

# Developing L.S.R.W Skills with the Help of Musical Intelligence

**Chatla Nirmala Vinodh**

Lecturer, Pithpur Rajah's Government Degree College

## **Abstract**

Music is the main sense and essence of the human life with the help of the music human beings are getting refreshment and also enjoyment, since the dawn of the history of mankind music has its significant role in their life. When it comes to modern days music plays a very vital role in the life it became one of the important things in earning money at the same time to develop communication among the people. Music has no language without understanding the language people are interested to listen, at the same time it has a language and that particular language is learnt with the help of music.

**Keywords:** Multiple intelligence approach, musical intelligence, Listening, Speaking, Reading and Writing (L.S.R.W.) skills, communication skills

The theory of Multiple Intelligence Approach (M.I) was introduced by Gardener in his book the frames of the mind (1983) where he talks about eight intelligences which are all human beings are blessed with, they are namely linguistic intelligence, mathematical/logical intelligence, musical intelligence, bodily kinesthetic intelligence, spatial intelligence, interpersonal intelligence, intrapersonal intelligence and naturalist intelligence.

Every intelligence has its own significance in the human beings each person is blessed with the one intelligence but in some cases each individual is blessed with more than one intelligence. According to their own interest people react to external stimulus given by the others. Here the researcher has made an experiment on the people who are interested in musical intelligence.

The people who are fond of music in every now and then situation in their daily routine comes under this category

## **Salient features of musical intelligence:**

1. They are fond of music irrespective of language
2. They give first preference for music in their life
3. They like to sing and hum the music
4. They can easily catch the pitch, rhythm and tone variation in music
5. They seek patterns in nature
6. They are always drawn to sound
7. They are able to memorise phrases and words in any language
8. They are good at dancing and sing while dancing
9. Some have skills in playing instruments
10. They can produce a beat on any object

**Background of the study:**

Here the researcher has made an observation upon the students of Pithapur Rajah's Government Degree College of Kakinada which is located on the coastal Andhra Pradesh at present the city attained the status of the smart city from the central government. Here most of the students are coming from the rural and regional medium background. Most of the students studied in local mother tongue Telugu whereas few students are coming from English medium background. Some students are coming from the Yanam which is under Puducherry government who knows little bit French language. But overall, more than 90% of the students are using English as L2 in their graduation.

Speaking in English and reading English newspaper is considered to be one of the elitist lifestyles in the campus by the students. Some students are unable to read the English newspaper properly even though they always carry in their hands to give some show put-up to others at the same time most of the students are unable to speak fluently in English but they manage with broken English.

Here researcher has observed some students and also some faculty are trying to hum the English songs of famous singers. If some one is able to sing a song in English means it gives some kind of prestige and also it is considered to be a status symbol in the society. Here researcher wants to utilize this feeling of the students to develop their L.S.R.W. skills with the help of musical intelligence.

At first researcher interacted with the students and later inculcated the importance of English language and its uses in upcoming world and brainstormed the students and later convinced the students to develop language skills in the English. Here the researcher utilized the English language communication skills lab which is equipped with the ICT and LED projector.

**Method:**

1. At first students are allowed to sit inside the communication lab later they are given instructions.
2. Later the importance of L.S.R.W skills and its usage to the students for clearing the international exams like I.E.L.T.S AND T.O.E.F.L etc are explained.
3. Later one song is played in front of them up on the LCD screen with the subtitles.
4. Students are asked to write the song while listening to it.
5. At first students listen to the song at the same time they will write it.
6. Once the song is completed, they are asked to read and understand the meaning of the song.
7. Later researcher asks the questions related to the meaning and theme of the song.

Here the students are involuntarily involved in the four L.S.R.W. skills, at first, they listen to the song later they will write once it is completed, they will read and try to speak about the song.

**Listening skills:**

Most of the students who are coming from the regional medium and rural background are unable to understand the song directly without subtitles because they never come to such kind of exposure before in their life. So, such kind of students are given special preference and are encouraged to listen to the English news and other listening activities like listening to short stories and also given suggestion to follow R.P. (received pronunciation) in discovery and animal planet channels and also encouraged to listen to the B.B.C. News. types of listening and its usages in future are explained to the students and are encouraged at the same time brainstormed towards listening.

**Speaking skills:**

Some of the students are able to write and read but are unable to speak to the questions whatever the researcher has asked. They are lacking the confidence of speaking, most of them are afraid of grammatical mistakes so they are unable to speak at the same time they feel shy in front of the people to communicate in English. So, such kind of students are brainstormed and confidence levels are increased by the counselling. Later basic grammar rules are taught to the students as a result they developed confidence levels and are able to overcome all the odds.

