

Development of English Language Learning Model with Multiple Intelligence Approach to Improve Students Character

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Abstract

This research aimed to: (1) describe the implementation of learning English using the Multiple Intelligence in elementary school in the village Kadipiro Surakarta in 2013;(2) To describe the advantages and disadvantages of the components of learning English using the Multiple Intelligence in primary schools in Sub Kadipiro Surakarta in 2013;(3) Discovering models of learning English using for elementary school age children in the village Kadipiro Surakarta in 2013. This research was conducted by using research and development method in 12 elementary schools in Surakarta Indonesia. There are three techniques to collect the data, namely: interview, observation and questionnaire. ADDIE (Analysis , Design, Develop , Implementation and Evaluation) was employed to analyze the data. Based on the result of the research, it can be found that to develop a model based on multiple intelligence can answer the teacher need and problem in teaching and learning. The students' individual potential, like motivation, interest and attitude must be considered in developing the model. This proto type of model will be implemented in the next year to measure its effectiveness.

Key words: Multiple Intelligence, Character, Teaching English for young learners

Introduction

Language is a form of integral and inseparable from human life. Since the life has been fused with human life, the language can be acquired consciously or unconsciously in everyday life. For example, the age of the children before they enter school, they acquire language conscious of the environment. Language acquisition is the process of understanding language production in children through several stages. The development of children's learning from babbling to speaking fluently. The process occurs after the input and output in the put out put, in the form of language production.

In learning a foreign language, a vocabulary of the language the child will grow depends how he hung out and socialize themselves with their environment. This occurs in the first language, second language or foreign language. Intellectual structure of phrases, clauses and sentences. First of all the children hear the words or expressions of the people around him (father, mother,

grandmother, and so on). Then the next stage, he tried to make new utterances with a vocabulary word or phrase that is already understood. According Subiyakto (1993, 1) in the language learning process, there is no so-called 'teacher' in the usual sense, so that the process can not be called 'teaching' language. This shows that the 'learning' does not involve teaching.

However, if the child has entered the school level, the study should involve teaching. Along with the development of education, English in Indonesia have been awarded since the base rate. According to the Decree of the Minister of Education and Culture No.60/U/1993, English is given as local content. Teaching English in Primary Schools are not required, but is given as a local charge (GBPP Local Content 1995:1). English as a local content in primary schools shows that there is an initiative to improve the quality of education. Act of the National Education System and Government Regulation No. 28 of basic education is the legal basis underlying the subjects of English as a local content in elementary school. In chapter 39 verse 39 states that the content of the curriculum at the primary level at least contain study materials (a) Education Pancasila, (b) Religious Education, (c) Citizenship Education, and (m) English.

There are various assumptions associated with the issuance of English as local content. Firstly, the law shows a proactive attitude and accommodating for the government to accommodate the needs of the community of English in formal institutions for the age of the children, which is in elementary school. This assumption appears to remember long before the law was issued, many parents, especially for parents who are able and aware of the importance of the challenges of globalization, which has been studying her son on English language courses, particularly the English program for Children. Even many parents who bring home tutor. Second, learning English in elementary level to foster a positive attitude towards the English language, so that the image of English as a subject is difficult and scary will gradually disappear and even transform into the image into a lesson that is easy and fun. Third, the success rate of English language teaching will be increased due to the provision of English since the age of the children in accordance with the theory of language acquisition that children will be more successful in learning a foreign language at a critical age, the age of 4-11 years.

Learning English in primary school aims to introduce English as a first foreign language for students with the goal of motivating students to be ready and confident in learning English at a higher level. Seeing from these objectives, teaching English not only emphasize on formal learning, but rather leads to the use of language in communicative and natural. In relation to language learning practice, keep in mind the main purpose of language learning, especially learning a foreign language. Finnochiaro and Brumfit (1983) stated that the primary purpose of learning a foreign language is to gain the ability to use language that is used in everyday life, the right to communication and interaction with others. In line with Stern (1983:129) that the purpose of learning a foreign language is "to teach the code ie the second language that the learner can encode (speak /write) or decode (listen /read) the second language.

