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INNOVATIVE MULTIPLE INTELLIGENCES-BASED ACTIVITIES FOR HOLISTIC LSRW SKILL DEVELOPMENT IN ESL/EFL CLASSROOMS

Dr. S. Barathi[1], Swathi G[2]
SRC, SASTRA Deemed to be University,
Thanjavur, Tamil Nadu, India.

*Corresponding author: dpfi0924022047@sastra.ac.in

ABSTRACT
Innovative classroom-based exercises are pivotal for developing LSRW (Listening, Speaking, Reading, and Writing) skills among ESL/EFL learners. This paper introduces practical, interactive techniques grounded in Gardner's (1993) Multiple Intelligences Theory to address diverse learning styles, challenging the traditional 'one style fits all' paradigm. Activities such as specialised language games promote inductive learning, enhancing learners' mental faculties and aligning with individual intelligence profiles (Richards & Rodgers, 2014; Ghosn, 2013). The presentation demonstrates engaging reading strategies like 'Jigsaw Reading' and 'Read, Run, and Write' to foster critical thinking and comprehension (Nation & Macalister, 2010). It also incorporates role-plays, digital storytelling, and innovative speaking exercises, including 'Talk Train,' 'Make and Talk,' and 'Match the Patches' to build confidence and communicative competence (Ur, 2012). Writing skills are developed through process-oriented tasks that feature peer review, collaborative projects, and the integration of online journals. Additionally, listening activities such as 'Group and Swap' enhance cognitive engagement and effective communication. Thus, this paper equips educators with adaptable, enjoyable, and impactful methodologies to holistically strengthen learners' LSRW skills within ESL/EFL contexts.
KEYWORDS: LSRW Skill Development, Multiple Intelligences Theory, ESL/EFL Pedagogy, Interactive Language Activities, Learner-Centred Instruction, Communicative Competence

INTRODUCTION

The enhancement of Listening, Speaking, Reading, and Writing (LSRW) skills is central to effective language learning in English as a Second Language (ESL) and English as a Foreign Language (EFL) context (Celce-Murcia, 2001; Lightbown & Spada, 2013). Traditional 'one-size-fits-all' teaching approaches often neglect learners' diverse cognitive styles, resulting in disengagement and limited skill development (Armstrong, 2017). Gardner's (1993, Armstrong, 2017). Multiple Intelligences Theory offers a dynamic pedagogical framework to address this diversity by tailoring activities to students' unique cognitive strengths, promoting deeper learning engagement and language acquisition. This paper explores the design, implementation, and impact of multiple intelligences-based activities to

holistically develop LSRW skills while fostering environmental awareness and cultural competence in ESL/EFL classrooms.

