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BENEFITS AND IMPLEMENTATION OF THE “EIGHT MULTIPLE INTELLIGENCES” THEORY IN THE EFL CLASSROOM

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1. INTRODUCTION

This project is focused on the theory of the “Multiple Intelligences” proposed for the first time by Howard Gardner. Taking this into account, the paper is mainly divided in two parts, having each of them a specific goal: On the one hand, we will find the research part, which, under the name of “Theoretical background”, tries to give a general view of what is understood by “Multiple Intelligences” within the educational field, making a description and an analysis of all the concepts related to this hypothesis. On the other hand, the second part of the paper -which is found under the name “Study”-, tries to be a new useful tool for educators, offering some tips and a series of activities to be implemented in a classroom, taking into account the diverse number of Intelligences interacting in it.

If we take a closer view to the project, we will see that it is structured as follows:

1. Theoretical background:
 1. Multiple Intelligences: What they are according to Howard Gardner and other authors.
 2. Benefits of introducing the Multiple Intelligences theory into account in the EFL classroom.

This last point will mainly expose reasons why the theory can contribute to:

- A better management of the EFL class
- Make the Second Language Acquisition process easier and more successful by adapting teaching to personal characteristics, such as one’s learning style or type of Intelligence.

2. Study:
 1. Ways of knowing one's personal intelligence or intelligences.
 2. Design of a teachers' guide with activities which integrate the “8 Multiple Intelligences”.

2. JUSTIFYING ACADEMIC AND PERSONAL INTEREST OF THE TOPIC

We could think that nowadays everyone who is somehow related to the educational field knows about the “Multiple Intelligences” theory, and it could seem that there is not



much more to be said about it. There are quite a lot of books which present this theory, courses addressed to teachers, speeches and so on. However, I think that what many people -specially teachers- have, is a more or less general idea of what this theory states, because there is a lot written about its theoretical background, but there is not much published about its uses in a classroom, -and even less in the EFL classroom-. When I first heard about Gardner's theory some years ago I found it really interesting and useful for educational purposes, but I soon realized that there are very few examples of activities or routines that we- teachers- can implement in the classroom. For this reason, I decided to do a bit more of research about this topic and then try to design myself some kind of portfolio with a teacher's guide on how to start implementing the "8 multiple intelligences theory" in a class, as well as a series of activities to use with the students or at least provide the educators with some ideas at the beginning.

Moreover, I chose this particular theory to analyze it and work on it because I believe that those theories which contribute to a more individualized teaching/learning"- as the "Eight Multiple Intelligences" one- are essential to get a successful learning of any kind: People are very different in many aspects, so it should be reasonable to think that not everybody learns the same way, and sometimes teachers do not adapt their teaching to the individual needs or characteristics of the students -many times because they do not have enough time or resources to do it, and some others because they do not know how to do it, or they even do not think of it-. For this reason, I would like to do some research on it: to find out a way of implementing some activities or techniques which allow teachers to adapt their teaching a bit more to the individual situations and needs of the students without needing many more resources, and this open new ways of learning.

3. OBJECTIVES

Along this section there are the projects' objectives presented, divided into 3 groups: "general aims", "specific aims" and "personal aims".

3.1 General aims

-To study the benefits of the use of the "Multiple intelligences" theory in the class.



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- To search ways of integrating the Multiple Intelligences theory in the EFL classroom
 - To find ways of knowing one's personal intelligence or intelligences.
 - To design a block of activities to be carried out in the classroom, bearing in mind the “8 Multiple Intelligences” theory.

3.2 Specific aims

- To describe and analyse the theory involving the theory of the “8 Multiple Intelligences”, by H. Gardner
- To offer a way of detecting one's type of intelligence/s.
- To design different activities according to each type of intelligence.

3.3 Personal aims:

- To be able to design an activity to develop each type of intelligence.
- To learn about the educational implications of the “Multiple Intelligences” theory

4. THEORETICAL BACKGROUND

In this first section I will describe the theory under study, explaining what the author's main ideas are, as well as other authors' contributions to the theory and its benefits and possible implications in the educational field.

4.1 Multiple Intelligences: What they are

Along this project, we will base the concept of “multiple intelligence” on the definitions deduced from H. Gardner's theory.

According to this theory, stated for the first time in “Frames of Mind: The theory of multiple Intelligences” (1983), the concept of a unique type of intelligence -usually thought to be related to the logical and linguistic capacity-, becomes obsolete. Instead of that, there is the idea of a group of different and relatively-independent types of intelligences or capacities that are valid and useful for learning. This fact is described by H. Gardner as the “biopsychological potential”.

With this new view of a more pluralistic mind, “intelligence” is no longer seen as the innate capacity of obtaining knowledge, but as an ability to get something; and obviously, there are different ways of getting things. Consequently, we would not label



“intelligent” a person who just gets very good academic results, but a person who is able to solve certain problems or succeed in some specific fields using his/her own way. Each of the possible ways are the different types of intelligences which correspond to the followings:

- Logical – mathematical: This type of intelligence can be also called “scientific”, and it refers to the ability of using a logical reasoning, which is normally formed by hypothesis, to solve problems. It is also called “critical thinking”, as it tends to use logic and reasoning towards any kind of situation. Some domains or jobs which require a high command of this ability would be engineering, science, accounting, programming or architecture.
 - Spatial: It is the ability to form a mental model of space and operate on it. Some domains or jobs which require a high command of this ability would be sculpture, surgery, interior design or photographer.
 - Linguistic: It is the kind of intelligence which enables the person to use language effectively to communicate ideas or get other purposes. The language used can be both written or oral. Some domains or jobs which require a high command of this ability would be: teaching, poetry, law or journalism.
 - Musical: It is the natural ability to recognize and interact with sounds and instruments, and it has to do with the perception and performance of these elements.
 - Bodily – kinesthetic: This refers to the ability to solve problems or get any purpose using one's body, as it can be for example the expression of emotions. Some domains or jobs which require a high command of this ability would be dancing, acting, or any job related to sports.
 - Interpersonal: It is the ability to understand other people (their situations, thoughts, emotions, etc.) Some domains or jobs which require a high command of this ability would be teaching or counseling.
 - Intrapersonal: It is the capacity to get an accurate knowledge about oneself, and use it to success in problematic situations. By knowing the internal aspects of oneself, the person can act consequently and get the desired results. Some domains or jobs which require a high command of this ability would be psychology, philosophy or arts.
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- **Naturalistic:** It refers to the ability to recognize other species in nature and perceive the relationships among them, getting to know them very well in order to get a specific purpose. It does not seem to be one of the main intelligences, as H. Gardner found it quite more relevant in prehistorical times than nowadays. Some domains or jobs which require a high command of this ability would be sailing, biology, farming or any job related to features of the environment.

Above we have seen the main 8 Multiple Intelligences described by H. Gardner (even though the last one did not appear among the main ones at first). However, in his book “Multiple Intelligences: The theory in practice” (1993) and later in “La inteligencia reformulada: Las inteligencias múltiples en el siglo XXI” (2001), he considers the idea of including some other intelligences to this theory, as the spiritual intelligence, which would be related to the sensitivity towards religious, mystic and existential matters. Furthermore, he also states that even though the list of intelligences should be limited in order to be practical for users -who could be educators or parents for example-, and significant, we cannot forget that there are multiple sub-components within each type of intelligence. For example: having a strong linguistic potential can be expressed by means of a great capacity to analyze sentences, to learn languages by ear or to acquire literacy with more facilities (as well as others), and being good at linguistic competences does not mean to have ease in all its sub-capacities.

Also very important is to remember that, according to H. Gardner, Multiple Intelligences are “biological potentials” which can be developed and can change, and this does not mean that each person is uniquely corresponded by one of them; contrarily, Gardner suggests that each person has got a different combination of all the different skills, and normally some are more strengthened than others. Knowing this, we -as teachers- should take advantage of our students' strengths in order to help them find their best way to success, and this is what we are going to consider in the next section: the benefits of taking this theory into account in the educational field.

Got to this point, where we could have got a general idea of what the “Multiple Intelligences” theory implies, we should make clear that, even the “key word” when talking about this theory is “intelligence”, we should understand that the concept implied is the same one as “ability”, “capacity”, “talent” or “mental skill”, and for this reason, from this point onwards, we could be referring to the same idea using any of those terms.



4.2 Other authors' implications

In line with Gardner's thoughts, there are some authors, such as J. Sternberg, who defend a pluralist view of human intelligence. In this case, the psychologist presented the "Triarchic theory of intelligence", where he defined the concept "intelligence" as "*a mental activity directed toward purposive adaptation to, selection and shaping of, real-world environments relevant to one's life*". (Sternberg, 1985, p. 45). He did not support the idea of a unique type of intelligence, but three: the componential (which implies an analytical ability), the experiential (which is based on the use of experience and intuition), and practical (which consists on adapting oneself to the context/environment). However, as it is quoted in L. P. Sánchez and J. B. Llera (2006), Sternberg did not support Gardner at a hundred percent. He -as other investigators and teachers- considers that Gardner's theory is not based on any scientific study and they believe that it comes more from his intuition, as there is no way of identifying and measuring the different intelligences.

Moreover, some other authors have not agreed on the existence of different types of intelligences, and in many cases, this could be due to the fact that Gardner's opposition to tests, -and more specially to IQ tests- was not very welcome among those who thought that it had been a great advance in psychology.

One example of this opposition to Gardner's theory is expressed in the book "The Bell Curve" (1994), by Richard J. Herrnstein and Charles Murray, as they support the idea of a single type of intelligence, which is hereditary and can be measured by using standardized tests.

4.3 Classroom implications

As we have seen, the Multiple Intelligences theory presents a new way of learning, by which each student possesses a different way of obtaining the desired results, according to his/ her personal combination of the various intelligences. In the next section of this paper we will see what the benefits of implementing the theory in the class are, but first we should clarify the repercussions that it would have in the



classrooms. If the concept about learning changes, it seems obvious that this will affect teaching, as these two actions go hand in hand.

The first thing that we can deduce is that, as intelligence does no longer represent a single concept equally applicable to all our students, each pupil becomes unique, and therefore there is the need for an individualized teaching design, where each student is the center of the teaching-learning process. This would imply a wider variety of activities and resources planned that could reach all the students' needs according to their potentials, and consequently, it would mean that teachers should be extremely creative professionals, able to design innovative activities which enable students to experiment with all kinds of objects and nature, share, use logic, cooperate, think critically, reflect upon themselves and others, use their bodies, and many more things. This way we would ensure that all intelligences are being developed and put in use.

Another indispensable change would consist on a new distribution of the time spent on the each of the subjects, and probably the creation of new "subjects" to work on. Normally there is much more time spent on mathematics and language(s) than on arts, music or physical education, and sometimes there is almost no time for teaching our students how to know more about themselves in order to make decisions (which would reinforce their intrapersonal intelligence) or how to understand others (which is normally taught through daily routines in the class or specific situations that occur, but there is no specific time given to such a thing within the academic timetable).

Knowing that everyone has got a different blend of intelligences, we -as teachers- should take advantage of our students' strengths in order to help them find their best way to success, and this is what we are going to consider in the next section: the benefits of taking this theory into account in the educational field.