In many reason learning English for kids is very interesting. First, the teaching of foreign languages to children at the elementary level has different characteristics with foreign language teaching to adults. Children have different characteristics from adult. Secondly, the teaching of foreign languages at the elementary level is the first step in teaching a foreign language teaching. The first is something that is hard to do, the first step is a difficult step; it needs a lot of adaptation. Third, the teaching of foreign languages at the elementary level age children in accordance with the theory of language learning, which is the age of the child at the basic level are at a critical age, so foreign language teaching elementary age children should be kept level for determining its success. Fourth, the teaching of foreign languages at the elementary level is a pilot project on which the next instruction.

Transition from home to school, both of which occurred at the stage of pre-school or kindergarten or first grade marks an important change in language development. In a family environment, children develop speaking skills and develop physical skills in an unstructured environment. Part of the greatest experiences for the child when the child was with her nanny. In the interaction between child and caregiver, and there is a process of learning that takes place spontaneously and unstructured.

English language learning for children in elementary school is different from learning for children aged adults. The function of the school is to broaden and expand the experience of the child; introducing new possibilities, regulate the process of learning, helps develop thinking skills and eventually forming students to be responsible for the learning associated with the characteristics of the child who likes all sorts of interesting, fun and entertaining, then learning English should be adapted to the learners characteristic. To that end, all the components of learning English to elementary school in the form of subject matter and learning models should be packed into something interesting, fun and entertaining. It required learning innovations to support successful learning English at a basic level. English language learning for children requires consideration of the submission of the concepts for special purpose. Focus on students is the development of educational psychology has to contribute to the teaching of special purposes, such as teaching English to children, focusing on the child. Children have different needs and different interests so that the effectiveness of learning needs to be reviewed from the point of view of them. Development of materials, use of the learning model must be adapted to their needs and interests.

The material provided should be a topic that has been known previously. Learners will more easily absorb the material which has its schemata. English language learning models that are used to teach English at a basic level should be innovative, attractive and in accordance with the characteristics and conditions of the learners.

Based on the results of pre-observation realities on the ground in some places at primary schools as well as the Focus Group Discussion conducted at the Center for Language UNISRI dated May 4, 2013 it was found that the model of learning English is still no progress. A variety of field conditions that vary in the learning process of course is the reason for the English teachers in elementary school. As well as the provision of learning material in full, the teacher always rely on material from LKS (Student Worksheet) which of these worksheets teachers only learn the material, and then provide those materials to the learners, so that the application of learning to the teachers only explain the matter by The BLM and then provide exercises to the students, and after doing that between teacher and students discuss the matter together or having students answer questions individually to correct the student's work.

Over time the learning model will lead to saturation point, both the students and teachers themselves that caused the learning becomes monotonous. Not to mention due to differences in the personal character of elementary school students, or even part of the school Institution in implementing learning English. Basically subjects of English at primary school level is the local content so that students think that the lesson only additional lessons to improve knowledge, and even more so in the Primary School located in remote area certainly does have a rather different view of the role of English in elementary school level, ie from the school and the student is still not put forward the lessons as local content / basic subjects despite the fact that after the level at the elementary school level English subjects becomes a very important role and major.

However there are some differences in the process of learning English in elementary school would especially be true in some urban areas. Background of students and schools become an important influence conditions in a learning process, which is of some society or the parents of students who come in urban areas, they also have more concern about the lessons learned from their

children's school. With the English teaching at the elementary school of the parents and the students themselves consider English teaching is a very important lesson and main, and they argued that English has become a major role in lives amid globalization advances to the future although at this time the eyes English teaching in primary school is still as local content. So that the elementary school students and the parents in town were also enthusiastic and maximum efforts in improving the ability of learning English to their children, Just like the students not only learn English from each school teachers but they also learn to private or les English in the institution while outside school hours. Based on the description of the parties and the Elementary School English teacher certainly has a different application in the application of learning English in every school both within the city and outside the region have seen a variety of student background conditions.