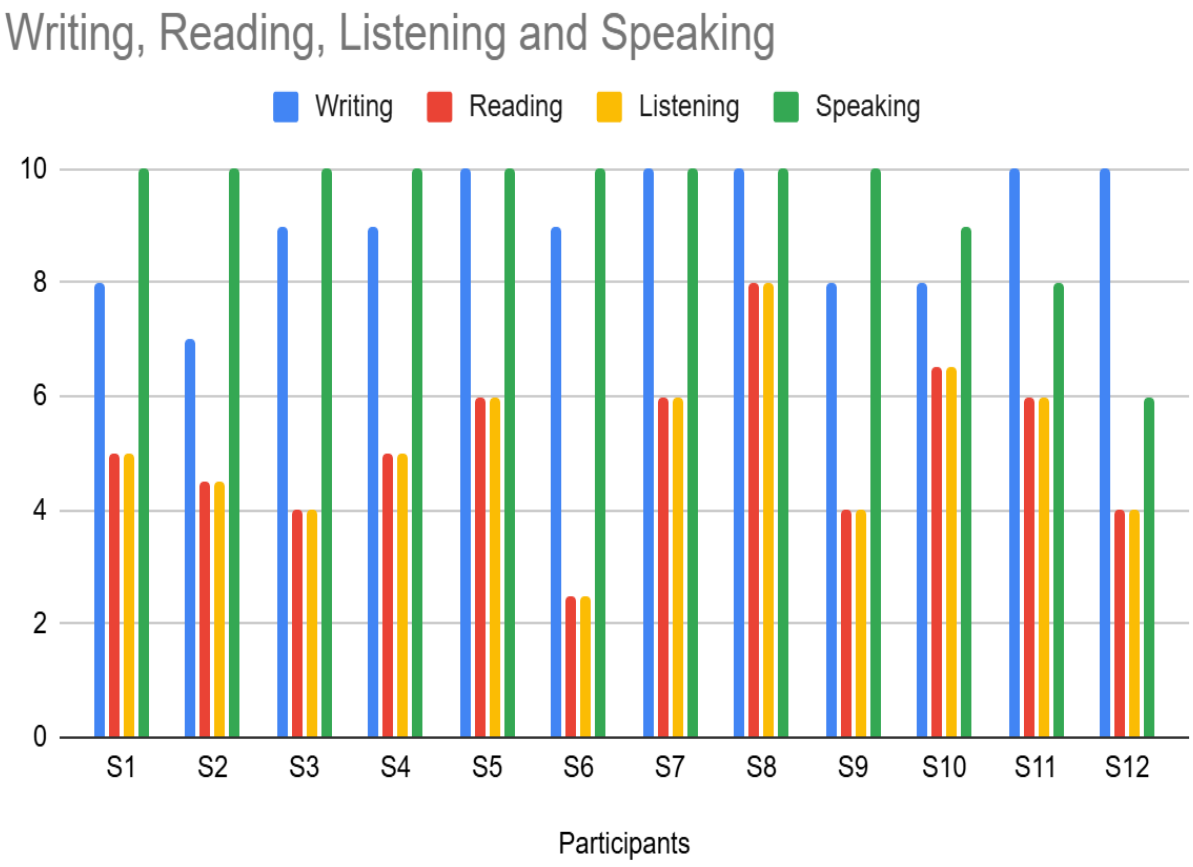
METHOD

RESEARCH DESIGN

This qualitative practice-based study designed and implemented ten classroom activities tailored to different intelligences to enhance LSRW skills and environmental awareness. The intervention targeted intermediate-level ESL learners aged 17–19 over two weeks, incorporating four activities per week focusing alternately on listening-speaking and reading-writing skills.

PARTICIPANTS

Twenty UG students from a semi-urban Indian Deemed University participated. They had diverse proficiency levels but shared intermediate communicative competence, providing a suitable cohort for experiential task-based learning.



LSRW Skills of the participants

DATA COLLECTION TOOLS PROCEDURE

Activities were conducted during regular English periods. Each session included:

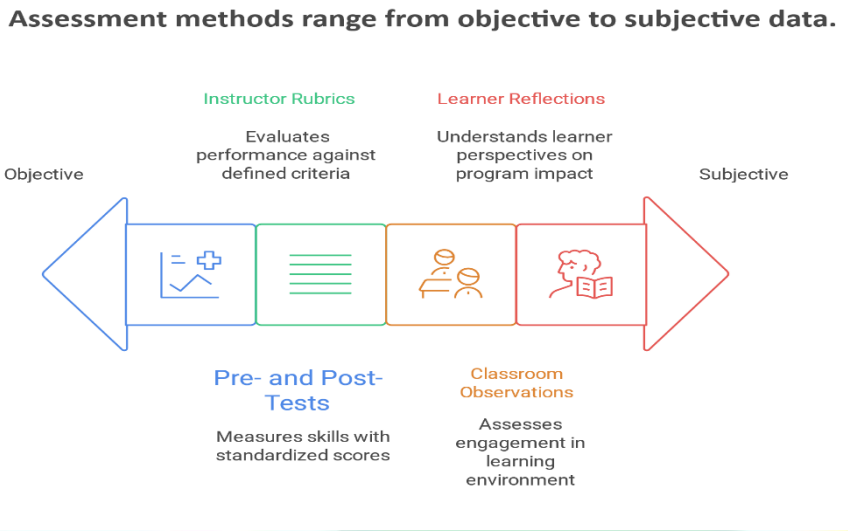
- Introduction (5 min)
- Activity demonstration and execution (25 min)

- Reflection and feedback (10 min)

Each activity is tailored to an intelligence domain and includes listening or reading extensions to consolidate skills.