4.4 Benefits of implementing the M.I theory in the EFL classroom

After reading the previous section, we could think that, even taking our students' Multiple Intelligences into account when planning our lessons would mean a more personalized learning, the number of changes needed is very high, and probably we -as teachers- would not be able (or simply not ready) to carry out such a deep adaptation of the lessons, materials, etc. The truth is that a proper implementation of



this theory in the classrooms would probably imply some time spent on teachers' formation, but we would not be wrong if we thought that taking these adaptations into account would make us economize time:

Diversity is constantly perceptible in all types of schools and classrooms. Each student is different, and each one learns differently: using different rates, different styles or - according to the theory under study- different intelligences. When we do not take all this diversity into account when planning our lessons, we are not really saving time, as the time saved from planning and creating materials, will have negative repercussions in the classroom. When scholars are asked to perform any type of activity which is not adapted to their specific needs, their motivation decreases and they tend to misbehave. In that case, we would be completely wasting time, as we would have to control our students' behavior, trying to make them focus on their work instead of guide their learning and actually help them. Oppositely, if we face our students to any kind of task that they are able to perform -even being challenging- and they feel comfortable with, they will be more motivated towards learning and consequently, misbehaving would decrease.

We cannot forget that our role as teachers is to guide the pupils' learning; we should be a support for their formation and discovering of their own abilities rather than an authoritarian person whose main responsibility is to control their behavior.

As we have explained, the use of Multiple Intelligences to adapt the tasks to our students' profiles means an increase in motivation, which is a very important requirement when learning a second language, but moreover, it means an increase in autonomy: If each learner (or group of learners) has an individualized task to perform, they will all be able to work with less external help.

For all the reasons exposed, we can see that the integration of Multiple Intelligences in the classroom -and by extension in the EFL classroom- have positive effects, as to get a more efficient management of the EFL class, or to make the Second Language Acquisition process easier and more significant.

Another benefit of integrating the theory under study in the classroom is that it brings many more opportunities for innovation. By exposing all our students to the same type of activity, we are limiting their creativity a lot. But oppositely, if we create a wider range of activities which strengthen their abilities, we can get many more different and valuable results.



5. METHODOLOGY

This section of the project explains the ways the Multiple Intelligences theory and its implementation is going to be studied.

5.1 The research methodology

The methodology which is going to be used in the development of this project is the following:

Firstly, as we have already seen, there has been a work of theoretical research based on the books written by the author of the theory under study, as well as some articles written by other psychologists who have done a deep study and analysis of the theory.

Afterward, in the following section, there will be a description of how to detect one's personal intelligence (or to be more specific: our students' strengthened intelligences).

Finally, I will proceed to the design of the dossier with activities to be implemented in the EFL class integrating the M.I.

5.2 The research tools

The main research that we (teachers) have to do if we want to integrate the M.I theory in the classroom is to identify our students' strengthened intelligence(s). As H. Gardner explains in most of his books, each person has a different combination of the seven (or eight) intelligences, and if we know what the strong ones are, we can use them to get a more successful learning.

When deciding how to detect these abilities, the first thing we could think of is simply to explain our pupils what each different type of intelligence consists on, and ask them which one they feel more identified with. Obviously, if we teach grown ups, this could be a possible option -even it is not an easy thing to know-, but when talking about primary scholars, this turns impossible: many concepts related to the theory would probably be out of reach and they would still not have enough self- knowledge to decide about this.



One possibility to introduce the M.I theory to our scholars is the one provided by Viens,J; Kallenbach S. (1994: page 34). It consists on using a drawing of the head divided into eight spaces, corresponding to the eight multiple intelligences. In each space, we should offer an image which represents each type of intelligence. After, the students should be given a handout with the same drawing of the head but having blank spaces, where they should write down the ideas discussed about each type of intelligence in a way that they can remember what each one consists on. To do this, they could use the words, examples or drawings that they consider important in each space. Later on, students should be invited to share their ideas and speculate in which intelligences they have strengths.

Another nice way of introducing our students to the theory under discussion is the use of the book “ You're Smarter than you think: A kid's Guide to Multiple Intelligences” by Thomas Armstrong. It provides very understandable explanations about the theory and about the main ideas related to it, and some very accessible and simple quizzes for kids to make them realize that there are many ways of being smart (as they call it in the book), and that they are probably very good at some things that they had never thought they were “important” or that reflected their intelligences in some way.

These are just two ways of introducing the theory in the classroom among many others, and there is a very common one that we can easily find on the internet which could bring us to a quite paradoxical issue: the use of tests. We can find several tests online designed to identify one's strengthened intelligences, but – is not the use of tests opposed to the Multiple Intelligences theory principles?-. According to H. Gardner (1983), intelligence is not something that we can objectively measure with a test (oppositely to the spread use of IQ tests those days). However, in this case we are not intending to use any test to quantify our students' intelligence; what we can do is to use a series of questions to know more about them and find out what their strengths are and how they learn better, because that (and observation) is the only way of getting to know what their most emphasized intelligences are.

As I have said, we can either make them questions taken from already designed tests for this purpose, or select a series of items we consider important and observe their attitudes towards learning in those cases. In the case we wanted to do so, I have designed an example of observation chart which could help us identify our students' strengthened intelligence(s):



Tick the statements which describe the person or grade them to see which ability is more present in the student.