With the explanation of it can be used as a reason for the emergence of differences regarding English language learning system that has been implemented in elementary school. In learning English at primary school age children are not enough to use the book exercises or an explanation of the material is always monotonous teacher in the classroom, but teachers also need to implement a variety of learning models and draw enthusiastic child to learn. Because basically teaching English to elementary school children so in need of additional instructional media and facilities related to learning in the school, namely the existence of a language lab space and a variety of media such as props language learning (realia) and so on. It will very helpful to enhance learning English at school, and teachers should also be able to implement the required media and the facilities available. If it is implemented, students learn not only from drill books matter of adjusting, but students can look to the fullest ability in learning English based learning model that has been applied by the teacher. Teachers need to be very creative and innovative in presenting material to students English as diverse abilities or character. With conditions like this, the teacher must transfer knowledge to students with a suitable model.

Various efforts to improve students' skills in language learning undertaken by teachers of course requires a very precise approach to learning and appropriate, especially in the form of teaching elementary school students. It is useful to develop the potential of students and teachers to produce maximum learning. Not all teachers understand that intelligence is not a fixed price or a congenital condition individual patent, but rather something that can be pursued. Creating a model of effective language learning and fun for elementary school students is not an easy thing for teachers. With the learning model of Multiple Intelligence effort is something that is very helpful in learning the language, but in reality it is still difficult to implement. In some areas Primary School districts, teachers do not understand and apply the learning model with Multiple Intelligence. Multiple is the ability to solve problems or doing something of no value in everyday life. Because multiple Intelligence appropriate approach to achieve meaningful learning (learning the full meaning). Because of the multiple approaches Intelligence help teachers to link the material with the ability and talents and interests owned by the student. With this learning approach students will be more motivated in learning English at the same time students will form a strong interest in accordance with flair. To that end, researchers are interested in developing a learning model of learning English with Multiple Intelligence with the title. Development of English Language Learning Model with Multiple Intelligence Approach to Improve Students Character (Research and Development in Primary School in Kadipiro Surakarta 2013)

2. Teaching English in Primary Schools

Teaching language to children is different from language teaching to adults. Children tend to change his mood every moment, and they are also hard to sit still in place. On the other hand, children tend to have a strong motivation toward something that appealed to him. Because it is difficult for

teachers to handle students in large quantities in the classroom, the teacher must be inventive in discovering interesting activity and should provide a lot of creativity that can attract the attention of children. In entering school, elementary school children already have a stock of language skills in the elementary school age children to enter school ready with a series of instinct, skills and characteristics that form them to learn the language.

a. English Language Learning in Primary Schools

Teaching English in primary school should be fun given by the teacher, remembering one of the characteristics of elementary school students are still considered children is like something fun included in the study. Given the English language is fun, it will attract students to learn English, so it will lead to the success of learning English. Elementary school students are children around 4-10 years of age, so that at this age they are still learning about their environment (family, friends, school, etc.), in addition they also learn about the world. Teaching on the age of the child requires special skills, namely:

1). Transferring knowledge (Transferring of Science)

The task of the teacher is happy to bring students to a given subject and the creation of classroom situations where students feel happy and fun to play in language learning in the classroom. This includes how to make the students to have the attention and interest in a given subject and also make students feel bored and did not feel sleepy.

2). Transferring Value (Transfer of Value)

The characters of children at primary school age are they always ask, and if the question does not satisfy them will block the sense of curiousness. Elementary teachers as educators should establish their basic concepts to develop the spirit of learning that must be in accordance with the habits and levels. Teachers can transfer the value to the students through several education centers such as family, school environment, and the mass media.

3). Transferring Skills (Transfer of Skill)

Teaching students in elementary school are not merely transfer knowledge and transferring value, but also the transfer of skills, such as the activities that happen in the classroom such as engineering drawing, folding techniques, singing techniques and so on.

Foreign language classes after the children do not mean that the empty language classes, but they have a myriad has instinct to learn language, skill and good characteristics that will help them learn the language.

3. Multiple Intelligence

Intelligence is biosycological potential or innate individual. This is similar expressed by Gardner, (1994, p, 577) an Intelligence defined as "Biophysiological" potential that is drawn on within a culture for a variety of purposes, "such as solving problems. Gardner further stated that Intelligence a profile of each individual concerning the advantages and disadvantages on the go recover domains, namely linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic interpersonal and intrapersonal.

