intelligence and self-awareness intelligence.

Keywords: project work, multiple intelligences, junior high school

1. Introduction

The Ministry of education pointed out in the requirements of comprehensively deepening the curriculum reform: the new curriculum reform. We should highlight the construction of "moral education" and "core literacy". With the deepening of the reform, teachers no longer pay too much attention to the "double base" (Basic knowledge and basic skills) as in the past, but pay more attention to the cultivation of students' ability (language use ability, thinking quality, emotional attitude, values, cultural meaning), knowledge and learning strategies. The new curriculum reform emphasizes the construction of "Key competence", which cause the majority of teachers to think about the traditional homework in order to solve the long-standing problems. It is time-consuming and inefficient. The traditional operation is unified and standardized, the mode is single, and the form is mostly mechanical recitation. Copying words and sentences without considering the students' learning ability and cognition, the differences of learning styles do not reflect the cultivation of emotional attitude and learning strategies. It can be said that the traditional homework is time-consuming, inefficient and even negative. The new curriculum reform emphasizes the formative and developmental nature of homework in function. Gardner's theory of Multiple Intelligences[1] emphasizes that everyone has his own unique cognitive style and thinking quality. Therefore, it is necessary to design extracurricular homework based on students' different intelligence characteristics so as to promote the development of students' comprehensive ability of using language.

2. Theoretical basis — multiple intelligences

2.1 Multiple intelligences

The theory of multiple intelligences was developed by Howard Gardner[2], an American developmental psychologist. Professor Dena proposed in 1983 that he was studying different people on the basis of brain and intelligence. In the book "the structure of intelligence", it is put forward to the framework of multiple intelligences[3], there are seven kinds of intelligences which are relatively independent, which are: ①speech language intelligence, mainly manifested as the ability of listening, speaking, reading and writing to use language smoothly and efficiently; ②Logic mathematical intelligence, mainly refers to the ability of operation and reasoning, which is manifested in the understanding of various relations between things and the sensitivity of the system[4]; ③Visual spatial intelligence is mainly manifested in the recognition of lines and objects, the sensitivity of shape, structure, color and spatial relationship as well as through the plan; ④ Body -movement Intelligence, mainly refers to the ability to better control their own body, to make appropriate physical reactions[5]; ⑤Interpersonal intelligence, mainly refers to the ability to get along with others and communicate with others, empathy with other people's feelings and intentions, and make appropriate countermeasures accordingly[6]; ⑥Self cognition intelligence, is manifested as the ability to correctly realize and evaluate self, and form self-esteem, self-discipline and self-control on the basis of correct self-consciousness and self-evaluation; ⑦Music rhythm intelligence;

2.2 Project work

According to the theory of multiple intelligences, teachers can refer to the following when assigning assignments[7]: real situation, language use, group cooperation, expected product and solve the problem. As a result, project-based operation

came into being[8]. Project work is a kind of practical research based on project generation, cooperative planning and timely introduction of subject knowledge to build support system[9]. The steps of framing show the students' ability of cooperation, coordination, practical research and innovation. Project work is a specific practice of teaching method, whose purpose is to put theory into practice in teaching, combine with practice teaching organically, fully explore students' creativity potential, improve students' comprehensive ability to solve practical problems.

3. Problem solution — project work based on multiple intelligences

3.1 Designing speech

From the perspective of English key competence, we can see that English language competence is one of the key qualities which to be cultivated and also the basis of English key competence[10], in which language ability includes language comprehension and English expression. Therefore, when organizing the English teaching activities in junior high school, teachers should design their project work based on the guidance of the cultivation of the mental literacy students' language ability.

3.2 Examples of language intelligence projects

3.2.1 A brief analysis of teaching materials

The author takes PEP eighth grade "Where did you go on vacation?" as an example, the implementation of teaching aims to guide students to use the general past tense to talk about things in your holiday life. For example, section B in the textbook, 3a: Complete the diary entry about a trip to one of these places. Use the words and phrases in the box to help you. Because the format and part of the content are involved. It is easy to fill in the blank mechanically and cannot obtain valuable language when students finish the study task.

3.2.2 Create a real situation and identify project work to develop language intelligence

Firstly, Create a real context. Teachers create the scene of "tour group" or "summer camp" and encourage students to say where they want to go on holiday; Secondly, Brainstorming. Teachers ask students to brainstorm vacation activities and share stories in their own words. Finally, Clear project operation, identify holiday schedule and activities.

Examples: Under the guidance of multiple intelligences theory, the author design the questions: do you like traveling? When and where did you go on vacation? How is the weather like? Is it beautiful? What food did you eat? How did you feel about the trip? And so on.

Evaluation and analysis: Before recording the task, the author first shows the content of the assignment. Under the influence of this assignment, the students will break the limitation of the textbook content, divergent thinking, positive thinking. In the process of dialogue experience, we can accumulate valuable experience.

3.2.3 Group,division and refining to training diversified talents intelligence.

Group: students are asked to choose the eight themes from clothing, diet, education, travel, work, entertainment, music, health and climate, and set up groups freely. Each group consists of 6 people, and the students choose the group leader independently.

Clarification: the division of labor within each group: (1) information collection group, browse the network Page, collect information about topics and list them to learn about them (2) Prediction imagination group, write down the concrete changes of future life based on the results collected in the early stage and based on the prediction of others (3) Model making group, tools and materials are prepared under the relevant topics, and the results of imagination prediction are expressed based on the results of the forecast.

Evaluation and analysis: In the process of setting up a group and cooperating with the group, students can communicate with each other members so as to develop interpersonal intelligence. With the help of network, books and other extracurricular resources, students can broaden the learning channels. Students' ability of imagination about the vacation in connection with the existing technology and living conditions, and the cultivation of students' ability foster logic mathematical intelligence. And it can make students integrate more language knowledge and develop visual spatial intelligence.

3.2.4 Show the results, language comprehension and complete the project requirement

Each group uses the information and prediction to write a text introduction about one scenic spot. Through drills and text narration, the audience can have an intuitive impression of vacation expression under the relevant themes.

Comment and analysis: students use the target language under the intuitive operation. The word "will" refers to a prediction of the future and an introduction to what may happen in future life. Practice the vocabulary and grammar in this module and consolidate the knowledge content.

3.3 A summary of the characteristics of project operation

Project work promotes the transfer of knowledge and ability. Project based homework helps students understand vocabulary and functional sentences. Students unconsciously respond in practice. With this module, the interest and effect of homework are enhanced. Students' perception and understanding of textbook content move to imagination and creation. Besides, Project homework gives full play to students' ability of imagination and creation. Through the introduction of real products, project homework can strengthen the application of knowledge. In the real situation, we can achieve the five level language proposed in the curriculum standard

4. Conclusion

In short, when organizing junior high school English teaching activities, teachers should follow the theory of multiple intelligences, guidance of curriculum standards, the conclusion is drawn. According to the needs of teaching and the actual situation of students' development, we can design a multi-dimensional design for students. In the process of teaching, we should accumulate language knowledge and improve the quality of teaching language ability, thinking ability, operation ability.

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