Logical-mathematical	<ul style="list-style-type: none">• He/She likes to work with calculators or computers.• He/She likes to work with numbers or shapes.• He/She is good at maths (can add numbers quickly, for example)• He/She likes jigsaw puzzles.
Spatial	<ul style="list-style-type: none">• He/She likes to build up things (or play construction games)• He/She knows the way home from almost everywhere he/ she goes.• He/She can easily use directions (or a map)
Linguistic	<ul style="list-style-type: none">• He/She enjoys reading.• He/She has a rich vocabulary.• He/She likes to write letters to his/her friends• He/She can easily communicate.• He/She enjoys learning new words.
Musical	<ul style="list-style-type: none">• He/She can play (or would like to play) an instrument.• He/She likes whistling or singing.• He/She thinks music is very important in his/her daily life.• He/She likes different types of music.
Bodily- kinesthetic	<ul style="list-style-type: none">• He/She can quickly learn a dance.• He/She has good balance and coordination• He/She can ride a bike or skate.• He/She is good at running
Interpersonal	<ul style="list-style-type: none">• He/She can know what others think/ feel by looking at their faces.• He/She likes to have many friends• He/She enjoys being with people of different ages• He/She worries about others and likes to help them



Intrapersonal	<ul style="list-style-type: none">• He/She is responsible about his/ her own actions.• He/She normally knows the reason why he/she is happy or sad.• He/She likes to think about his/her own feelings or problems.
Naturalistic	<ul style="list-style-type: none">• He/She enjoys observing plants and trees• He/She has got a pet (or would like to have one or more).• He/She likes learning about nature.• He/ She enjoys looking after the class/ houseplants.

6. STUDY

This part of the paper explains how the materials designed along this project have been put in practice in a real educational situation in order to be studied. In order to do so, the context will be described, as well as the data collection method used.

6.1 Corpus and data collection

Some of the activities that I have designed, which are presented in the following section, have been carried out in a real classroom of Primary students during October, 2013. By trying them out, I have been able to see if they are suitable or not for the specified objectives, which mainly consist on giving each student the opportunity of learning according to his/her abilities and this way, make the learning process of a second language easier. All the students where asked a series of questions taken from the “observation chart” I had personally designed and which is presented above. I preferred to do this individually, having a moment with each student from playground time, for example, instead of asking the questions in front of the whole group and make the raise their hands, because I wanted to avoid that they could feel influenced by their classmates when making a decision.



From the analysis of the answers, I “classified” the pupils in different groups according to each type of Intelligence. For this reason, all the activities were carried out in small groups, and each of them had a different activity or task.

Therefore, the only interviews or questionnaires used in this project were the questions I asked the students in order to find out -if I did not already know it- what the strengthened intelligences of each one were. The questions were formulated based on the items from the observation chart I had designed, and are shown in the appendices. At the beginning, I started to ask questions in which they had to choose between one thing or another, and I quickly realized that that was limiting the results, as many people enjoy the same way two very different things, and so do children: they can have two intelligences highly developed. Thus, I decided to ask one question for each item from the observation chart. However, there were many things I did not need to ask them, because I had already observed them during the three months I had been teaching them. For example, I did not have to ask them about their writing or reading skills or whether they were good at any school subject (music, maths, science, etc) or not, because I already knew that.

6.2 Context description

As it has been mentioned in the previous point, the activities designed were tried out in a real group of students I am currently teaching English. It is formed by 26 students and they are coursing the last year of Primary education, which means they are between eleven and twelve years old.

Their current level of English (in general) is not low: a few of them have extracurricular English lesson with private teachers or at language schools, but the majority of them do not. Generally, they are quite hard-working if you can get them motivated.

They have been learning English at school for six or seven years (since they were 5 years old). This course, they have two hours of lessons per week altogether, and one hour of English with half of the class, because the group is split. This makes a total of three hours of English lessons per week.



The school is a public Primary school placed in the town center. The fact that it is placed in the center means that, generally, there are not many families with low acquisitive levels, because living in that zone is not cheap, so the majority of the students belong to a medium-class.

The syllabus has been designed by the school, according to the Government requirements (which are called “competencies” and are developed in the Curriculum. These requirements are mainly grammatical and lexical. However, they are also asked to have a certain domain of oral skills.

The materials used in class are mainly three books: the class book (where the grammar features are introduced by means of songs, stories or rhymes; the work book (with individual exercises) and the “Study skills book”, which is a very small book which serves as a revision of the grammatical features and vocabulary worked in each unit. The fact of using books normally implies the lack of individualization or adaptation towards the students: The activities proposed are the same for all of them, no matter the different levels of acquisition nor the type of Intelligence they have. Also, having three books means there is not much time to do any other extra activities which the teacher finds necessary or good to do. However, I try to use the “half-group sessions” to do other activities out of the books, and those were the sessions where I tried to implement the activities designed, as well as some other moments when students could stay in the classroom, such as playground time.

6.3 Research tools used for the analysis

While implementing the activities, I took notes of everything I found interesting from the direct observation, such as the students' reactions towards the activities and their results, and took photos while they were carrying out the activities.



7. RESULTS AND DISCUSSION

In the following pages I will present a dossier with series of activities that I have designed which try to develop -within a common topic- the eight multiple intelligences. This way, I try to demonstrate that the same theme or matter can be taught and learned in different ways, being thus adapted to different abilities that students may have.

Moreover, I will first give a general guideline with some types of activities that we can use in the EFL classroom to work on each different type of intelligence.

We cannot forget that the aim of having a great variety of activities is to adapt teaching to the learners' needs. Therefore, and in accordance with the book "The Best of Multiple Intelligences Activities"(1999: page 8) by "Teacher Created Resources", we -teachers- can choose from either offering our students activities that promote the development of their already strengthened abilities (so they feel more motivated and can "give more of themselves"), or give them the opportunity of fortifying some other which are less-developed. Another option is to offer all the activities to the whole class, to make sure that the eight Multiple Intelligences are being worked.