Gardner (1983) postulates Intelligence as a profile showing an individual's relative strengths and weaknesses across seven domains or Intelligences. Initially proposed seven relatively independent forms of competence: linguistic, logical-mathematical, spatial, musical, bodily-kinesthetic interpersonal and intrapersonal. Theory of Multiple Intelligence used as a learning approach, because it talked about the diversity of the mesh with the competence of learners. Multiple Intelligence approach also considers that a person / human being has some potential

quotient. One of intelligence that each learner should be developed, so that in the end becomes a very dominant competencies mastered. (Atep. T HadiwaSebuah Note, <http://atepjs.wordpress.com/2008/09/04/pendekatan-multiple-intelligence-dalam-pembelajaran>).

Multiple Intelligence in English is; Multiple (maltip) means of various types, Intelligence (in'telijens) means intelligence. Multiple Intelligence is a theory put forward Gardner, 1983 in Practical Method of Multiple Intelligence-Based Learning (2004) described that the theory is reinforcement perspective on human cognition.

a. Seven Domains in Multiple Intelligence

1) Linguistic intelligence (linguistic intelligence) is the ability to think in words and to use language to express and appreciate complex meanings.

2) Logical-mathematical intelligence (logical-mathematical intelligence) is the ability to calculate, measure, and consider propositions and hypotheses, as well as completing mathematical operations.

3) Spatial intelligence (spatial intelligence) raise the capacity to think in three dimensions such a way that can be done by sailors, pilots, sculptors, painters, and architects. This intelligence allows one to feel the shadow of external and internal, re-create, alter, or modify the shadows, and the information it produces or graphics.

4) Bodily-kinesthetic intelligence (kinesthetic intelligence-body) allows one to move objects and physical skills are refined. For example, look at the self-athletes, dancers, surgeons, and artists who have the technical skills.

5) Musical intelligence (musical intelligence) is clearly visible to a person who has a sensitivity to pitch, melody, rhythm, and tone. For example, on a composer, conductor, musician, critic, and musical instrument maker is also a sensitive listener.

6) Interpersonal intelligence (interpersonal intelligence) is the ability to understand and interact with others effectively. It looks at the teacher, social worker, artist, or a successful politician.

7) Intrapersonal intelligence (intrapersonal intelligence) is the ability to make an accurate perception of oneself and to use such knowledge in planning and directing one's life. For example, look at theologians, psychologists, and philosophers.

b. Step-by-step approach to learning with Multiple Intelligence:

Application of Multiple Intelligence approach to learning, must take several steps, including:

1) Identify the elements of Multiple Intelligence in curricular and extracurricular programs. For example, enter an art program into the curriculum.

2) Review the technology system and software programs to see what intelligences are neglected.

3) The teachers reflect on the ability of learners, then decided to voluntarily cooperate with other colleagues.

4) The process of learning with particular responsibility can be chosen as a method of learning.

5) Discussion with parents and community members so that they can open up internship opportunities for students.

In addition to the steps above, in an effort to integrate Multiple Intelligence approach to learning the English language, should also pay attention to the following matters:

1) Perceptions of students must be changed

Teachers must accept that students have the cognitive profiles with levels varying abilities. Teachers should provide opportunities for rich learning, sharpen their observation skills, gather information about students' talents and passions, and learn intelligences unusual.

2) Teachers need support and time to expand the list of teaching.

3) Multiple Intelligence and Learning Approaches

The curriculum is essentially focused on in-depth knowledge and capability development.

4) It takes a new approach to the assessment process. There are several things that need to be considered in the assessment of activity, namely:

1. How to assess the intelligence of the students;

2. How to increase the overall assessment in terms of cognitive, affective, and psychomotor;

3. How to involve students in the assessment process.

5) Professional Practice towards development

The level of professionalism of the educators need to be owned by every teacher, so the challenges faced especially in determining a model program that will be done in class, proper and in accordance with the competencies of students.

4. Educational Character

Character education is no less important than skill-based education or knowledge. When following the classification scheme quotient, he is inclined into the EQ (Emotional Quotient) and SQ (spiritual quotient). According to David Elkind and Freddy Sweet Ph.D. (2004), character education is *“the deliberate effort to help people understand, care about, and act upon core ethical values. When we think about the kind of character we want for our children, it is clear that we want them to be able to judge what is right, care deeply about what is right, and then do what they believe to be right, even in the face of pressure from without and temptation from within”*.