**Reading skills:**

Here some students are unable to write whatever they see on the screen the movement the scroll is going they are unable to write on the given paper. They don't know most of the words on the screen they never heard such kind of word at the same time they are new to the spellings and meaning of the words. It is very difficult to develop such kind of students at first new words and the rules of word formation and word roots are taught to them. With the help of word games and rubrics they are familiarised the common words later they are encouraged to read novels, short stories and news paper as a result they are able to develop vocabulary and spellings at the same time the use of dictionary also taught to them.

**Writing skills:**

Some students are committing mistakes while writing even though they are good at speaking they are unable to write well. This happening because of lack of concentration on spellings and also lot of negligence towards writing. They are not paying attention on spelling of the word even though they see and recognise the word they are writing wrong spelling. They are unable to concentrate on mechanical and lexical errors. So special training is given on the spellings and punctuations and usage of the word. Etymological and contextual usage of the words also explained to these students as a result they are able to overcome against all the odds.

**Authors biography**

Chatla Nirmala Vinodh is a research scholar in the department of E.L.T. and pursuing his Ph.D. from J.N.T.U.H and his research area is M.I Approach. At present he is working in Pithapur Rajah's Government Degree College (Autonomous) Kakinada as a lecturer in the department of English.

**Bibliography**

1. **Abbott, Judy A.** 2000. "Blinking Out" and "Having the Touch": Two Fifth Grade Boys Talk About Flow Experiences in Writing. *Written Communication* 17/1: 53-92.
2. **Allen, Michael.** 1980. Writing Away from Fear: Mina Shaughnessy and the Uses of Authority. *College English* 41/8: 857-867.
3. **Brown, N.A., Bown, J., Eggett, D.L.** 2009. Making rapid gains in second language writing: A case study of third year Russian language course. *Foreign Language Annals*, 42(3), 424-452
4. **Carroll, J.B.** 1964. *Language and Thought*. Englewood Cliffs. N.1: Prentice Hall.
5. **Chomsky, Noam.** 2002. *On Nature and Language*. Cambridge: Cambridge University Press.
6. **Ellis, R.** (1994), *The Study of Second Language Acquisition*, Oxford: Oxford University Press.
7. **Flowerdew, L.** (2000). Using a genre-based framework to teach organizational structure in academic writing. *ELT Journal*, 54(4): 369-378.

8. **Forester, Ann and Margaret Reinhard.** 2001. The Learners' Way: Time- Tested and True. *New Horizons for Learning Online Journal*. Retrieved from <http://www.newhorizons.org/strategies/mi/forester.html>
9. **Gardner, H., Chen, J., & Moran, S.** 2009. (Eds.) *Multiple intelligences around the world*. San Francisco, CA: Jossey-Bass.
10. **Gardner, Howard.** 1980. *Artful Scribbles. The Significance of Children's Drawings*. New York: Basic Books.
11. **Gardner, Howard.** 1982. *Art, Mind, and Brain: A Cognitive Approach to Creativity*. New York: Basic Books.
12. **Gardner, Howard.** 1983. Repr. 2004. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
13. **Gardner, Howard.** 1983. Repr. 2004. *Frames of Mind: The Theory of Multiple Intelligences*. New York: Basic Books.
14. **Gardner, Howard.** 1993a. *Multiple Intelligences: The Theory in Practice*. New York: Basic Books.
15. **Gardner, Howard.** 1993c. Repr. 2006. *Multiple Intelligences: New Horizons*. New York: Basic Books.
16. **Gardner, Howard.** 1993c. Repr. 2006. *Multiple Intelligences: New Horizons*. New York: Basic Books.
17. **Gardner, Howard.** 1994. *The Arts and Human Development*. New York: Basic Books.
18. **Gardner, Howard.** 1995. Repr. 2004. *The Unschooled Mind: How Children Think and How Schools Should Teach*. New York: Basic Books.
19. **Gardner, Howard.** 1999b. *Intelligence Refrained: Multiple Intelligences For The Twenty First Centuiy*. New York: Basic Books.
20. **Gardner, Howard.** 2003. Multiple Intelligences After Twenty Years. *Paper- presented at the American Educational Research Association. Chicago, Illinois. April 21, 2003*.
21. **Gardner, Howard.** 2003. Multiple Intelligences After Twenty Years . *Paper- presented at the American Educational Research Association. Chicago, Illinois. April 21, 2003*. Retrieved from [http://\v\vw.pzweb.harvard.edu /Pis/HG MI after\\_20\\_years.pdf](http://\v\vw.pzweb.harvard.edu /Pis/HG MI after_20_years.pdf)
22. **Gardner, Howard.** 2004 a. Audiences for the theory of multiple *intelligences* .*Teachers College Record* 106 /1: 212-220.