7.1 General guidelines

If we do a quick search on the internet, we will probably find some web pages which offer many ideas of activities addressed to the use of the M.I in the classroom. However, not many of them are specifically oriented to EFL lessons, as apparently the only type of intelligence which focuses on the use of the language is the linguistic one. Here I give you some examples of types of exercises, activities, games and tasks that involve the use of each different ability in the English class, remembering that besides developing the intelligence in question, the use of the foreign language needs to have an important role in the activities. For this reason you will see that there will always try to be a balance between the work from each specific type of intelligence and the use of the foreign language (especially if we take into account that all of them should be conducted in English).



LOGICAL-MATHEMATICAL:

- Graphs and tables: They are a good way to use the logical and mathematical ability and they also require the language to be explained afterward.
- Problem solving: Problematic situations can be simply proposed and discussed in the target language, being logic the key element to solve them.
- Mathematical exercises/games: Almost any type of activity, exercise or game which is based on the fulfillment of mathematical operations would develop this ability. As well, other mathematical activities which do not involve operations (such as geometry) could be useful.

LINGUISTIC:

- Dictations: Any type of dictation can enhance the use of linguistic abilities. Rather than the traditional ones, we can use pair dictations, running dictations (in pairs or small groups), or any other version.
- Stories: They can be told by the teacher, or the students; just read or done by themselves (individually, in pairs or in groups); completely free or following any pattern, such as the compulsory use of certain words or sentences.
- Interviews: These can both introduce written and oral language, being guided with a previous model (according to the topic being worked at the moment) or completely open.
- Word games: There are many engaging word games to use in an EFL classroom, such as word searches, crosswords, the classic "hangman", anagrams or the classic "Scrabble".

SPATIAL

- Drawing: Visual representations of reality are a good way of promoting the use of the spatial intelligence. However, not any kind of drawing or painting is useful, as drawings whose only purpose is to express oneself would probably not bring this ability into practice.
 - Maps: Mind maps as well as any kind of scheme can help students structure new vocabulary and ideas in a very visual way.
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MUSICAL

- Songs: Although it is the first thing we probably think of in relation to the musical ability (and possibly the only one), there are many ways of using songs in the EFL classroom. They can be provided by the teacher or by the students, and worked in many different ways (using the classical “fill in the gaps”, rewriting a song using the same rhythm or melody, changing the end, etc.); the songs can be either produced by someone else (famous or not) or they can be made up by the learners (either completely or partially).

BODILY-KINESTHETIC

- Role-playing: Any type of role-playing related to the topic worked in a certain moment can be very useful to integrate both the foreign language and the use of the bodily-kinesthetic ability. Role-plays can be done following a previous model, worked structures of language or completely open.

- Movement activities: Even though our main goal is to learn the FL, we can introduce movement in the activities, such as certain sports. A very useful way of teaching English (or any other language) through the use of the body is “TPR” (Total Physical Response), which is based on the idea that languages can be learned or internalized by responding to orders involving movement. A typical example of this is the game “Simon says”.

INTERPERSONAL

- Cooperative learning: The main requirement for the development of interpersonal competences is cooperation and collaboration. For this reason, we can introduce activities such as projects (where each student has a role and all of them have to create a common product), or peer teaching.



INTRAPERSONAL

In opposition to the interpersonal intelligence, the key components for the development of intrapersonal abilities are reflection and self-analysis. For this reason, almost any task or activity which has these elements and is carried out individually would be appropriate.

-Journals: they can be used to keep track of the student's personal activities.

NATURALISTIC

-Experiments: This type of activities lets the students investigate and learn about natural phenomena by doing and seeing things themselves. The fact that they can personally and directly check and observe things, make learning become much more significant.

- Collecting natural organisms: Any type of natural organism around them can be collected, observed and studied for later activities.

- Outdoor activities: Visiting natural places where they can observe and interact with nature.

For all the activities mentioned above, we must bear in mind that apart from focusing on a specific type of competence or ability, we are always working for the learning of the foreign language, which in this case is English.

7.2 Activities

The activities are divided into 3 different topics which could be the titles of different EFL didactic units: "Insects", "Feelings" and "School". For each one, I will provide an example of activity for each type of intelligence. All of them have been thought to be implemented in a class from the last stage of Primary school (5th or 6th graders who are normally between ten and twelve years old). However, all of them can be adapted to



younger or older learners and some possible adaptations are proposed for each of the activities in the observations section.

TOPIC 1: INSECTS

All the activities are thought to be implemented after some previous sessions, where an introduction to the insects' world can have been done.

LOGICAL-MATHEMATICAL

After studying some characteristics of the insects, a possible activity to develop the logical ability would be an error-recognition one, where students have to identify and correct the mistakes in some sentences which describe the world of insects. Then, students can also propose some mathematical problems related to insects to their classmates.

PROBLEMS WITH INSECTS!

1. Try to find the mistakes in the following sentences and propose a correct option instead:

- The body of an insect is normally formed by: the head, the thorax and the tail.
- Insects are born directly from the mother's stomach.
- Insects have got lots of bones.
- The most important parts of an insect are its nose and ears.

2. Propose a mathematical problem to be solved by one of your classmates.

Remember! It has to involve insects!

OBSERVATIONS: The activity could also be supported with drawings or photographs to make it more visual. The types of mathematical operations involved in the problems proposed by the students will vary according to their level, and the basic mathematical vocabulary (as adding, dividing, etc) should be taught before doing the activity.



LINGUISTIC

In order to develop the linguistic ability, students can write a brief story about an insect. They can be first given a model of how to write a story:

LET'S MAKE A STORY!

Remember all the parts of a story:

TITLE

SETTING: Explain when and where the story is happening, introduce the main character(s) and other important facts. Here, the insect's habitat has to be described.

PLOT: Develop the main idea. There can be a conflict which has to be solve or any other important fact to explain.