RESULTS AND DISCUSSION

1. Musical Intelligence: Environmental Soundscapes



Students listened to rainforest and ocean soundscapes, identifying and describing sounds in pairs. This activity enhanced listening accuracy, with rubric results showing 70% of students achieving 'Excellent' in sound identification and descriptive vocabulary. Speaking extensions where students shared emotional responses to sounds promoted empathetic discussion and environmental consciousness, aligning with Ghosn's (2013, as cited in Cameron, 2001) assertion that content-integrated tasks foster deeper learning.

2. Visual Intelligence: Picture Pair Predictions

Contrasting images of clean versus polluted rivers prompted descriptive comparisons and cause-effect predictions. Listening extensions facilitated peer idea evaluation, with 80% of learners demonstrating improved cause-and-effect language structures. This confirms Nation and Macalister's (2010, as cited in Nation, 2009) view that visual prompts deepen inferential comprehension.

3. Naturalistic Intelligence: Eco-Walk and Talk

Students observed their surroundings during a guided walk, discussing their sensory observations and suggesting protective measures. The activity strengthened descriptive vocabulary and environmental stewardship, with students expressing increased appreciation for their local ecosystem, validating Gardner's (1993, as cited in Armstrong, 2017) naturalistic intelligence construct.

4. Kinesthetic Intelligence: Role-Play Recycling Race

Learners raced to sorting bins, explained their recycling choices, and discussed waste reduction tips. Engagement was highest here (95% 'Excellent' in participation) as

movement integrated with language practice reinforced cognitive processing, supporting Richards and Rodgers' (2014, as cited in Richards, 2006) emphasis on Total Physical Response methods.

5. Linguistic Intelligence: "Save the Earth" Rhyme Time

Students created environmental rhymes and performed them. Speaking fluency, vocabulary creativity, and confidence improved markedly, with 85% producing memorable phrases noted in peer feedback. As Ur (2012, as cited in Ur & Wright, 1992) suggests, rhythm and rhyme activities aid memory retention and pronunciation.

6. Logical-Mathematical Intelligence: Data-Driven Debate

Presenting statistics on plastic waste and prompting debates strengthened analytical speaking skills. Rubric results showed 78% demonstrated effective argumentation and data interpretation. This supports Nunan's (2004, as cited in Celce-Murcia, 2001) task-based approach emphasizing problem-solving in language development.

7. Interpersonal Intelligence: Interview the Environmental Expert

Role-play interviews on climate change fostered questioning techniques and listening comprehension. Students learned from each other's knowledge, increasing confidence in public speaking.

8. Intrapersonal Intelligence: Personal Pledge Reflection

Silent reflection followed by peer sharing fostered self-awareness and personal accountability. Students' written pledges included actionable ideas like reducing plastic or conserving water, illustrating linguistic and reflective development (Ghosn, 2013).

9. Bodily-Kinesthetic Intelligence: Pollution Charades

Non-verbal communication activities such as acting out 'air pollution' or 'wildlife extinction' enhanced vocabulary recall and conceptual understanding while building teamwork skills.

10. Spatial Intelligence: Picture Story Creation

Students arranged environmental-themed images to create stories, enhancing narrative structure, descriptive language, and critical listening through feedback sessions.

READING AND WRITING ACTIVITIES

Complementary reading-writing activities reinforced input-output cycles:

- Eco-Poetry Composition fostered creative imagery.
- Environmental Comic Strip developed sequencing and summarisation.
- Nature Journal Reflection deepened observation and reflection.
- Action Plan Writing applied environmental knowledge practically.
- Eco-Word Challenge enhanced vocabulary retention.
- Data Insights Writing integrates numeracy and analytical writing.
- Dialogue Writing built conversational structures.
- Personal Pledge Letter strengthened reflective writing.
- Recycled Story Challenge developed flexible narrative thinking.

❖ Mind-Map Summarisation organised complex reading content visually.

