

Abstract

The research study was conducted to primary five students in one private school. A total of 118 students participated in this case study. First, the researcher made a questionnaire on Multiple Intelligence. Students assessed themselves using the “Brian-based Recommendation for Intellectual Developments and Good Education—A Self-Rating System” . After analyzing the result, the researcher also interviewed and observed the participants to check the reliability and validity of the data. Second, design a language curriculum that would meet the requirements of the theory of multiple intelligences by following the right direction.

The researcher discovered that intelligences distribution and level of individual development is different. In the linguistic intelligence, although the participants were in the same level and shows common development, there were individual differences as well. The result shows that students are different from each other, therefore teaching should vary and education must cater for individual differences. On the other hand, the design of curriculum is not the purpose of the multiple intelligences but through the way of multiple intelligences the target of language could be achieved.

The following hypotheses were gathered in curriculum design and practice:

1. Children are unique and have plasticity.
2. One must gain confidence in doing something on order to feel successful. Students should be given the chance to experience the real world of learning.
3. The children are the core in curriculum design and teaching.
4. Create a learning environment to promote language learning.
5. Students can have a broader and deeper understanding of the language if learning the language is integrated to other subjects.
6. Use for cooperative learning, team work and collaborative work.
7. Apply authentic performance assessment and utilizing self-evaluation to promote.
8. Record and share learning progress.