Research Method

The method used in this study is research and development. Gay (1990) research and development (Research Development) is an attempt to develop an effective product for school use, and not to test the theory. When the study was planned during the 6 month study is divided into three stages, namely: 1) the concept development phase, the initial phase focuses on problem identification and analysis in accordance with the requirements and conditions of the existing situation. The exploration phase will end with drafting a proto-model 2) trial phase, is the steps being taken to evaluate the effectiveness of the proto-model of action research through a class to get a model of learning that is appropriate to the subject. The development phase consists of cycles that show the stages of adjustment proto-premises model of the situation (context). The development phase will end with a product, is the model. 3) the final test stage concept, ie the final stage of the research is intended to test the model that has been formed. After this, test phase is completed, the model will be formulated in a hand-book, which can be used as a guide for teachers English for children.

The populations in this study were elementary school teachers in the Kadapiro area, while sample in this study is the Kadapiro Surakarta. There are several techniques used in collecting the data, namely: Observations made during the process of learning English in elementary school. The interview was conducted to teachers and students about the process and using learning model. And last, FGD was conducted among teachers, principals and policy makers at the elementary school level in the Kadapiro area.

Research Finding and Discussion

1. Results of Research

This research has been carried out for six months. Based on the results of research in the field through focus group discussions, questionnaires and interviews with teachers of English in the village Kadapiro Surakarta. From result of the research it can be seen that learning English for children (primary school) is different from the English language learning for adults learning English in primary school age children as learners should consider the characteristics of learners. In general, elementary age students have several characteristics, among others: (1) They love to learn while playing, (2) They can tell you what they are doing and listen, (3) They have a short attention and concentration (not durable), (4) they learn English by way of listening, imitating and saying, (5) they actually had not realized to what learning a foreign language even though they are happy and excited, (6) Children learn best when they are motivated to engage directly the activities associated with it. From the research it can be seen that the teachers in the district, especially Banjarsari keluarhan Kadapiro expressed strongly agree (60%) and agreed (40%).

English language learning for children with learning different in adults where children would rather play, imitating the spirit and requires more than a teacher, requires teachers to be more creative in implementing learning by using methods and techniques are interesting and appropriate learning of students.

English lessons should not be considered difficult. Therefore teachers need to make the activities fun learning English. So that students learn in a fun and learning becomes meaningful to them. Because the English teacher needs to have creativity in creating meaningful learning for students. Fun learning can be done with the use of media fun and use learning methods that are meaningful to students. Besides transfer of knowlegde, a teacher must be able to transferr value to students. Internalizing the value of learning to be done by the teacher in teaching English, from the results of the study 80% of teachers said strongly agree and 20% agree.

In addition to the ability of the language, students also must be skilled in using language skills in everyday life. For the teacher, in addition to transferring knowledge and trafering the value, the teacher must also be able to transfer the language skills in everyday life. It can be given through the use of language in communication simulation. The potential intelligence is a dominant aspect in learning English, from the results of the study 30% of teachers said strongly agree and 70% agree. Multiple intelligences is an aspect that must be considered in the success of learning English. By considering linguistic quotient in learning English, the teacher directly facilitate children to learn according to their talents and interests of students in order to support the success of student learning. Linguistic skills of people are closely related to the control of oral and written language. Shearer (2004: 4) explains that "The main characteristic of the language intelligence include the ability to use words effectively in reading, writing, and speaking. Language skills is important to provide a variety of explanations, descriptions, and expressions expressive ". Many people with the intelligence of a prominent language has the ability to write poetry, or writing style that is rich in expression (Gardner, 2003). Gardner believes the talented poets and writers have a strong understanding of the semantics (meaning of words), phonology (the sounds of language), pragmatics (language use), and syntax (the rules of the language) in the use of words and unique ideas. Learning English can be presented not only by presenting the material in the form of words to students, teachers also can present graphical information or materials through the other symbols like the pictures. By presenting images or graphs, teachers can encourage students to learn the language through the images presented, they can tell you about the picture or graphic that is presented by the

teacher either written or oral, with such skills can be honed through the presentation of images to the students. From the results of the research can be seen in 70% stated sngat agreed and 30% agreed.