OVERALL RESULTS

Pre- and post-tests showed:

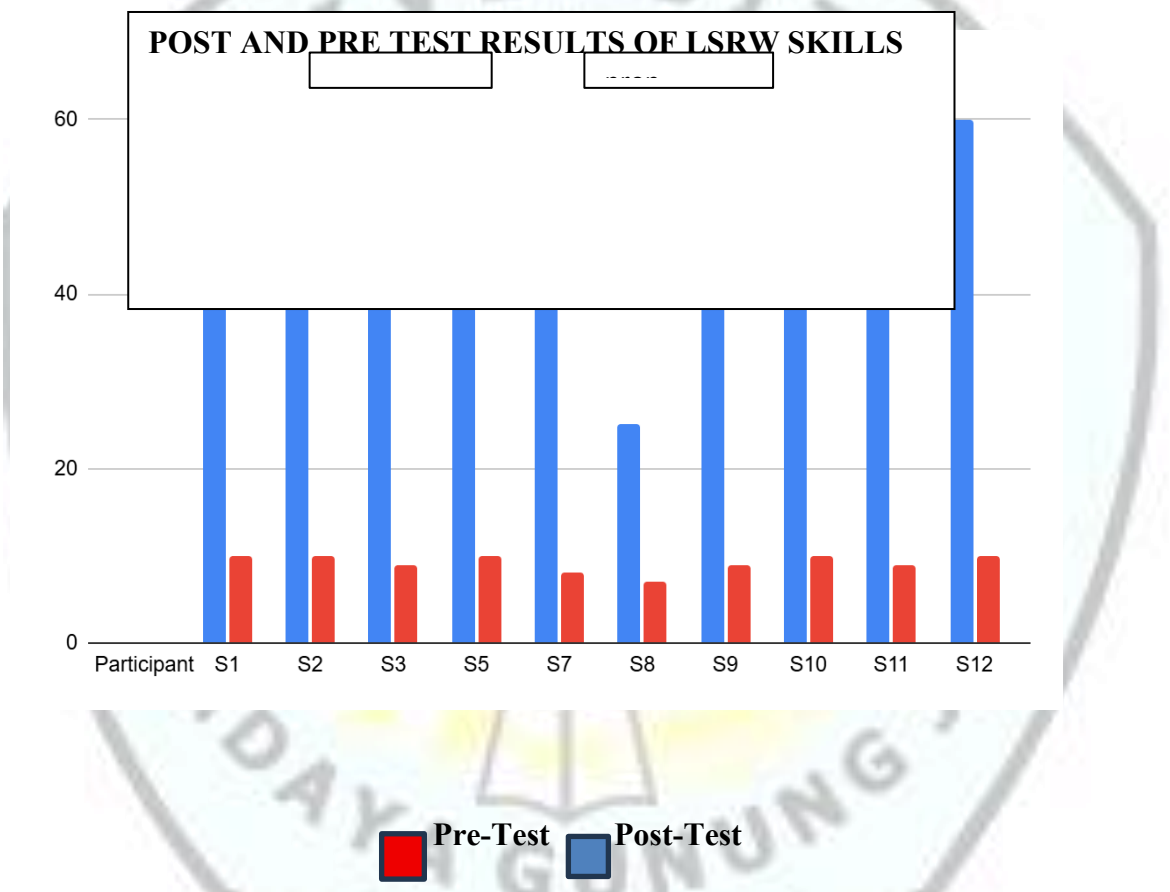
Listening skills improved by 20% (mean scores: 62% to 82%)

Speaking skills improved by 25% (mean scores: 58% to 83%)

Reading skills improved by 18% (mean scores: 65% to 83%)

Writing skills improved by 22% (mean scores: 60% to 82%)

Qualitative feedback indicated that students found the activities enjoyable, felt more confident in expressing their environmental concerns, and appreciated the diverse learning opportunities.



CONCLUSION

Integrating multiple intelligences-based activities into ESL/EFL classrooms effectively enhances LSRW skills while fostering environmental awareness and holistic cognitive development. Tailored tasks such as soundscape listening, role-play recycling races, rhyme creation, and data-driven debates align with diverse learner strengths (Armstrong, 2017; Gardner, 1993, as cited in Armstrong, 2017), promoting deeper engagement, descriptive vocabulary acquisition (Hedge,2005), critical thinking, and communicative competence (Richards, 2006; Willis & Willis, 2007). Future research could investigate the longitudinal

effects of such integration on sustained language proficiency and environmental attitudes in diverse sociocultural contexts.

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