END: The conflict or mystery is solved.

OBSERVATIONS: In order to make the activity easier, the students can be provided with a model, from which they have to change some parts (or even words in lower levels). If we want to make it more challenging, we can also add a "handicap" asking them to use certain vocabulary within the story.

MUSICAL

This activity has to be implemented after the students haven been introduced to the names of some different insects in English.

It consists on recognizing the sounds of different insects. These sounds can be taken from many web pages, specially from a sound-bank, such as these two:

<http://www.elongsound.com/> or <http://www.freesound.org/search/?q=insect>

OBSERVATIONS: A possible variation consists on making the students write down the name of the animal they have recognized in a piece of paper or small whiteboard -if there are any available-.

BODILY-KINESTHETIC

Activities which involve object manipulation promote the development of the Kinesthetic Intelligence. For this reason, an appropriate activity to do related to insects is a guessing game with modeling clay (plasticine/ play dough).



Students need to have a bit of modeling clay, and taking turns, they have to model it to get an insect they choose. The others should guess the insect that person is shaping.

OBSERVATIONS: This activity can also be done with other materials such as normal clay. Also, the activity can be performed as a quiz, giving point to each guess.

SPATIAL

A very entertaining activity which involves the capacity of reproducing things in space is a mockup. In order to study the insects in depth, pupils can build up a mockup of the insect they choose with all the parts of it, and then present it to the rest of the classmates. The spatial ability is highly developed here as students have to transfer the idea they have of an insect into 3D, and doing it into a bigger scale.

OBSERVATIONS: This would also be a suitable activity to do if we want to develop the bodily-kinesthetic intelligence, as fine motor skills are very important in these types of activities, and that is very related to the body movement.

This activity can be done individually or in groups.

INTERPERSONAL

Any activity which involves cooperation would develop the interpersonal activity. Taking this into account, a very enriching activity to do in relation to insects is a “cooperative mini-project”, where students are set in small groups, and each group has to search information about an insect they like. The information can be found on the internet, library, or any other sources.

After, each group does an oral presentation about the insect chosen, bearing in mind that their classmates (who are listening to them) need all the information about the insect in order to fill in a worksheet.

THE (ANT)

Parts of the body:

Food:

Habitat:



Reproduction:

Curiosities/ Other interesting information:

OBSERVATIONS: This activity can be more or less guided depending on how challenging we want to make it. In some cases, we could provide the students with some pieces of information from where they should take the main ideas.

INTRAPERSONAL

The intrapersonal intelligence is developed through activities which involve reflection, concentration and, in general, think individually.

A possible activity to implement in the English class which is related to insects is the description of one of them.

It is necessary to bring one insect to the class, and leave it inside a pot or somewhere it can be easily observed. Then, students should observe it appreciating everything in it and write a composition which describes the insect: its appearance, its behavior and anything they can notice from it.

OBSERVATIONS: Instead of bringing one insect to class and make it common to all the students involved in the activity, each student could bring his/her own insect and make the description of it. This description could either be carried out orally or in writing.

NATURALISTIC

The activity consists on a search and observation of different insects.

Students are grouped in pairs or groups of three, and each of them is given a pot. Then, they have to go outside (to the playground), somewhere they can find any type of insect.



Once the insects are caught in the pots, the students go to the classroom again and observe them with a microscope or a magnifying glass, and fill in a brief sheet with the following information:

OBSERVATION OF THE SCHOOL INSECTS!		
Insects found:		
-	-	-
-	-	-
Drawing with the parts of the body:		

OBSERVATIONS: In the case that the school did not have any trees, plants or a space where students could find insects, there would be the option of bringing them from outside the school.

TOPIC 2: FEELINGS

Feelings and emotions are a topic which can be taught in English at different ages. Moreover, it can be taught taking into account the diverse abilities under study in this paper, as I will try to show below.

LOGICAL-MATHEMATICAL

The concept “mathematical” or “logic” does not seem to be compatible with “feelings”. Anyway, this activity tries to find a logical way of learning about this topic.



The activity is very simple. It consists on making a series of jigsaw puzzles which represent feelings or emotions, and once the puzzles are built up, the students have to describe the pictures orally, hypothesize why the person in the picture can feel that way and give them a name.

The following feelings or emotions can be worked: sadness, happiness, anxiety, anger, loneliness, surprise, guiltiness, fear or stress.

OBSERVATIONS: The puzzles do not need to be proper jigsaw puzzles. It is better to choose an image that we like to describe each emotion we want to work on from the Internet, cut it in several pieces and make the students reconstruct it.

LINGUISTIC

A very suitable activity to develop the linguistic ability is the following of role-playing:

In pairs, students have to make up a script, pretending that one of them feels in a certain way (very sad, surprised, afraid, excited, etc.), and he/ she meets an old friend who starts asking her/him about the way she/he feels.

It is important that this task is clearly divided into three parts: First of all, the two pupils have to decide on everything about their dialogue, as the role that each of them is going to take or what they are going to be talking about. Secondly, they have to write the script. And finally, they have to perform it in front of the other classmates.

OBSERVATIONS: Students can be given a previous model of a similar dialogue if necessary.

MUSICAL

As many people say, there is a song for each mood, and music can make you feel very different things. This activity is based on that; on what music makes us feel.

Students have to listen to 5 different songs (which should be clearly different in terms of style, rhythm, etc.) and they have to make a short written description in a very simple sheet of what each song transmits to them.

OBSERVATIONS: The start of the description can be taught in advance: "This song makes me feel...", as well as the necessary vocabulary.

MUSIC AND FEELINGS

Song 1:

Song 2:



Song 3:

Song 4:

Song 5:

BODILY-KINESTHETIC

The activity proposed to develop the kinesthetic intelligence is very related to the musical one, as music is also involved in it.