Children's learning can be done with the presentation of music in the form of songs for children, this is in accordance with the child's character that they tend to like to sing. Given song can be adapted to their lives, such as folk songs and children's songs that his poem has been composed to English, or use the original songs of the English language. Language skills in close relation with the skills to communicate effectively with others, so that in learning English, teachers should consider the students' interpersonal skills. From the results of field research found 40% of students stated strongly agree and 60% agree.

Learning a language is not only transferring linguistic knowledge, but also teaches students character. Mutual respect, responsibility, honest and fair practices internalized in both written and spoken language. Linguistic intelligence will bring the ability to think with a character's behavior, from the results of this research 100% of teachers agree that linguistic intelligence will reflect the character of the learners. In addition to a role as a teacher of English language materials, teachers must also have educate character simultaneously to the learners, the results showed 20% said strongly agree and 80% agree.

One of the characteristics of elementary school students is they like to imitate their teacher, therefore requiring elementary school students concrete examples of the application of the character is needed. In accordance with the function of the teacher as a role model figure, the results of the study shows that one hundred percent agree. Language skills can improve students' character, especially the value of honesty. One word must be at least one act of instilled by teachers since childhood peacock. Honesty, in addition was implied through action, the value of honesty can be seen clearly from the language used by learners. From the results of the research can be seen 20% said strongly agree and 80% agree. Elementary school children are able to perform the essential language skills through spatial intelligence to see the manifestation of the act of helping exemplarily picture, 70% of teachers said strongly agree and 30% agree. quotient and sensitivity to image the child sees in teaching materials and images around them can be used by teachers to hone both skills and character language learners.

Music or song can be used as alternative techniques and instructional media for teaching languages. While the results of the research that has been done that can be generated through a disciplined character singing the song and musical intelligence to speak English 90% undecided and 10% did not agree. Language skills can be seen in one of them when they speak. From the results of the study showed that the character of mutual respect can be seen in elementary students as skilled in English. Kinesthetic intelligence highlights the ability to use the whole body (or parts of the body) in a good way to distinguish different motion expressions (dance, acting) as well as activities aimed at (athletics). From the results of research in the field can be seen that 70% agree and 30% expressed doubt concerning the statement that kinesthetic intelligence can bring out the character of the student body in expressing the language to be used.

From the research that has been presented above it can be seen that learning English is different from adult learning, because learning English in primary school teachers have the dual role of teaching science (transfer of knowlegde), mengjarkan skills (transfer of skills) and also teaches the value of (transfer of value). Character learners one can see how children in everyday language. Development of a model of learning by using multiple Intelligence can present learning seduai talents and interests of learners can simultaneously increased character of students. With the problems and needs that are found in the field, then formulated a hypothetical models and research

design as follows: Multiple Intelligence an intelligence compound, which is kemampuan Multiple Intelligence to solve problems or doing something of no value in everyday life. Because multiple Intelligence appropriate approach to achieve meaningful learning (learning the full meaning). Because of the multiple approaches Intelligence help teachers to link the material with the ability and talents and interests owned by the student.

With this learning approach students will be more motivated in learning English at the same time will form a strong student in accordance with the interests of talent.

The procedures of teaching English using multiple intelligence model:

1. Identify the elements of Multiple Intelligence in curricular and extracurricular programs. For example, enter an art program into the curriculum. (Teachers Identify Multiple Intelligence elements in the implementation of learning.)
2. Reviewing technology systems and software programs to see what intelligences are neglected. (Teacher to review the intelligence to be used in the learning process)
3. Teachers reflect on the ability of learners, then decided to voluntarily cooperate with other colleagues. (The teacher invites students to *belerjasama* with other students).
4. The process of learning with certain responsibilities, can be selected as the learning method. (The teacher determines the elements to be used as the motor of multiple intelligence learning purposes)
5. Discussion with parents and community members so that they can open internship opportunities for students. (The teacher invites students to *berinteraksi* with other students to measure the achievement of the skills that have been.

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