Teaching English, Accepting Multiple Intelligence Types, through Arts

Ivana CIMERMANOVÁ
Institute of English and American Studies
Faculty of Arts
Prešov University in Prešov
Slovakia

Abstract
The article discusses the importance of acceptance of the multiple intelligence types as one of the key factor influencing the (language) teaching. It focuses mainly on the possibility to introduce art as a source of material for language teaching, providing a wide spectrum of possibilities to introduce different types of activities. The author understands art not only as a source for language teaching/learning but something more than that. For her, the art can be a source for presenting moral and aesthetic values and the material, which will develop learners as a complete personality. The art can bring ethics, culture, history to the language lesson and can help learners to understand the mentality and culture of the target language country(ies) more deeply. The paper is the case study done at the secondary school (1st graders), using some materials and preparing them for achieving the states aim, by the author. This study was a space to learn more about the students’ perception of task based approach, what gave them a chance to experience a shift from ‘teacher-centred’ learning to ‘learner centred’ lesson.

Key words: Multiple intelligence, art, personality, task-based learning, learner centred lesson

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