Three different songs are played, but at first, only the beginning of them is played. For each one, students have to talk about the emotions or feelings that the song causes on them, using the vocabulary previously learned in class. After, the song continues and they all have to express themselves with their bodies, dancing that song the way they feel it.

OBSERVATIONS: At the end of the activity, there can be a discussion of what they thought about it.

SPATIAL

In order to develop the spatial ability, students have to think about objects in three dimensions. A good practice for that is to transfer 3D objects into 2D, or the other way round.

An example of this is the following activity:

Students have to create a short comic with 6 vignettes introducing a minimum of 3 different feelings or emotions in their characters.

OBSERVATIONS: This is a quite demanding activity, so it could be done in pairs or reduced groups, and a previous model would make the task much more feasible.

INTERPERSONAL

We must remember that an interpersonal activity can be anyone which involves cooperative learning, team work or any other task that is needed to be done in group. In this case, the topic cannot only give rise to individual reflection, but also to share one's personal feelings with others.

In this case, the activity consists on writing one's feeling towards another person. The names of the students participating in the activity are written down on little pieces of



paper. Then, each paper is folded and given to another person. This other person has to write about his/her own feelings towards the other person using the following structure:

- It makes me feel (...) when he/she (...).

OBSERVATIONS: This activity has to be implemented when students have known each other for a relatively-long period of time. Otherwise, they would not be able to fulfill it.

INTRAPERSONAL

Many typically intrapersonal activities can be done within this topic, as normally talking about feelings and emotions involves thinking and reflecting about oneself, and this act requires the intervention of the intrapersonal intelligence.

The activity I propose to work on this ability is the fulfillment of a personal diary where each student has to describe his/ her own feelings at the end of each day. This can last for a week, and should not be extremely long, as it should focus on the person's feelings, less than in the description of facts.

OBSERVATIONS: When the diary is finished, there can be the option of reading some bits to the rest of the class, but this would be out of any purpose of developing the intrapersonal intelligence, as sharing one's own feeling with the others would be more interpersonal.

NATURALISTIC

Being related to natural environments, the activity I propose for the development of this intelligence regarding feelings and emotions consists on finding things in nature that create a specific feeling on us. Students are given a sheet, where they have the name of some feelings or emotions, and students have to think of elements in nature (plants, animals or any other thing) that remind them to those feelings or that cause those feelings on them.



WHAT MAKES YOU FEEL THIS WAY?

Think of something natural that causes or reminds you of each of the following feelings:

1. Peace
2. Stress
3. Happiness
4. Fear
5. Surprise

OBSERVATIONS: There is also the option of drawing the things they have thought of afterward.

TOPIC 3: OUR SCHOOL

This topic can embrace many different themes and activities. Below, I will present some possible options to work on the physical aspects of “the school” in the EFL classroom putting on practice the eight multiple intelligences.

LOGICAL-MATHEMATICAL

A very useful activity to introduce measuring and develop the logical-mathematical ability is to use the objects around the class to do mathematical operations by manipulating and measuring them.

Students are given a measuring tape in pairs or small groups, and a simple worksheet with various objects to measure and the corresponding operations and problems to solve.

OBSERVATIONS: Depending on the course and the students’ level, the tasks and their level of difficulty may vary, as the operations and the problems can be adjusted to the curricular objectives if necessary.



LINGUISTIC

In order to develop the linguistic ability, we can make profit of one of the textual typologies that normally have to be worked in any language: the description. Very related to another activity that I will explain afterwards (for the development of the spatial intelligence), there is this one, which is a description of one's ideal school. Before writing it, students should previously work on a given a model and then make a brainstorm. Once they have done so, they can be given a sheet to remember all the things they should have in their description.

MUSICAL

The following activity could easily be adapted to any topic, as it consists on creating a song using vocabulary provided related to the topic "school" and a chosen rhythm. In order to have a more guided task, students could be given the following sheet:

OBSERVATIONS: Many variations can be done to this activity, making it easier or more difficult, and making it more open or close. Students could either use the rhythm from an already invented song which they know or make up their own rhythm for the song.

In lower levels, students could be asked to make up a "motto" or a catch saying.

BODILY-KINESTHETIC

A very active activity or game to practice vocabulary which has previously been introduced can be simply the execution of various orders related to the objects found in a class, and introducing simple action verbs, such as "bring", "touch", "put", "move" or "take".

It consists on having a student who gives orders, and the rest of them to execute them as fast as possible. The orders could follow the following structure:

- "Bring me three pencil-cases!"
- "Touch the computer!"
- "Move a chair!"

The game becomes more challenging if those students who make it wrong, get eliminated in that round. Moreover, the person who gives the orders must be changed in each round, so all the pupils get the chance to do it and practice the vocabulary worked.



SPATIAL

A typical activity which develops spatial abilities is to create a map, and it is also a very suitable activity to carry out within this topic.

Students are asked to draw a map of their ideal school and write the names of each part of it (including the vocabulary studied in class). They can also write a short description of it using simple grammar structures such as: "It is/ it isn't" or "It has/ it hasn't".

OBSERVATIONS: An alternative to this activity which would be suitable for older students would be to ask them to make a real map of their school/ classroom, going around the school and taking notes of everything they see (not the objects but the facilities and the distribution of the school).

INTERPERSONAL

The following type of activity can be done in the regular class, being conducted in the students' L1. However, we can adapt it and introduce it in the EFL classroom providing clear guidelines and simple language structures. It consists on getting our students to observe and decide which things they like and which ones they do not like about their school, and later, decide what is the worst thing about their school and how they could change it.

In order to fulfil the task, they can be given a guideline as the following:

OBSERVATIONS: In such open activities, where the learners have to discuss among them and make decisions, it is quite difficult to get them use the foreign language all the time. However, we can reduce the interference of their first language by providing them with the necessary linguistic structures to develop the topic and discuss it. According to the level of the students, these can be different.

Despite all the possible adaptations we could make to this activity, it would be quite difficult to carry it out in a group of young learners; and for the same reason, it would turn more significant and enriching with older students who have a higher command of the foreign language.



INTRAPERSONAL

This activity consists on producing a personal collage with the things that each student likes about the school. In order to do so, they should be given a camera to take photos of such things that would later be printed to do the collage. In it, they also have to write a brief description of what each photo represents.

OBSERVATION: Apart from using photos, the students can also use drawings, and in order to make the task more complete, the learners could also write the reason why they like the things they have chose.

NATURALISTIC

A very interesting activity concerning the environment is to create a recycling point in the school or the classroom. Ideally, students could create it in the English classroom if there was one. In order to create the recycling point, the students should be provided with the necessary containers, which would be at least four: one for plastics, one for paper, one for glass and one for waste. What they should do is to create four visual displays explaining which objects have to be deposited in each container.

7.3 General conclusions

As it has been explained before the presentation of the activities, these can be implemented in different ways depending on what the purpose is. In my case, when I decided to implement them in one of the groups I am currently teaching (described in the “context” section), I chose to group the students getting together those with similar abilities, and expose them to activities where they could develop their strengthened intelligences, as my objectives in that moment were two: firstly, to get them motivated and secondly, to get them do their best at something they were good at.

If we analyze the way I grouped them, it could seem that making homogeneous groups is against cooperation or diversity. However, I believe that it is possible to adapt teaching to the students' needs or qualities without forgetting about cooperative values, as within a group, they are open to work together and help one each other, which is something they actually did (except in those activities which specifically require to be individual).



Through my observations I could confirm that all the students (or at least the majority of them) were really motivated towards the activities and worked really well. The results were very positive, as they all wanted to do as well as they could, and they put a lot of effort on their tasks.

Another thing I observed was that -oppositely to my fears- students were not surprised about having different tasks and they did not complain about it (except two of them who said that they also wanted to participate in a different activity other than theirs).

Moreover, while doing the activities I realized that even I had designed the tasks mainly thinking in one type of intelligence, many of them were useful to work on different abilities, and could have been suitable for more students. For example, the majority of the activities designed were promoting the development of interpersonal or intrapersonal skills in top of another type of intelligence, and all of them put in use at least one or two more abilities a part from the one I had thought of working on. This should make us remember that all our students -as everyone else- have a different blend of intelligences, and so can do the activities we can prepare for them. For this reason, the only thing we have to do is to set a clear objective of what we think our students need in each moment, and provide them with a task which helps them develop the necessary ability(es) in that moment.

To end up with this study, I would like to stay the two main limitations or difficulties that I have encountered while integrating the activities in a real ESL classroom:

On the one hand, I quickly realized that the activities I wanted to carry out with the students could barely fit in the schedule, and even the rest of the teachers agreed on implementing them, it was quite difficult to use any time to do it, because the curricular and the school demands are very high and there is not much flexibility for us -the teachers- when it is time to decide what to do in class. As Foreign language teachers, we do not only have to worry about our students' learning of the language, but also about the school's demands, as for example, using all the materials they have decided to use according to their educational line; which in my case are three books. For this reason, it is quite difficult to find time for new activities when the school's or the parents' main aim is to get all the books' activities done by the end of the course. With this, I do not mean to say that it is impossible to open new methodological ways; I mean that we cannot be too ambitious when we decide to start something new, as the limitations we can encounter can be more than only the personal ones.



On the other hand, there is a matter of time. Probably the results I could observe were not realistic enough, as the period of time I had to implement the activities with the students was very short, and I could only observe the immediate effects on the pupils. The conclusion we could take from this is that when we want to implement a new project or idea in a school, the sequence has to be very clear, and we must give it time enough to be significant and show real results: A new project can be started as a trial, but there has to be the option of extending it, because if there is no continuity in what we do, we cannot assess the effects in our students.



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WEB PAGES

- <http://www.scholastic.com/teachers/article/clip-save-checklist-learning-activities-connect-multiple-intelligences> . Types of activities for each type of Intelligence.

Soundbanks:

<http://www.elongsound.com>

<http://www.freesound.org/search/?q=insect>



APPENDICES

STUDENTS' QUESTIONNAIRE

- What do you prefer doing? Play jigsaw puzzles, play construction games (such as Lego), play any running game, or others?
 - Would you rather play something on your own or with all your friends?
 - Do you prefer reading or listening to music?
 - What school subject do you prefer: Mathematics or Languages?
(Change into individual questions for each item)

 - What is your favourite school subject?
 - Do you like computers? And what about calculators?
 - Do you go home on your own after school? Would you be able to go home all on your own almost from everywhere in Cerdanyola (the little city where the school is)? Have you got good orientation?
 - Do you ever write letters or notes to your friends?
 - Can you play (or would like to play) any instrument?
 - Do you enjoy listening to music or singing? What type of music do you like?
 - Do you play any sport after school? Do you consider yourself to be fit?
 - Have you got many friends? Do they normally come to you when they have problems, or do they ask for others' help or advice?
 - Do you like spending time to be alone and think about you own things, feelings or problems?
 - Do you normally know the reasons why you are sad, annoyed, happy...? Or do you often feel bad and do not know why?
 - Do you enjoy spending a day out in the mountain or in any other natural space?
 - Do you like animals or plants? Have you got any?
-



PHOTOS

These are some photos of the activities performed with my group of students during the “Insects” and “Feelings” units:

