

RESEARCH QUESTIONS

- ❖ Are teachers developing students' multiple intelligences in their Intermediate English lessons?
- ❖ Which activities are teachers using to develop the 8 intelligences students possess?
- ❖ Which intelligence is the most emphasized during the Intermediate English lessons?
- ❖ Are the teachers' activities developed in the lessons in agreement with the intelligences students possess?

GENERAL OBJECTIVE

- To analyze the importance of Multiple Intelligences applied in teaching English as a Foreign Language in the Intermediate English I courses at the FLD.

SPECIFIC OBJECTIVES

1. To investigate how teachers use Multiple Intelligences during the Intermediate English lessons.
2. To identify which intelligence is mostly emphasized in the Intermediate English I courses.
3. To mention what kind of strategies students use to practice the multiple intelligences in their classrooms.
4. To analyze how multiple intelligences can improve the learning process in intermediate English students.
5. Provide teachers of the Skills Development Area with different activities that include all the intelligences given by Howard Gardner.

JUSTIFICATION

Many learning theories have tried to explain how people learn; Multiple Intelligences (MI) is one of these theories which have been broadly examined among educators like Howard Gardner (1983-1993), Bruce Campbell (1990), Thomas Armstrong (1994) and Mary Ann Christison (2005). Though, there is plenty of information about this field, there is still a lot to say and study about this theory.

English Language Teaching has been influenced by different learning theories throughout the history and the MI Learning theory has not been the exception. According to different studies, the MI theory and teaching EFL are two factors that work really well together because the MI approach offers an integral way of teaching to all kinds of learners; therefore it allows students to multiply chances of success, understanding and retaining information.

English as a foreign language (EFL) is one of the areas that has gain importance in these recent years at the University of El Salvador, specifically in the Foreign Language Department (FLD).

The Foreign Language Department, a department of the School of Arts and Science has been the representative of languages at the University of El Salvador since it was found. Nowadays, the department offers important careers like English Teaching, Modern Languages, and a Professorship in English Teaching. It also offers free courses in some Asian Languages like Korean, Mandarin, and others.

To understand the aim of this research, it is important to have an overview of the changes that the FLD has undergone through the years in different areas: approaches used, methodologies, teaching techniques, and the like.

The FLD has its origins in 1948 as an academy that taught English and French to the university population in general; mostly for translation purposes. In 1956, this department was accredited; and in 1973, the Superior University Council approved the English Teaching career to be taught at the University. Years later, in 2002, the career of Modern Languages was approved. For more than a decade the FLD has been teaching English to a very large number of students. Each year, the new admittances in this department are higher than the previous year.

So far, it is known that at the FLD lessons are developed systematically. According to the former head of the FLD 2007-2011, Mti. Edgard Nicolas Ayala, teaching is based on the Humanist learning theory with a Communicative approach, developing four areas: listening, speaking, writing and reading. This methodology has brought hundreds of educators in the English Teaching field, this fact is something really valuable for the university and the rest of the population because through education, individuals can develop themselves professionally and so can help others develop their competencies. The aim of the research though, is to go further than this perception. It is focused on finding out how students learn and what teachers do to create opportunities for learning to take place in and outside the classrooms.

When attending a class at the FLD, differences among students can be observed, each one has his/her own way to dress, to write, to listen, to develop a task, and so on. It can be said that variety among students' learning styles and preferences are found everywhere. From this perspective, it can also be assumed that every student possesses a degree of development in each intelligence; this is to say that, a particular student in one hand can have a highly linguistic level but on the other hand his logical-mathematical intelligence could not be totally expanded. All the intelligences then, need to be exposed to different opportunities to develop those intelligences that have not been reinforced thoroughly and enhance the ones that students already possess.

That is why it is so relevant to make a distinction and know about the type of students a teacher can have in a class. If teachers are aware of the type of intelligences students possess, teachers will be able to plan activities and evaluations addressing these to students' intelligences in order to create opportunities of success for each student according to each student's specific characteristics. Teachers will also be able to improve their work as educators and they can even create a stock of activities to make their classes more attractive and effective for all students.

It is necessary that teachers promote variety in their classes focusing on students' strengths and weaknesses, not only to improve students' grades but also to develop students' confidence and enthusiasm for learning.

The purpose of this study is to analyze how the MI theory and EFL can be combined and can help students of Intermediate English I to learn in their preferred way maximizing the

possibilities of success. This will contribute to find an effective way of teaching, developing more natural ways of learning and giving opportunities for everybody to succeed in their teaching-learning process.

For this reason it is necessary to demonstrate that Multiple Intelligences' proposals need teachers' attention. This will be done through observation and investigation instruments supported in Gardner's theory to instruct teachers about the way they can improve their work as educators in teaching Intermediate English I courses and all the other courses that are part of the skills' development area.

THEORETICAL FRAMEWORK

English is a language that has gained a lot of importance at the University of El Salvador through the years. Due to Globalization and the rise of communication among the countries and cultures, learning a second language became a necessity. Learning English allow people to have better opportunities for academic development, to have access to technology and increase opportunities in the professional field. So far, these opportunities remain for people that study English at the University of El Salvador. Though, the way this language has been taught in the FLD has experienced some changes.

According to the former head of the FLD (2007-2011), Mtl. Edgar Nicolas Ayala, from the foundation of this department in 1948 up to the 80's decade, English was taught with the Descriptive Linguistic view of the Structural School. This teaching style was based on speech analysis, where students learned about the parts of speech and its influence in writing and reading. Around 1990, the influence of the Generative Linguistics School theory appeared and changed the way language was conceived and taught; the interest then was to understand the speech as a process, a mental and creative process that generates new words, phrases and paragraphs. From that time up to the year 2000, some other teaching trends were introduced mostly because of globalization. Constructivism contributed to create facilitator teachers. That means, not only teachers but also students became responsible of their own education. Humanist foundations came to the university and the Communicative approach was established in teaching English as a Foreign Language. Oral

communication became really important for teachers and students. Grammar was always used but now with communicative purposes.

Nowadays, the FLD looks for an integrated approach of teaching EFL, taking socio-cultural paradigms and remaining with the Communicative approach oriented to help students to be professionals in order to respond to the world's current needs and be part of the productive population of El Salvador.

With a similar vision of the FLD, the theory of Multiple Intelligences (MI) was born. Psychologist Howard Gardner (1983) was looking for an explanation of what intelligence **was which** took him to carry out a study in that matter. The findings of his study aimed at improving the teaching-learning process according to the different intelligences students' possess.

The MI theory (*The Frames of Mind 1983, 1993*) is now regarded as a very important investigation that has contributed a lot to improve teachers' work and students' development inside and outside the classroom in everyday situations; as this theory aims to help individuals to solve any kind of problem they encounter throughout their life. Howard Gardner, currently a professor of education at Harvard University, with his theory, replaced the general idea of intelligence that was broadly accepted by most of his contemporary colleagues.

According to the history of MI, presented on the book "Multiple Intelligences in the classroom" (Armstrong, 1994), before this theory was developed, the idea of intelligence

was narrowed at a simple score or at a numeric value. In early twentieth century, in France, the Minister of Public Instruction and a group of leaders in education developed the first intelligence test to identify students in primary grades who were “at risk” for failure. This group of people created and introduced the IQ (Intelligence Quotient) test, measuring intelligence by just taking into account a single reference and not differences or variables among human beings. Then, in the 1960s and 1970s, cognitive theories became dominant in psychology and education. In education, cognitive theories highlight the internal workings of each person’s brain, rather than the external workings of teachers and education materials.

Subsequently, some other theories continued trying to explain the learning processes like the Holistic Learning theory, Facilitation theory and the Humanistic approach (Carl Rogers, 1980), and the like.

Howard Gardner, a proponent of cognitive perspectives, stated that intelligence is not a single capacity. He defined intelligence as “the ability to solve problems or to create fashion products that are valued within one or more cultural settings” (Gardner 1983, 1993). He suggested that everybody possess a different mind and all individuals have personal intelligence profiles that consist of combinations of eight different intelligence types.

Mary Ann Christison, in her book of *Multiple Intelligences and Language Learning* (2005), presented criteria that Howard Gardner used to define what intelligences is:

1. Brain damage studies, that is when someone suffers brain injury and an intelligence gets damaged. This doesn't mean this person won't continue using the rest of his or her intelligences.
2. Exceptional individuals, this basically means intelligence at most high level representation like a prodigy person in a specific area.
3. Development history, it means each intelligence emerges at different time and way in each individual.
4. Evolutionary History. Each intelligence has its roots in evolutionary history of man, (Christison).
5. Psychometric findings. There is a variety of findings and test that support MI theory.
6. Psychological task. Psychological studies working separately. A person can perform a reading task perfectly but might not be that good with a logical task.
7. Core operation. Each intelligence has its own central or main operations.
8. Symbol system. Each intelligence can be characterized as each one might be enclosed in a single world.

Mary Ann Christison, the author of over 80 articles and 17 books on language teaching has worked with over 15,000 English language teachers in 30 countries and she has redefined intelligences in the following way:

Bodily-kinesthetic intelligence: the ability to use the body to express ideas and feelings and to solve problems. This includes such physical skills as coordination, flexibility, speed, and balance.

Interpersonal intelligence: the ability to understand another person's moods, feelings, motivations, and intentions. This includes such skills as responding effectively to other people in some pragmatic way, such as getting students or colleagues to participate in a project.

Intrapersonal intelligence: the ability to understand yourself-your strengths, weaknesses, moods, desires, and intentions. This includes such skills as understanding how you are similar to or different from others, reminding yourself to do something, knowing about yourself as a language learner, and knowing how to handle your feelings, such as what to do and how to behave when you are angry or sad.

Linguistic intelligence: the ability to use words effectively both orally and in writing. This intelligence includes such skills as the abilities to remember information, to convince others to help you, and to talk about language itself.

Logical-mathematical intelligence: the ability to use numbers effectively and reason well. This includes such skills as understanding the basic properties of numbers and principles of cause and effect, as well as the ability to predict, using simple machines.

Musical intelligence: the ability to sense rhythm, pitch, and melody. This includes such skills as the ability to recognize simple songs and to vary speed, tempo, and rhythm in simple melodies.

Spatial intelligence: the ability to sense form, space, color, line, and shape. It includes the ability to graphically represent visual or spatial ideas.

Naturalist intelligence: the ability to recognize and classify plants, minerals, and animals, including rocks and grass, and all variety of flora and fauna.

According to some researchers, the MI theory has been used in the process of teaching and now some education models are based in the implementation of Multiple Intelligences in classrooms for obtaining the best result in student's performance. For example, a study carried out by teacher Bruce Campbell in Marysville Washington 1989-1990, revealed that students not only enjoyed school with the application of this theory but also their skills emerged.

To implement Gardner's theory in an educational setting, Bruce Campbell organized his third grade classroom into seven learning centers, each dedicated to one of the seven intelligences. The students spend approximately two-thirds of each school day moving through the centers – 15 to 20 minutes at each center. At the end of the study students discovered new-found capacities and abilities. Self-confidence and motivation increased significantly and students developed responsibility and independence as they took an active role in shaping their own learning experiences.

Another researcher in the field of Multiple Intelligence teaching, Nina Makofsky (2010) also stated: “all students are intelligent”, she believed that everyone has several types of intelligences; “the problem is”, she added, “that some of them are more developed in a particular way than others”. The MI theory instead, involves applying all academic subjects in the field of teaching. It is important to develop each of the intelligences without eliminating any of them; this means, it is necessary to create some techniques or activities to make students practice all the intelligences. This can be applied in class discussions, drawing, music, speaking, listening, reading, and creating posters with different vocabulary to strengthen intra-group relationships in order to have a balance in the practice of all the Intelligences.

Kristen Nicholson (1998), a researcher on teaching strategies, also supports the idea that teachers should learn about the different ways students can become competent and understand that it is necessary to choose different ways of presenting information and lessons. Most teachers are aware **that they** have different types of learning rhythms in their classrooms; there is almost always a group of students that understands a topic quickly but there are other students that need to analyze and require additional explanation about the topic in order to comprehend it well. Therefore, teachers need to bring to the classroom different activities to present the information; when doing **so, different** opportunities are presented to all the students in the classroom. The activities selected should aim at addressing the different types of intelligences students have. It is worth mentioning that Multiple Intelligences do not change what teachers teach but they do change how teachers teach.

When teaching with the MI theory, teachers should remember some important points. Thomas Armstrong(2000), an award author and speaker of teaching experiences, gives the following points for improving the learning process:

First, each person possesses capacities in all intelligences. Some people perform extremely high levels of functioning in all intelligences while others tend not to display all intelligences. Most of the students, however, appear to possess some highly developed intelligences as well as some weak ones. In other words, some of the intelligences are more practiced than others, so they can be effective in the process of learning. Also, it is necessary to know that sometimes one intelligence compensates for another; for example, a student may give a great class presentation because he/she can effectively use his/her body posture and gesture even though his/her sentence structure is not completely accurate. That is, his/her bodily-kinesthetic intelligence compensates for his/her linguistic limitations.

Second, most people have the capacity to develop each intelligence to an adequate level of competency. For example, someone who has not developed well the spatial intelligence can eventually improve in this area through the combinations of the environmental influence, school instruction, parents, and exposure to cultural activities to strengthen this intelligence.

Third, intelligences usually work together in complex ways. No intelligence works alone because intelligences always interact with each other. A good example of this is when someone begins to learn a second language, he or she needs to make use of different intelligences to practice the language. Skills like listening, writing, speaking and reading

need to be developed so it is important to apply Linguistic, Musical, Interpersonal and Intrapersonal intelligences.

Fourth, there are many ways to be intelligent within each category. In other words, one can perform each intelligence in different ways. For example, a bodily – kinesthetic person cannot dance well, but is highly body- kinesthetic because he or she can make manual products well.

Armstrong stated: “Schools that implement activities to develop all intelligences obtain successful results in students”

If the previous points are practiced, the outcomes of the teaching and learning process can be improved. Makofsky mentions some benefits of these outcomes: the intelligences develop a deeper understanding of students’ skills or abilities like writing, logic problem solving, drawing, role playing, discussions, reading and others. Eventually, every student will discover his or her strengths and weakness in some areas and also teachers will motivate students to learn more and to learn thoroughly using the MI theory. Another researcher in the MI field, Edward Garcia Fierros (2004) argued that Multiple Intelligences help teachers, students, and parents realize that there are multiple ways to learn and that they themselves possess multiple types of intellectual strengths and life skills.

Some other researchers like: Onika Douglas, Kimberly Smith Burton and Reese-Durham believe that MI theory contributes in teaching. They elaborated an investigation on classrooms of eighth grade math students in the journal of Instructional Psychology (2008).

They compared classrooms utilizing direct instruction and teaching through multiple intelligences and found that the latter technique resulted in improved assessment results in students.

Teaching and learning EFL is an area that has been positively impacted and also benefited with the MI theory and this point of view is shared by some other authors like Herbert Puchta (2005), an educator with a PhD in English, who specializes in English Language Training believes that being in a positive learning atmosphere encourages students in their learning process and is even more effective if this process includes fun and enthusiasm. This pleasant environment can be related to the MI theory because of the narrowed relationship between senses and feelings and how learners learn a language. So, in this way pupils feel more comfortable to express themselves and the process of knowledge acquisition is easier and faster. Added to this, presenting a compelling content helps students' memory to receive the information and makes it easier to remember. They become more involved and their motivation increases. Consequently, the language that is wrapped in that content will stay in their memory more easily.

Moreover, Michael Berman(1998), a leading authority on Multiple Intelligences and English language teaching, considers that the intelligences can be developed as they are not fixed. He also supports that every single person can improve academically or obtain better academic results if teachers and students are aware of the way they learn. Besides, he suggests that teachers can provide variety of activities that can be used during the class in order to reveal the pupils' learning potential. Students then can develop and absorb the

knowledge in better ways. Teachers must promote and apply strategies for implementing MI in the EFL classroom to explore the behavior of learners.

Afterwards, inside the Classroom, the principal aim is to clarify that spoken words are not the only resource for having an effective learning process; it must include movements and feelings, colors and shapes, senses and thoughts, sounds and environment. Finding this balance is required to have a complete teaching-learning process while the class is being developed.

Puchta(2005) goes on to point out that: “Learning is not just about the language, it is about how the brain stores the information”. He explains that in ELT, learning a language depends on 3 keys: A positive atmosphere, a compelling content and teaching with the brain in mind. Understanding how the brain works when students learn is crucial, teaching by taking into account this aspect can help to develop students’ cognitive skills.

In brief, the co-authors of the book on Multiple Intelligences in EFL classrooms, Rinvolucris and Puchta (2005) think that students feel more addressed to the lessons and they will be better motivated to participate during classes when teachers use a fun and enthusiastic methodology to teach.

As a conclusion, through the years,many academics have studied the theory of human intelligence developed by Howard Gardner. Many of them agree with this theory and conclude that: to know, to develop and to reinforce those intelligences while people learn, especially a second language like English, enhance the capacities and skills during the

teaching-learning process and consequently the academic performance of students increase greatly.

The researchers of this project, then, want to answer some questions that they consider relevant in this field. These questions are:

- ❖ Are teachers developing students' multiple intelligences in their Intermediate English lessons?
- ❖ Which activities are teachers using to develop the 8 intelligences students possess?
- ❖ Which intelligence is the most emphasized during the Intermediate English lessons?
- ❖ Are the teachers' activities developed in the lessons in agreement with the intelligences students possess?

TYPE OF RESEARCH

This Investigation was based on Transactional Explorative Design and Transactional Descriptive Design. It was a descriptive design because it involved multiple intelligences' categories that measures and **motivates the** English performance among students. Also, it had as a general objective to explain the phenomenon of the Multiple Intelligence theory in order to give a diagnostic through observation and questionnaires of different intelligences applied by teachers and students of the Intermediate English I subject at the University of El Salvador.

Explorative design because it had the ability to explore new and innovative results which were very important to other designs and they could be experimental or non-experimental.

In this design, the researchers made an initial exploration in a specific moment. This kind of design was used at the moment that the investigation began. It was used to identify what kinds of intelligences students and teachers used in and outside of classroom.

POPULATION AND SAMPLE

To select the sample, the first step was to define the group of students who were part of this investigation. The selection of the sample depended of the problem to be investigated and the aims of the investigation. So, the population for this investigation was the group of students of the Intermediate English I course of the Foreign Languages Department at the University of the El Salvador. The population of the Intermediate English I courses was 180 students. However, it was necessary to delimit the population who became part of the study in order to have the sample for this investigation. The sample was defined as a subgroup of the population. With the aim of obtaining the sample, it was necessary to use a formula to determine the number of students for this investigation, the formula is:

$$n = \frac{z^2 pq}{E^2}$$

n = the size of the sample

N = The number of the population.

E = The size of the error.

P and Q = The variability.

n =?

$N = 180$ = This was the size of the population.

$Z = 95\%$ = This was the credibility of the investigation.

$E = 5\%$ = In this case the research decide the size of the error.

$P = .5\%$ = this was the variability of the answer. It can be yes/not

$Q = 5\%$. = This was the variability of the answer. It can be yes/not

$$Z = 95 \div 2 = 47.50 \div 100 = 4750 = 1.96$$

$$N = \frac{Z^2 P Q}{E^2}$$

$$n = \frac{(1.96)^2 (.5)(.5)}{(.5)}$$

$$n = 384$$

Adjusting:

$$n = \frac{n}{1 + n - 1}$$

$$N$$

$$n = \frac{384}{1 + 384 - 1}$$

180

$$n = \frac{384}{1 + 383}$$

180

$$n = \frac{384}{1 + 2.13}$$

$$n = \frac{384}{3.13}$$

$$n = 122.68$$

$$n = 123 \text{ (SIZE OF THE SAMPLE)}$$

SELECTION OF THE SAMPLE.

To select the sample, the Simple Random Sample was used since it facilitates the gathering of information. Also, it has advantages such as: it measures the size of error in the predictions. In simple random sample, each individual is chosen randomly and entirely by chance, such that, each individual has the same probability of being chosen at any stage during the sampling process. For this investigation, there were 7 groups of 36 students but the researchers only studied and observed five (5) groups because two (2) of the teachers in charge of the intermediate English I courses were in charge of teaching two groups each; for each group 24 or 25 students had the opportunity to help in this research making a total of 123 students surveyed.

DATA COLLECTION, TECHNIQUES AND INSTRUMENTS.

After the sample was chosen, and in order to get as much information as possible to measure the extent the MI theory was applied in Intermediate English I Classrooms, the research technique selected was the survey. This technique was developed by making use of one of its modalities: the questionnaire.

Questionnaire: The questionnaire was passed to the entire sample. This instrument was focused on the application of the 8 intelligences inside the classroom. It contained all the specific information on how students learn a language. The questionnaire was composed of multiple choice questions, with the objective of collecting the information that was needed, so that the polled students could provide enough information for the elaboration of this research.

Class Observation: This instrument was another technique that was used with the purpose of obtaining visual information directly from the classroom about the intelligences teachers practice and promote. The following devices were used to collect the data: camera and video camera.

PROCESSING TECHNIQUES AND DATA ANALYSIS.

The techniques that were used to process the collected data in this research were the following: descriptive statistics and analyzing. Its purpose was to gather information, analyze, process and simplify all the information collected. Therefore, the information was effectively used for the desired purpose which was to analyze the importance of multiple intelligences applied in teaching English as a Foreign Language in the Intermediate I classrooms and how teachers applied the Multiple Intelligences theory.

The process followed by the descriptive statistics for this study consisted of the following steps: selection of characters worthy of study, by survey or measurement and obtaining the value of each individual in the selected characters. After that, the frequency tables were developed. As a final step, a graphical representation of the results was presented.

At the end, the researchers analyzed the most relevant statistical results of the population answer by answer in order to clarify the results.

DATA ANALYSIS

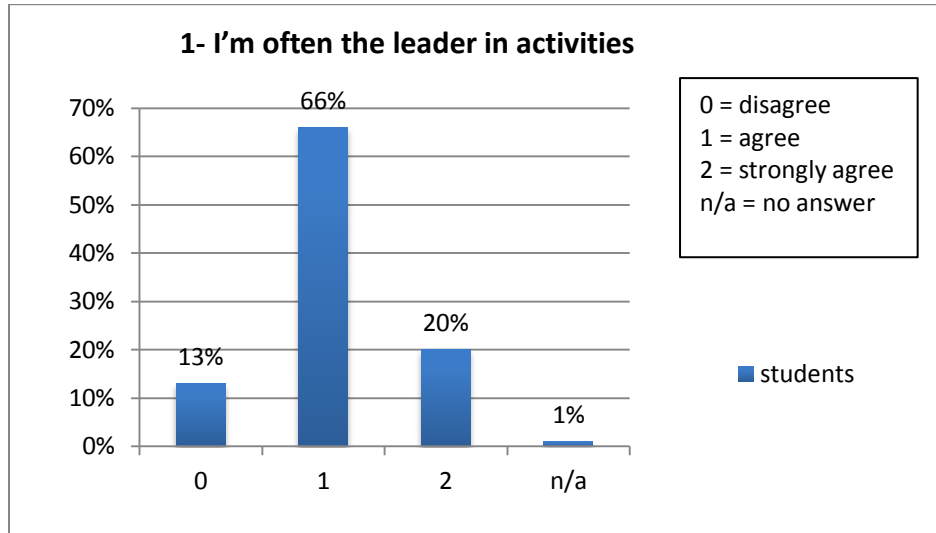


Chart 1

A total of 66% of the students agreed that they are leaders in activities in order to help their colleagues. According to Mary Ann **Christison (2005)**, people who are the leaders in activities have the Interpersonal Intelligence because they have the ability to understand another person's mood.

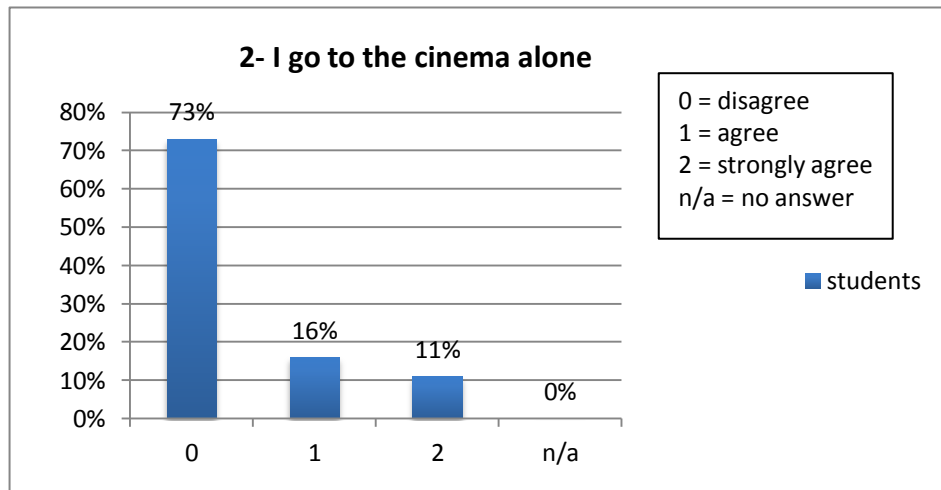


Chart 2

The students interviewed do not like to go alone to the cinema. According to the information gathered, 73% of the students do not go to the cinema alone because for them it is important to have a good relationship with another person. However, 11 % of the students like to go alone to the cinema.

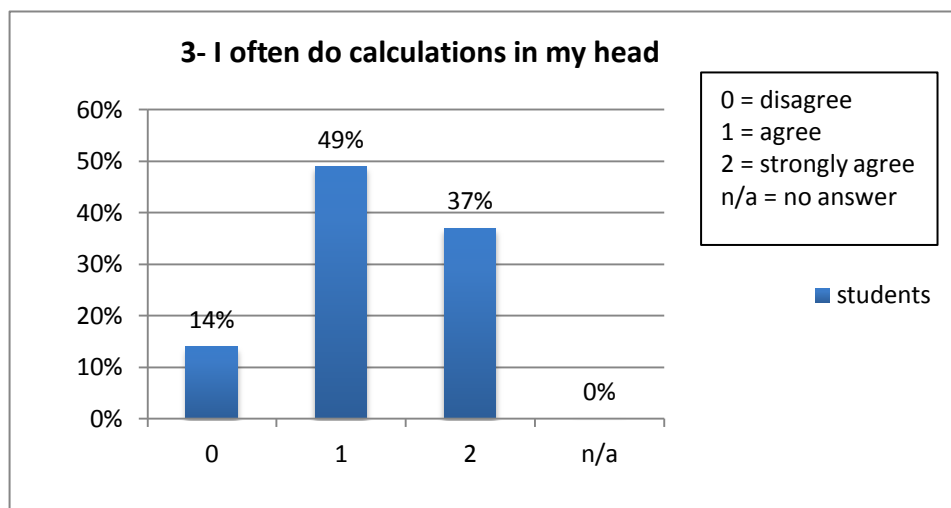


Chart 3

In the third question, 49% of the students agreed to do calculations in their head, 37% of students strongly agreed that they do calculations in their head and 14% disagreed with this statement. Mary Ann Christison (1996) stated that a student who has the skill as understanding the properties of numbers practices the Logical- Mathematical Intelligence. Those students that do not do calculations in their minds have not developed the Logical Mathematical Intelligence.

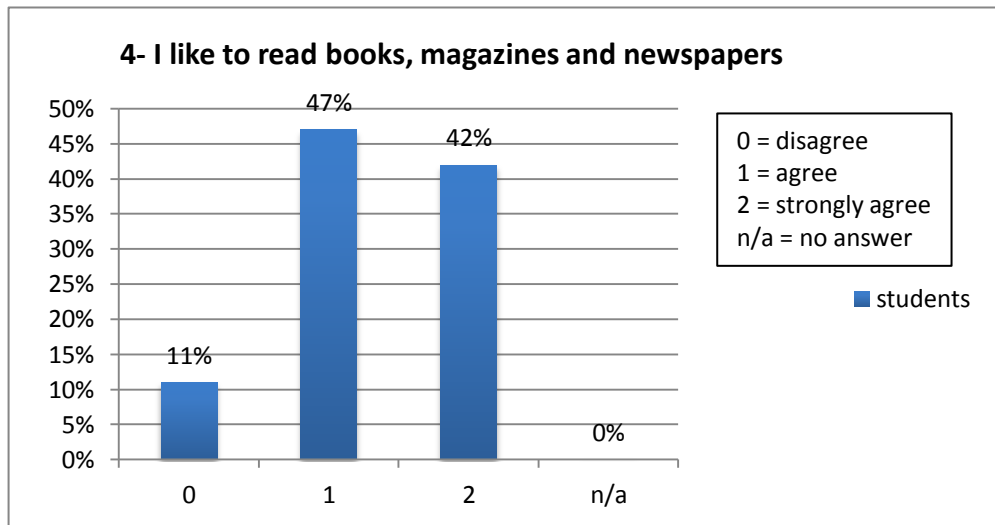


Chart 4

According to this question, 47% of the students like to read, 42% of them strongly agreed that they practice the Linguistic Intelligence because they like to read books, magazines and newspapers in order to improve their ability to remember some information.

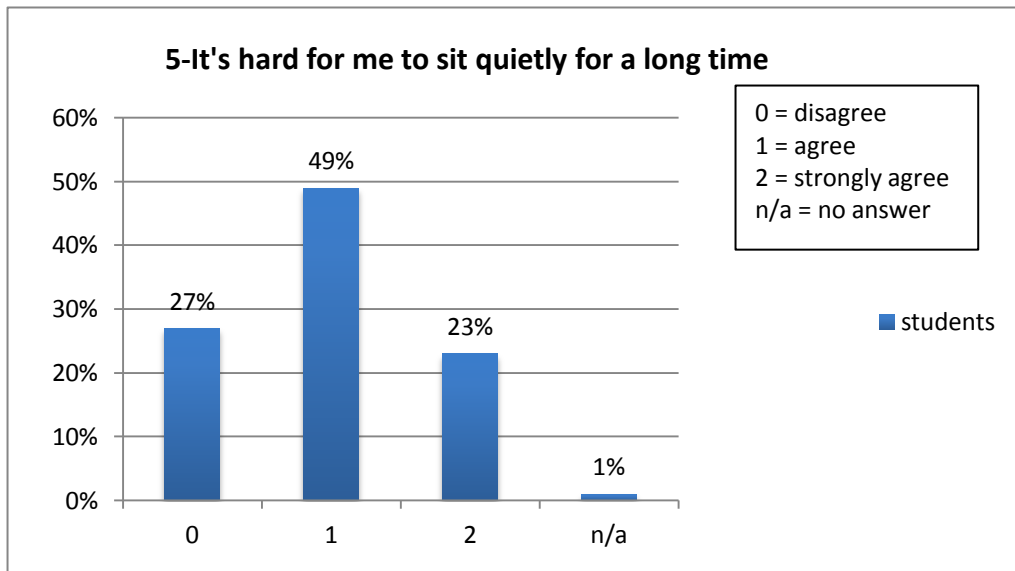


Chart 5

With regard to this question, 49% of the students believe that it is hard for them to sit quietly for a long time; and 23% of them strongly agreed that it is hard for them to stay quietly. So the majority of the population surveyed feels better when movement is involved in the class. Keeping the same position can be something negative for students.

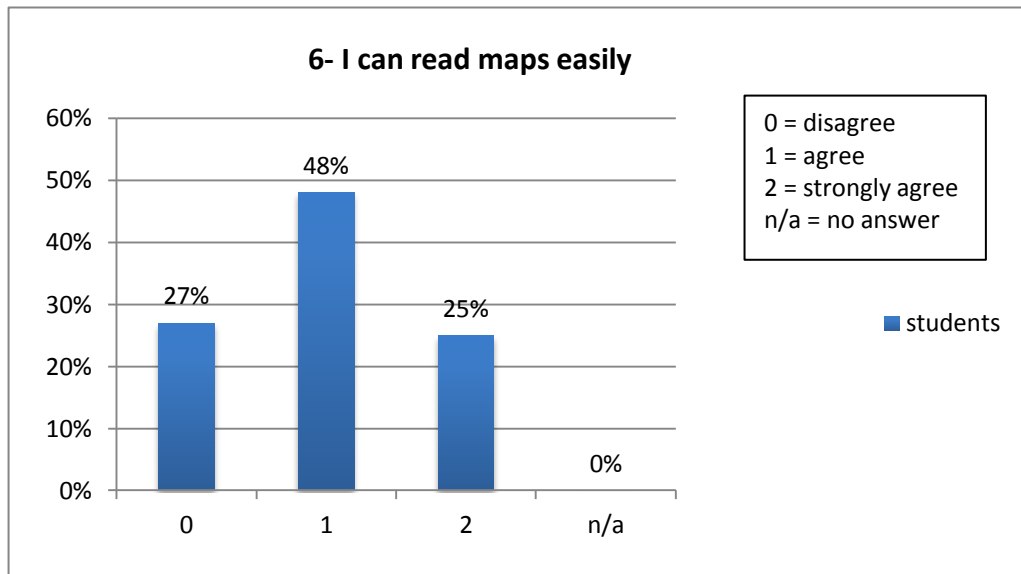


Chart 6

Sometimes reading a map is a little difficult for students. However, 48% of the students answered that they can read maps easily and 25% of the students strongly agreed with the same statement. The majority of the students have the ability to understand in a better way the information represented in maps. It can be said that they practice the Spatial Intelligence.

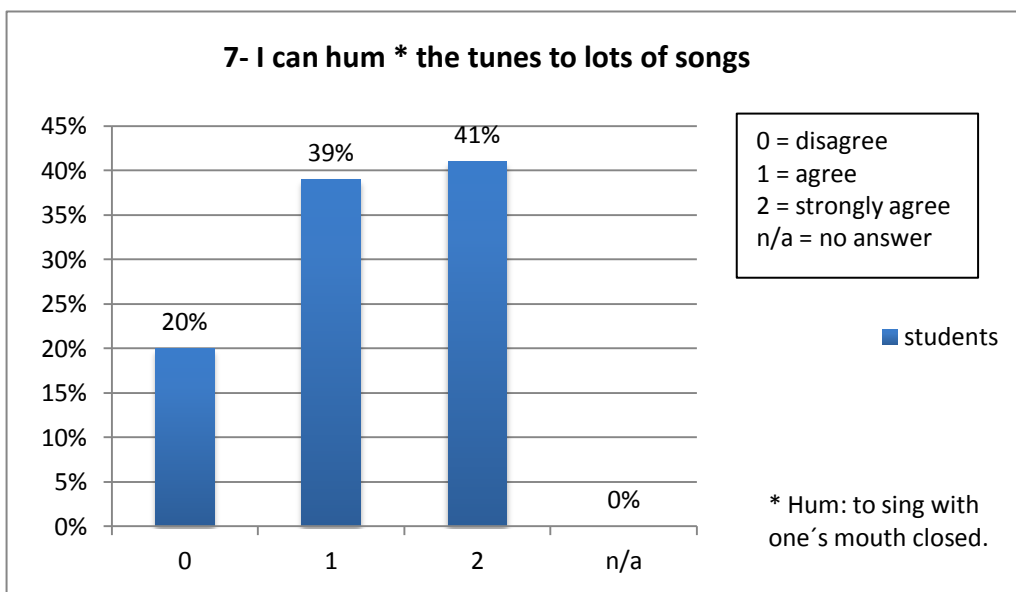


Chart 7

A total of 41% of the sample strongly agreed that they can hum the tunes to lots of songs because it helps them to improve their pronunciation. On the other hand, the 20% of the students disagreed with this question, for them it is not necessary to hum a song. Students that hum the tunes of songs have the ability to recognize simple songs and this students practice the Musical Intelligence in their learning process.

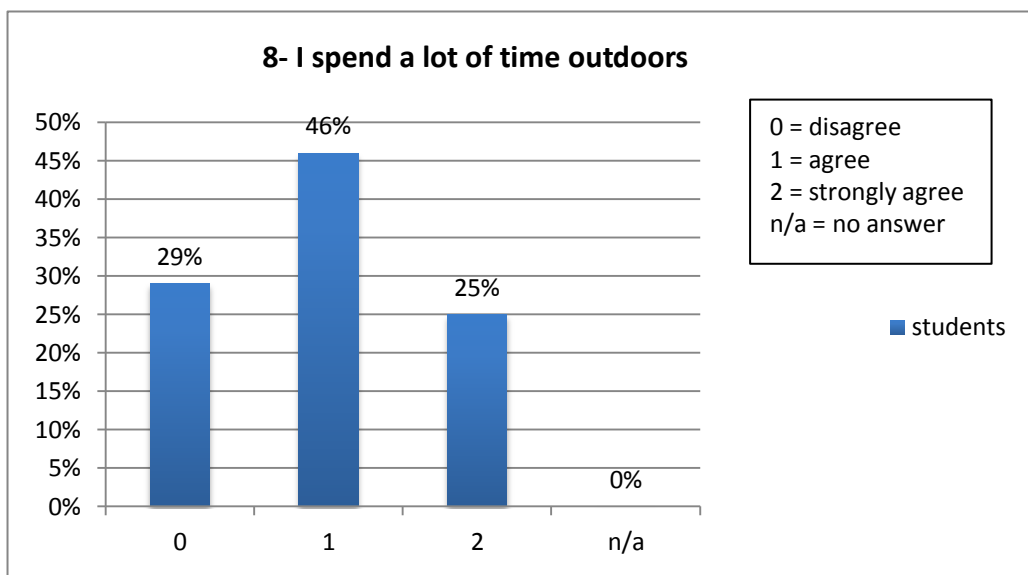


Chart 8

Many of the students responded that they spend a lot of time outdoors. 46% agreed to have the custom of spending a lot of time outdoors; and 25% of them strongly agreed about the same statement. They prefer to do their activities outdoors, in that way, they have more contact with all the variety of flora and fauna. According to the answers above, the group has found that students develop the Naturalistic Intelligence because they like to have an environmental influence when they are learning.

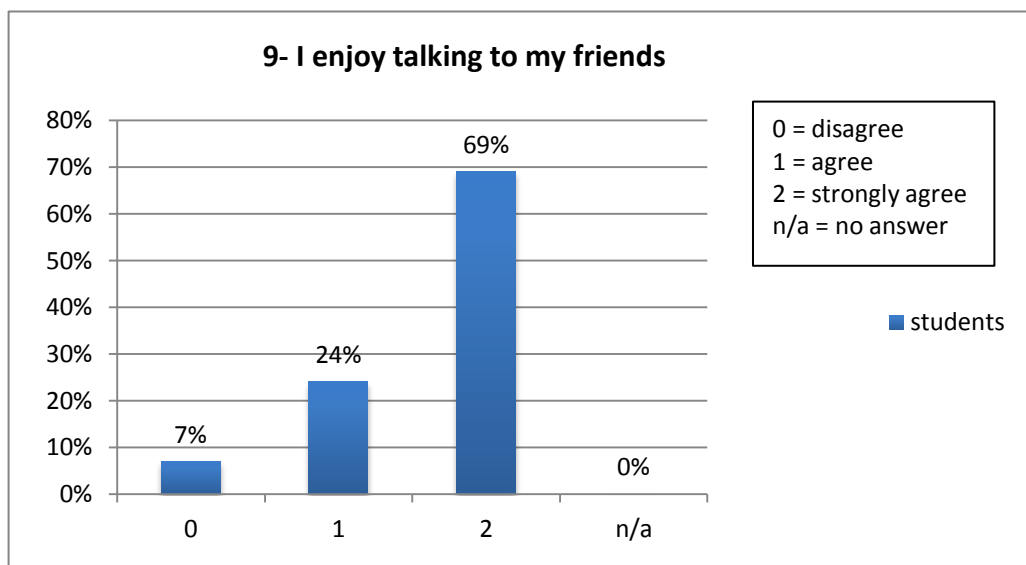


Chart 9

The chart for this statement shows that most of the students like to talk with their friends. It is important to mention that for 69% of them is very necessary to talk with another person because in this way all people have the opportunity to develop their personal relationships; and also, people learn that it is important to be a good listener. In this case, the 69% of the students practice Interpersonal Intelligence.

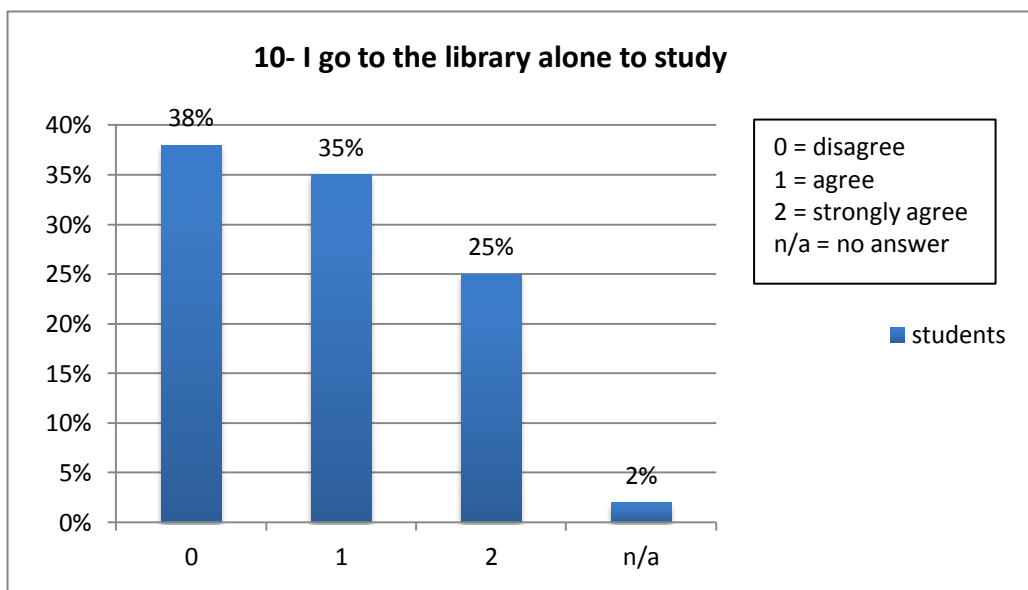


Chart 10

For this statement, 38% of the surveys' respondents accepted that they do not like to visit the library alone. It can be assumed that they need to go with some friends to the library to study because when they study in groups they have the opportunity to comprehend at the moment they study a topic. However, according to the results, 25% of them strongly agreed that they go alone to the Library, for them it is important to concentrate in order to understand the topic better.

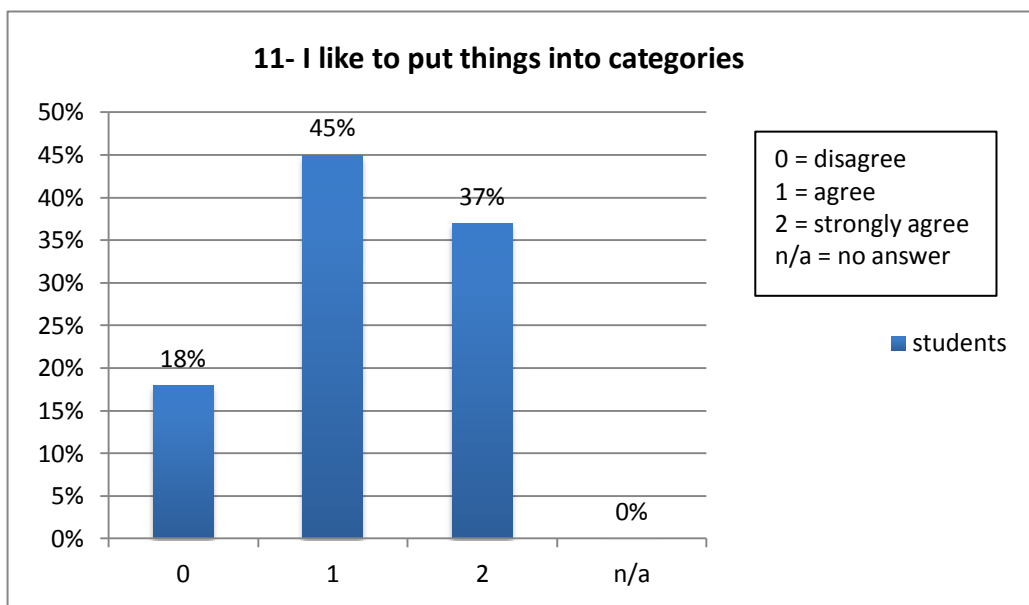


Chart 11

A total of 37% of the polled agreed that they like to put things into categories, so they practice the Logical Mathematical Intelligence. On the other hand, 18% of them do not like to put things into categories, for them it is not necessary. Howard Gardner (1983) mentioned that the Logical- Mathematical Intelligence helps students to be organized.

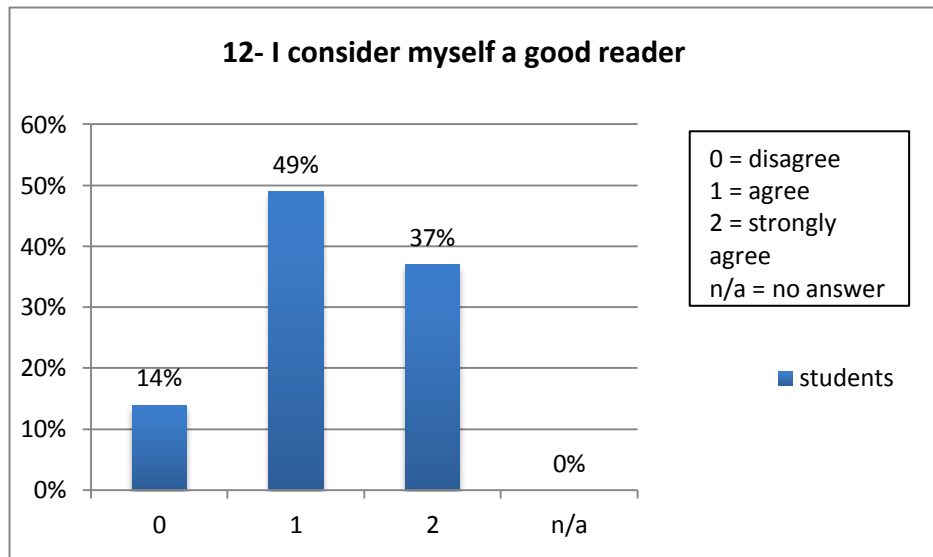


Chart 12

This chart shows that the majority of the surveyed population(49% agreed and 37% strongly agreed) considered that they are good readers because they have a book to read to improve their vocabulary. They have the ability to remember information that they read and can use this information to communicate using a variety of ideas or examples to make other people understand what they are saying.

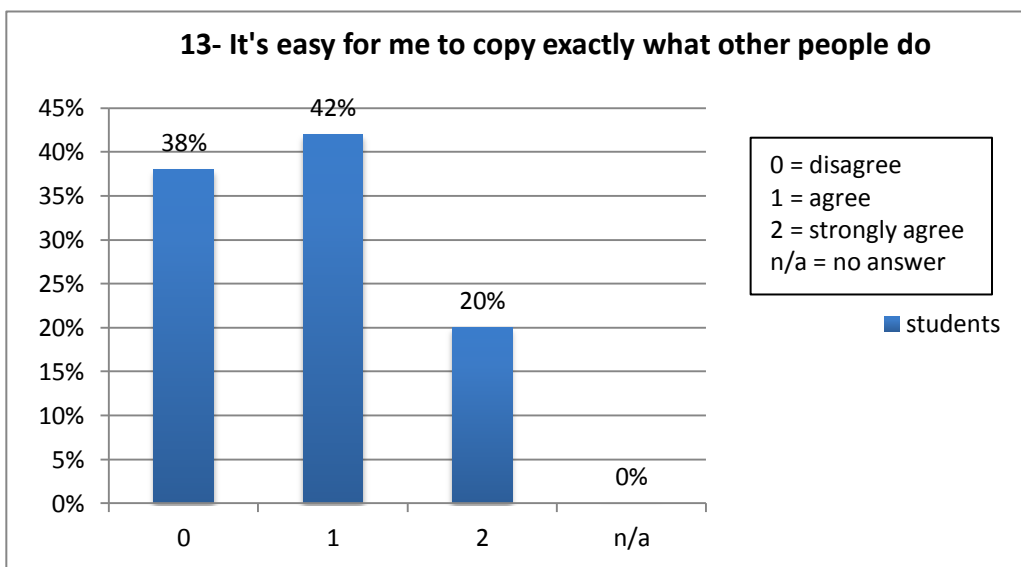


Chart 13

20% of the students strongly agreed that it is really easy for them to copy exactly what other people do; and 42% agreed that they find this activity easy to perform. It can be said that students consider they have the ability to use their body with a high level of control, which means, they are developing the Bodily-kinesthetic intelligence.

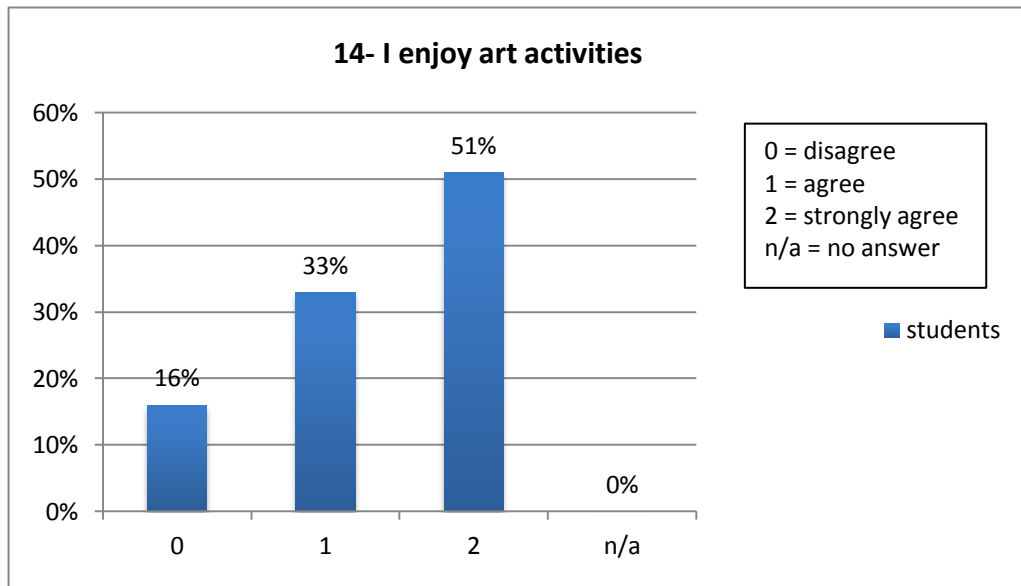


Chart 14.

The majority of the students (51%) strongly agreed that they enjoy art activities. While only 16% of them disagreed, they do not like to join in art activities. The majority of the students develop the Spatial Intelligence because they are sensible to form, space, color and shape in order to create an excellent visual or art work.

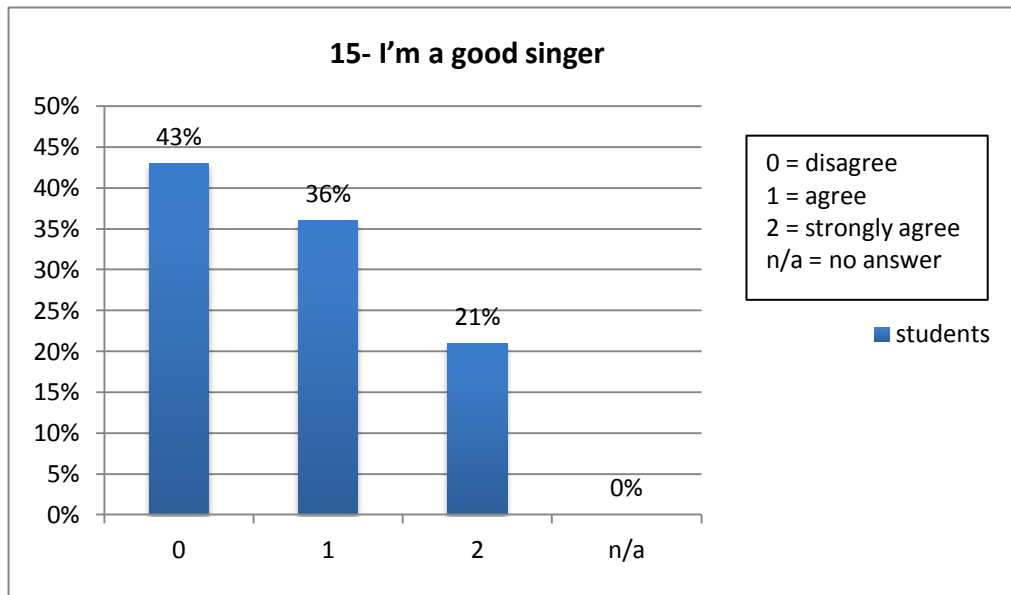


Chart 15

Sometimes, it is a little difficult to sing a song; in some cases, it is necessary to study to have a good voice for singing. According to the information gathered, the 43% of the students do not consider themselves good singers. However, 21% of them strongly agreed that they are good singers; the intelligence attributed to this ability is the Musical Intelligence.

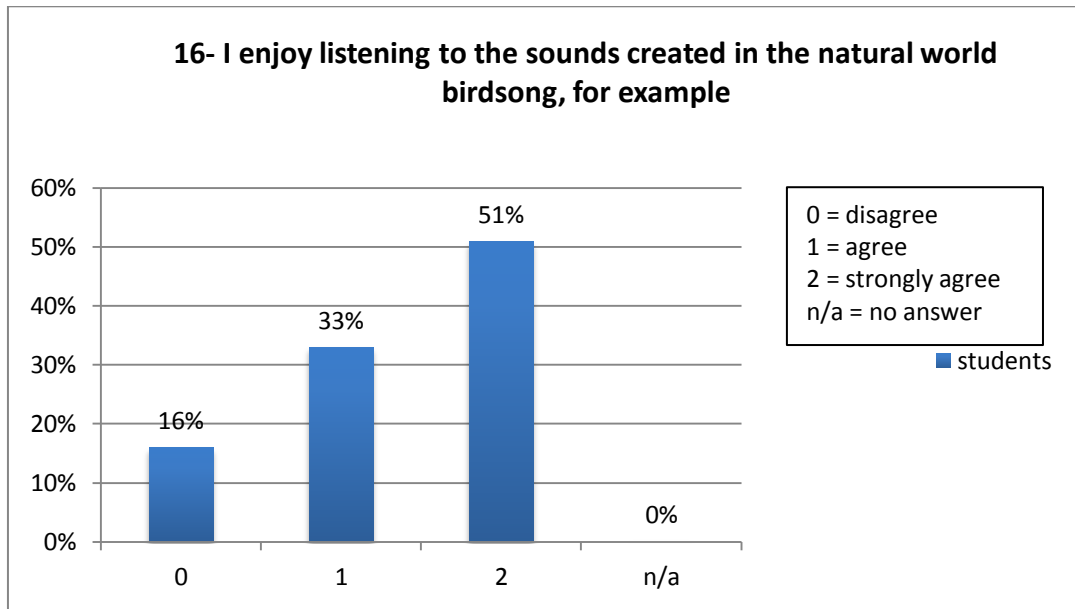


Chart 16

Most of the students strongly agreed that they enjoy listening to the sound created in the natural world. For them, that kind of sound is interesting. According to the information, the 63% of the students enjoy listening to the sound created in the natural world. So, the majority of them have developed the Naturalistic Intelligence. On the contrary, the 6% of them disagreed; they do not enjoy listening to the sound created in the natural world.

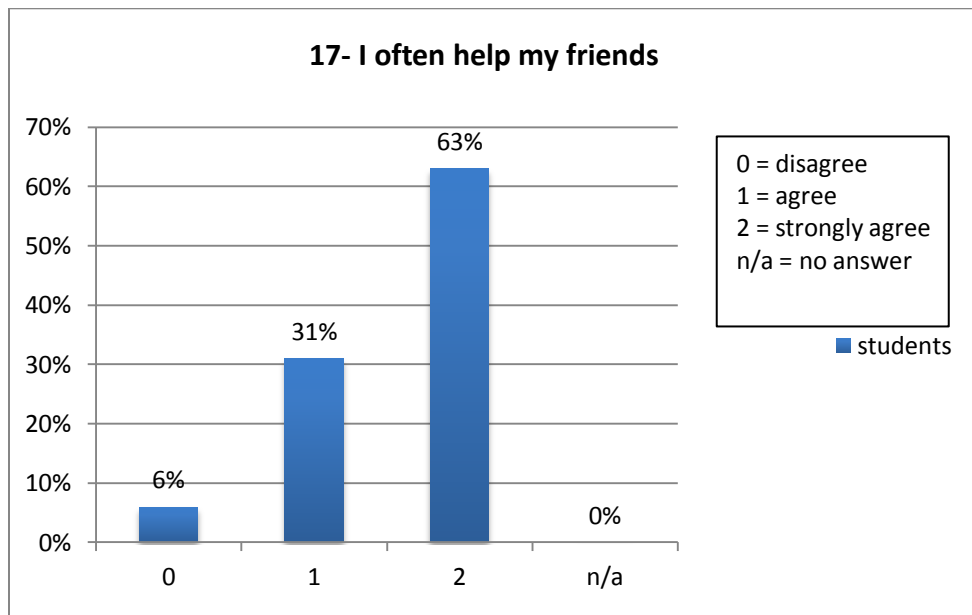


Chart 17

The majority of the sampled population accepted that they often help their friends. Students think it is important to help another person. In this question, the 63% of the students like to help their friends because they think that it is necessary to help their friend; when doing so a person gets to know about others' feelings and perspectives.

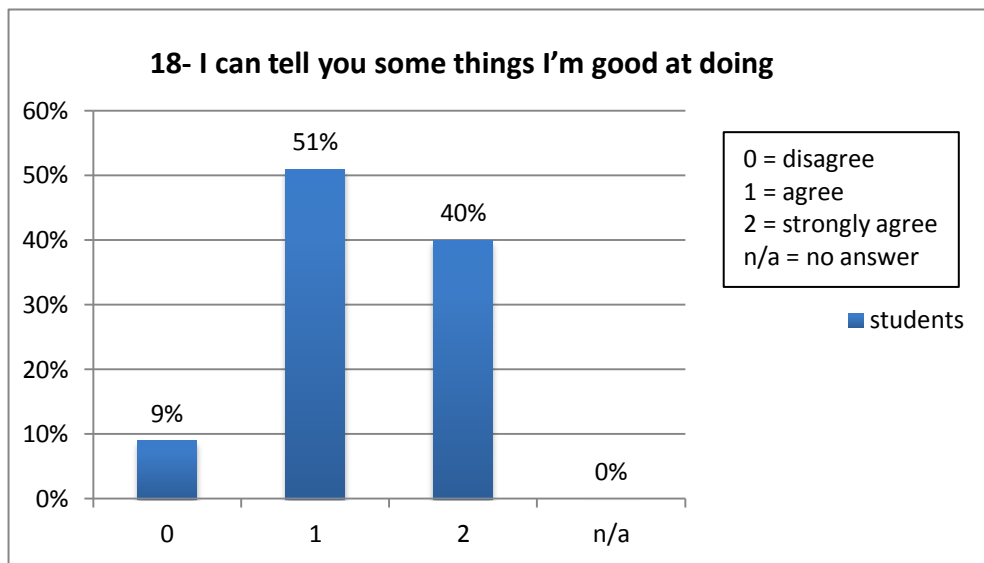


Chart 18

40% of the students consider that they can tell somebody something that they are good at doing. These students practice the Intrapersonal Intelligences because they have the skill to understand their personal weaknesses and fortresses.

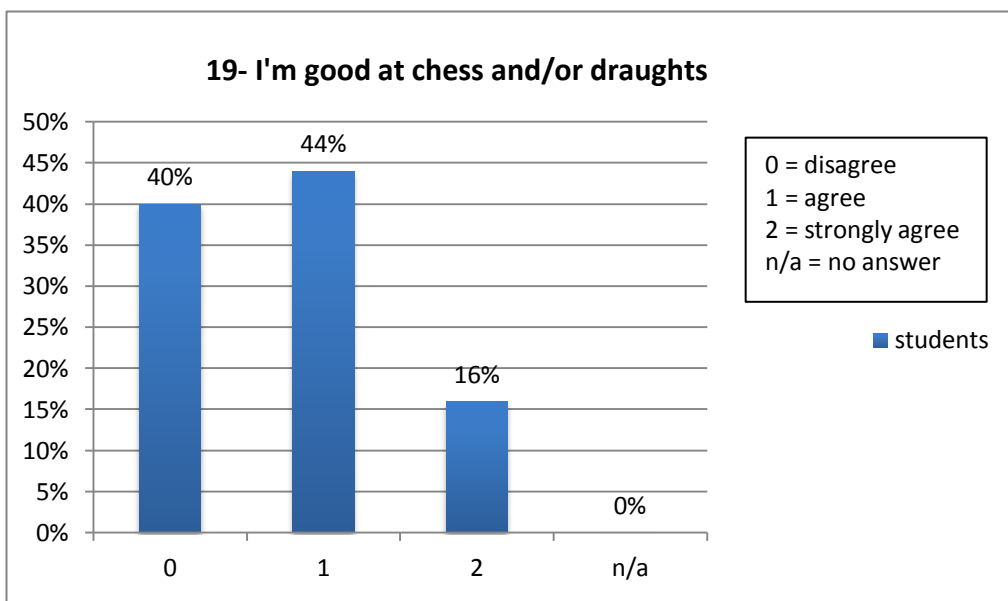


Chart 19

Some students are not brilliant when playing chess or draughts. This table shows that 16% of the students consider that they are good at chess or draughts. They have the skill to put the things in the correct place, they practice Logical Mathematical Intelligence. On the contrary, 40% of students accepted to be bad at chess or draughts.

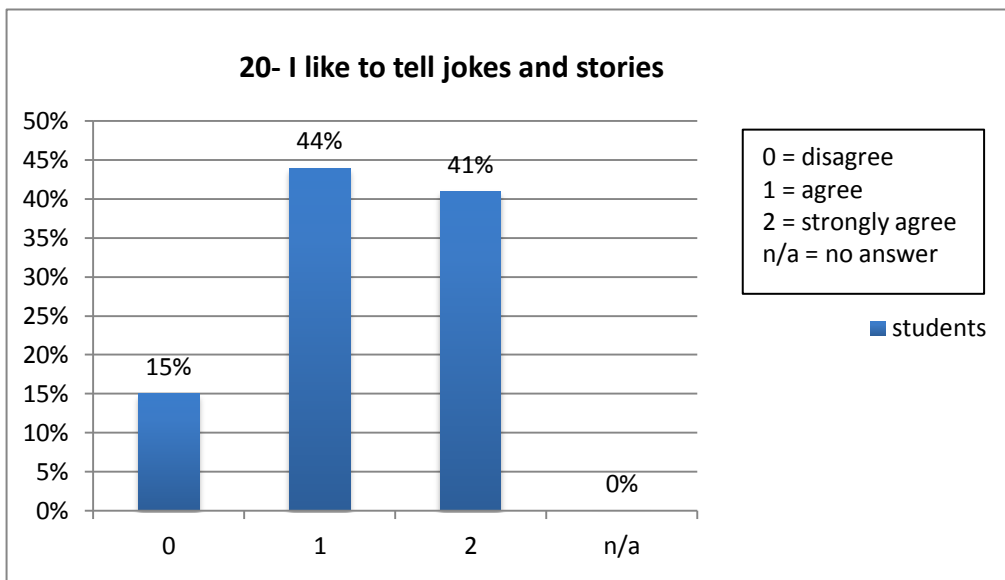


Chart 20

A good part of the sample considers that they enjoy telling jokes and stories. According to information gathered, the 41% of them strongly agreed that they enjoy telling jokes and stories. This group of students has the ability to use words effectively, both orally and written. Howard Gardner (1983) categorized this activity on the Linguistic Intelligence field. Although, 15% of students do not enjoy telling jokes or stories, they enjoy spending their time in other activities.

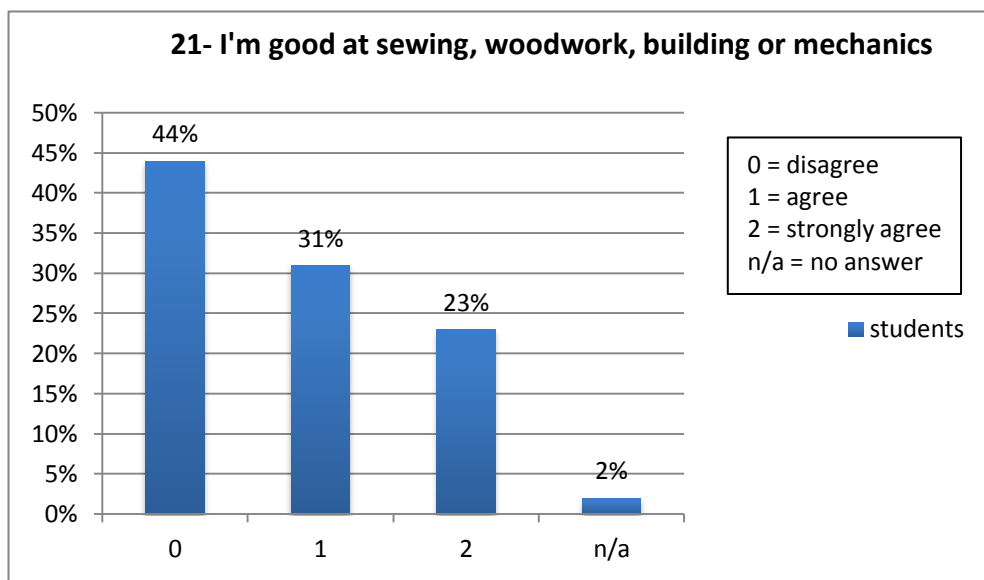


Chart 21

This chart shows that most of the students strongly disagreed to be good at sewing, woodworks, buildings or mechanics, which means that 44% of the students do not like to practice this kind of activities. However, the 23% of them strongly agreed to be good at sewing, woodworks, buildings or mechanics. This group of students work with their Bodily Kinesthetic Intelligence.

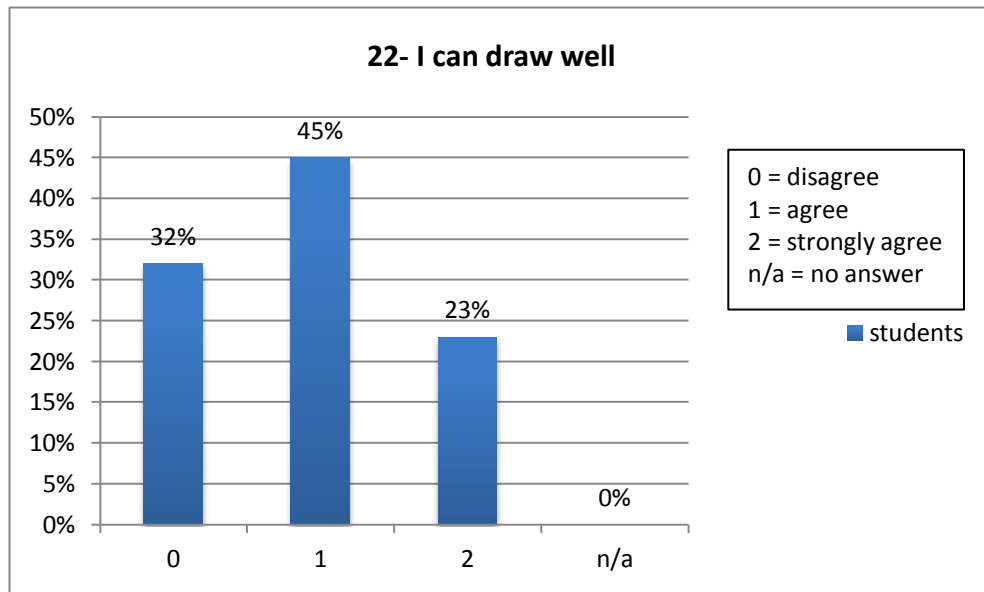


Chart 22

According to this chart, the 32% of the students stated that they cannot draw well. However, 23% of them strongly agreed that they are excellent at drawing. 32% practice their Spatial Intelligence. According to Thomas Armstrong (1994), all people have the capacity to develop each intelligence to an adequate level of competency.

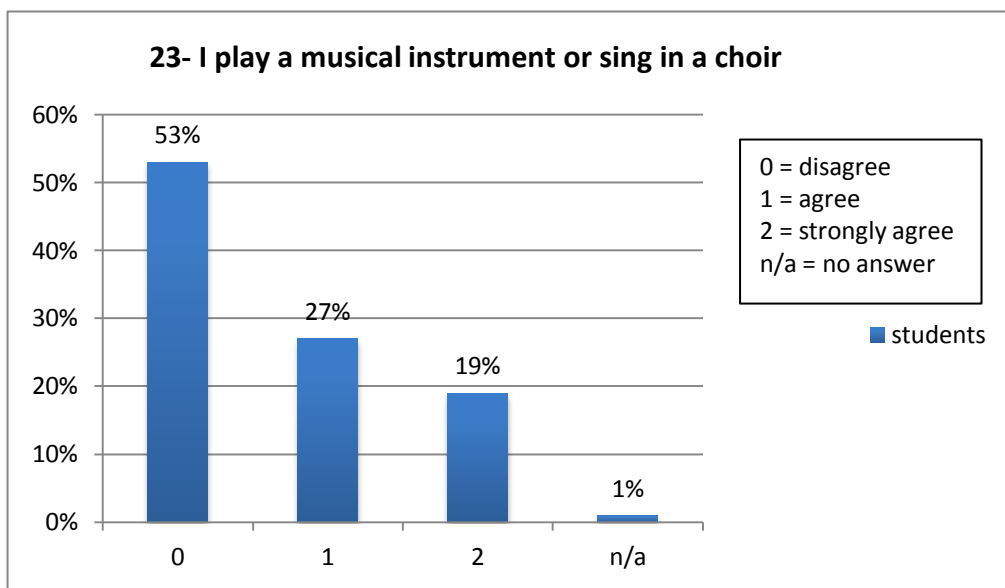


Chart 23

According to the results, 53% of the pupils answered that they do not play a musical instrument or sing in a choir, they prefer to enjoy their free time doing other activities, but 19% responded that they either play a musical instrument or sing in a choir. It can be inferred that many of the students are not putting into practice the Musical Intelligence. Based on research findings, students need to be exposed to activities that develop all the intelligences so each one of them can be taken to its maximum.

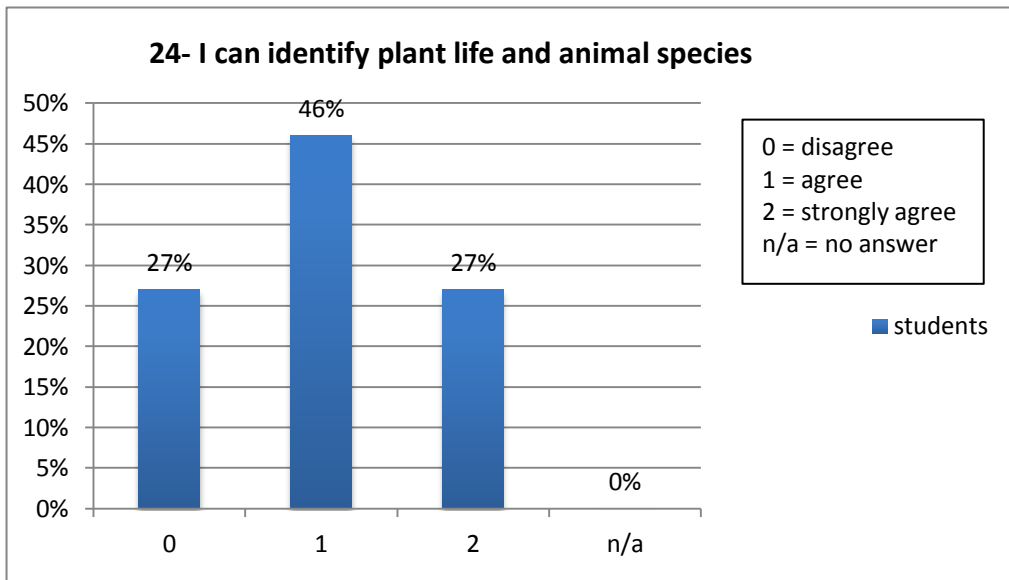


Chart 24

27% of the students strongly believe that they can identify plant and animal species. It can be assumed that these learners enjoy nature. However, an equal percentage (27%) do not like to know about nature, it can be inferred that for them plant life is not important.

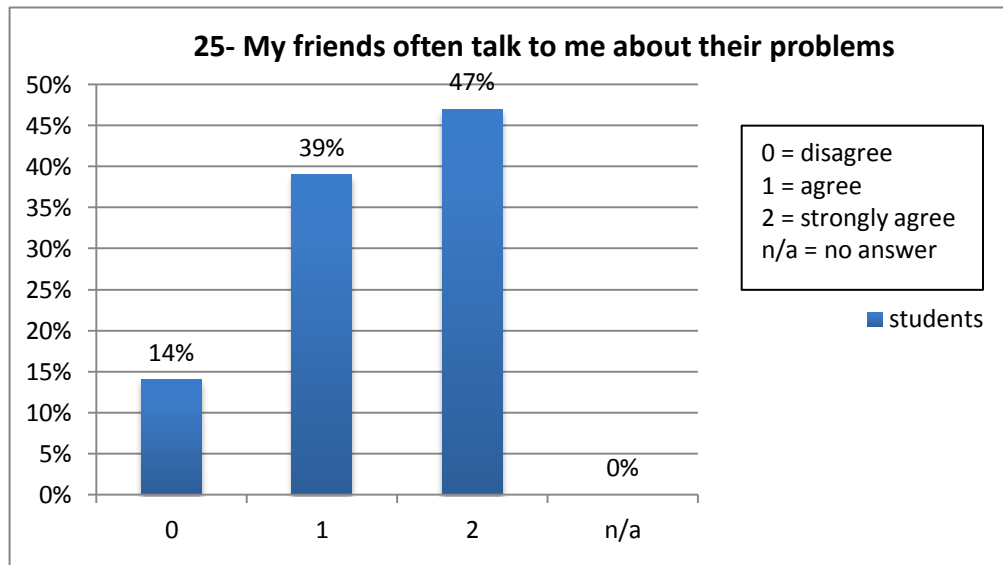


Chart 25

14% of the sample said their friends do not talk to them about their problems; and 39% of them mentioned their friends sometimes talk to them about their problems. Meanwhile, 47% of the students said their friends talk to them about their problems. According to Mary Ann Christison (1996), the last group of students has the ability to listen to other people, understand other people's problems and also give an opinion or solution in order to help others. This shows that students can learn when they work with someone else; they like to cooperate and feel comfortable giving opinions.

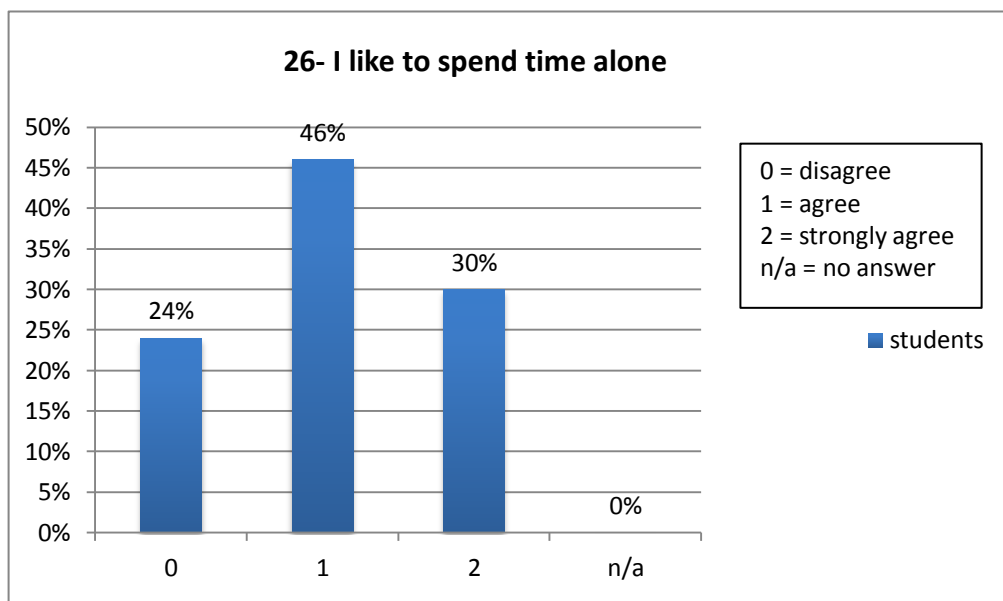


Chart 26

46% of students said they sometimes like to spend time alone and 37 students said they do like to spend time alone. According to those answers, it can be said that the biggest quantity of students like to spend time alone in some cases. They like to have time to think about their own problems and enjoy being by themselves. This group of students likes to develop their abilities by their own and work easily when they are alone.

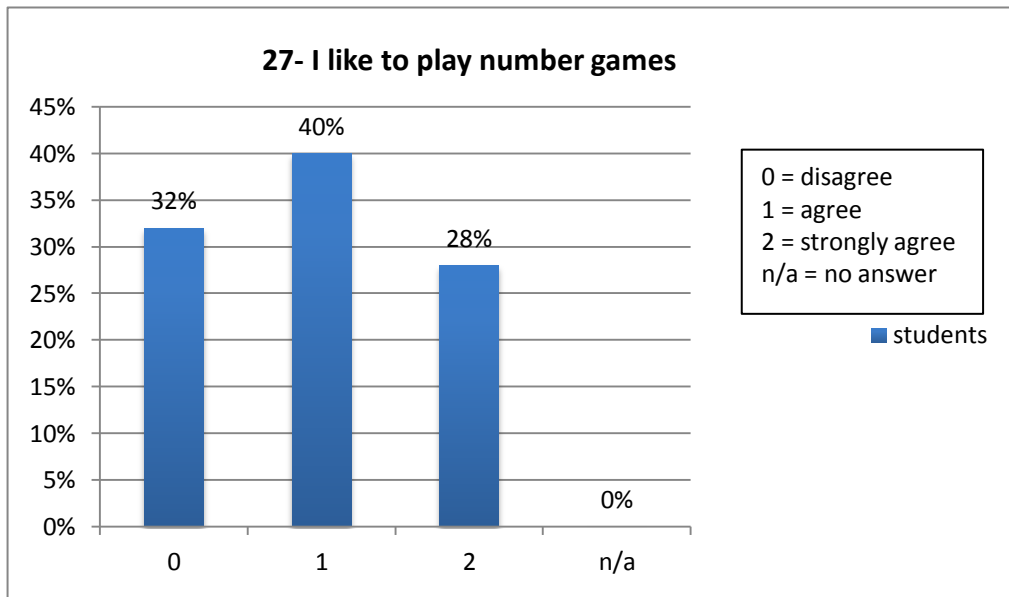


Chart 27

68% of the students answered that they like to play number games. This group of students enjoys logical processes and learns grammar easily. For example, they like teachers that present topics progressively or in a sequence. As Mary Ann Christison said, students that have a high domain of the logical-mathematical intelligence use numbers effectively and reason well.

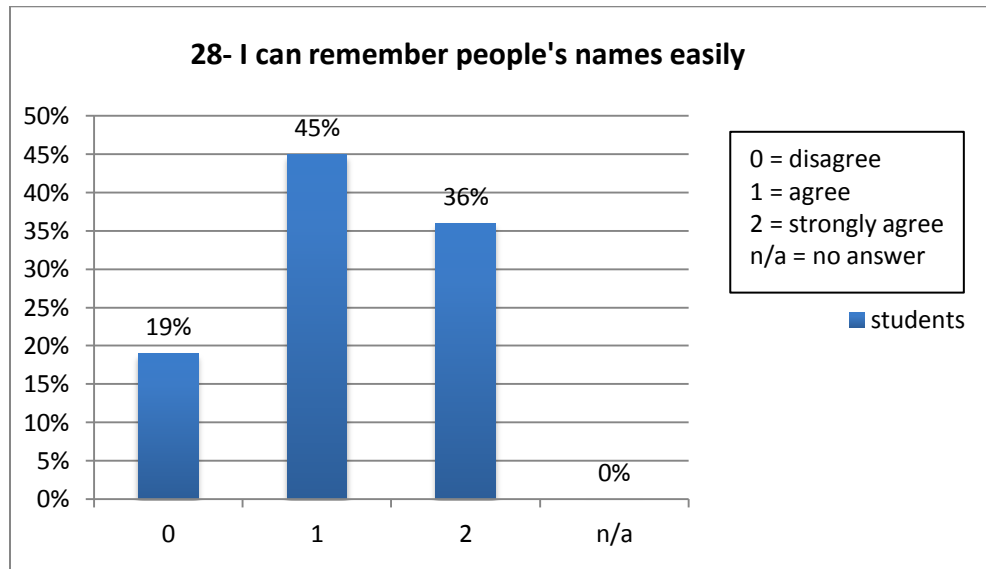


Chart 28

Several students (45%) said they can remember people's names easily. These means, they are able to store information in a good range. This characteristic is part of the linguistic intelligence. As students have good storage ability they can also use this inventory to talk or write using a variety of words.

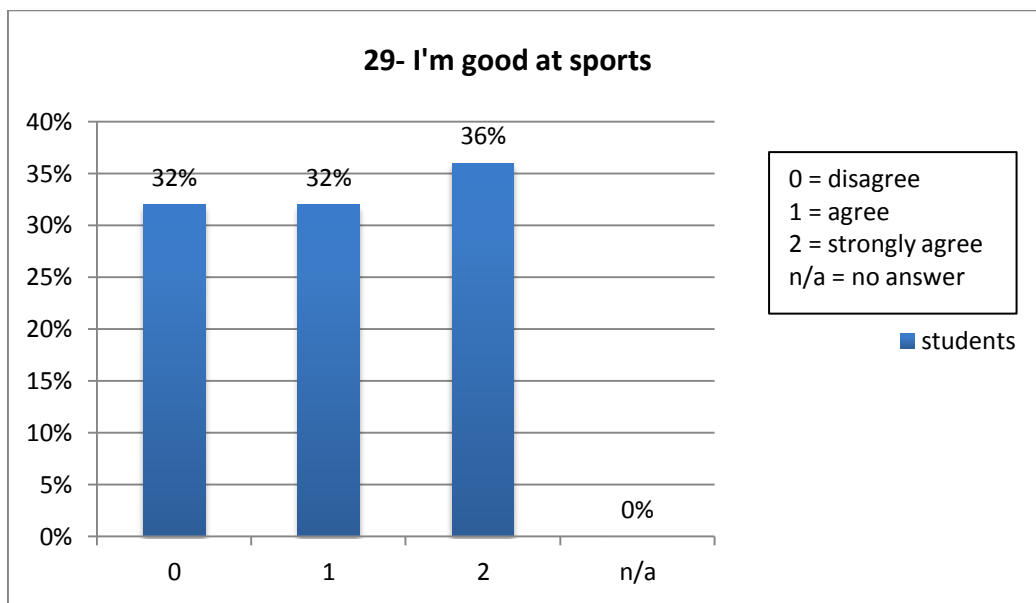


Chart 29

32% of the sample said they are not good at sports. 32% mentioned they are not really good at sports and 36% students answered they are really good at sports. Even though it cannot be said for certain how often they do it, students stated they practice a sport. That means that they are able to use their physical skills in order to reach an objective, they can coordinate their movements and they can express their ideas well.

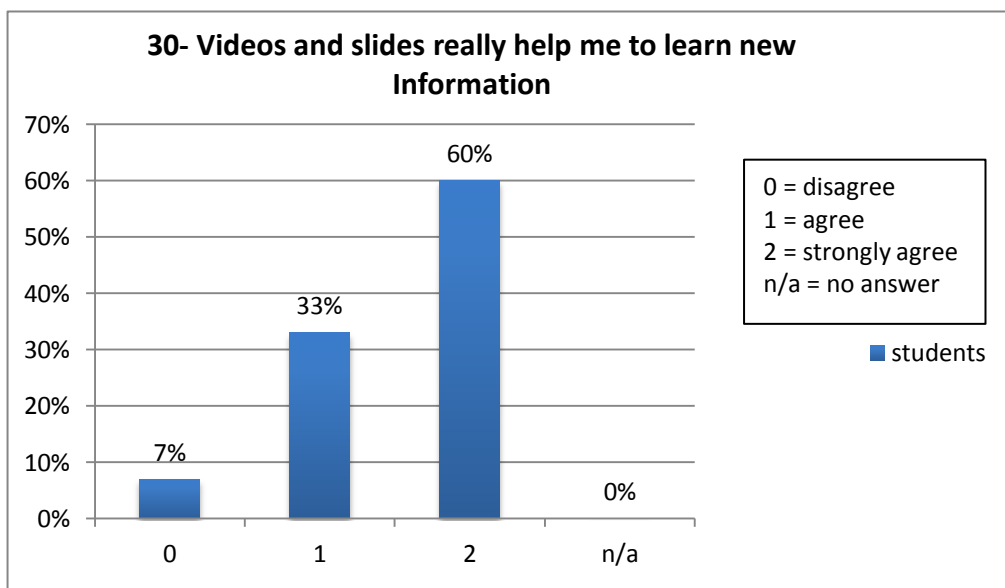


Chart 30

Except for the 7%, the rest of the students said videos and slides help them to learn new information. Form, color, and shape are helpful for students that enjoy videos or slides. They can easily pay attention when information is presented graphically and they are likely to express themselves using the same means. They take advantage of homework or tasks when that requires representing information visually.

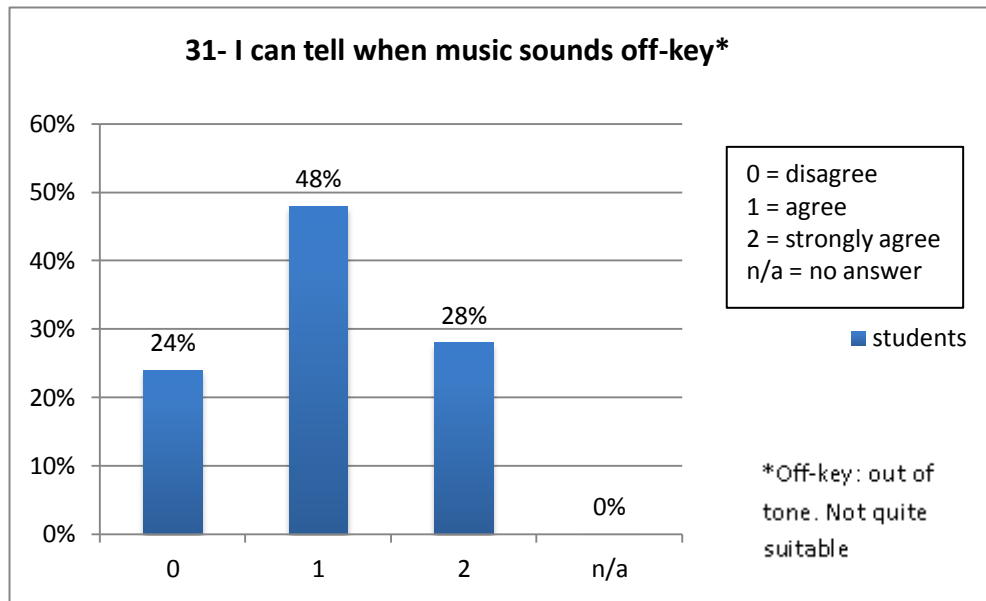


Chart 31

Only 28% students strongly agree they can tell when music sounds off-key and 48% of them said they can sometimes tell when music sounds off-key. A pretty good number of students have music or rhythm awareness. Students can use this ability to learn new vocabulary by listening to music; create melodies related to a topic or practice pronunciation by singing a song, for example.

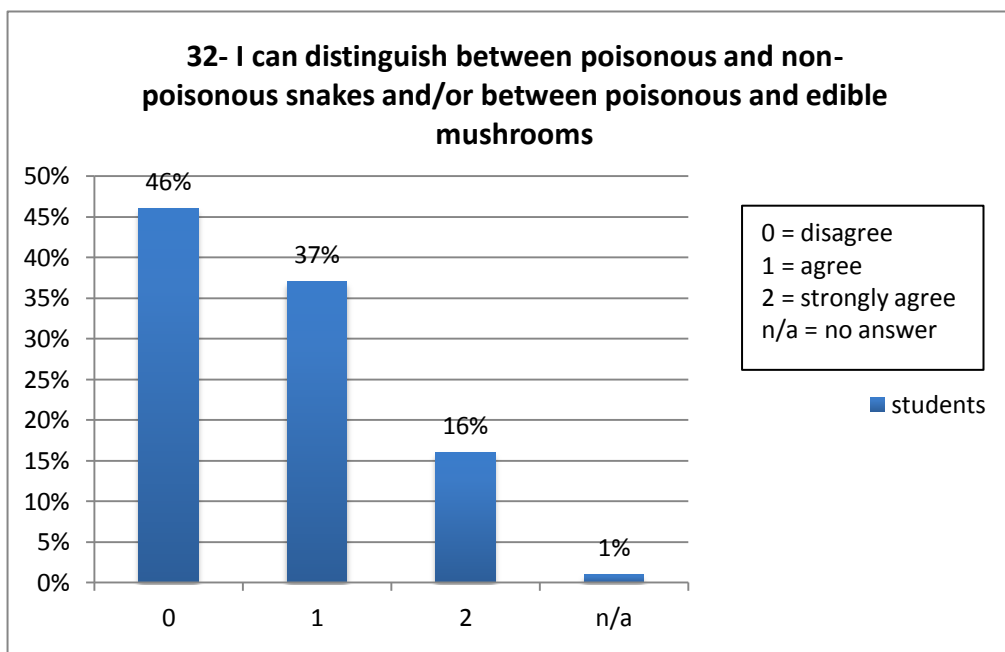


Chart 32

Almost half of the students (46%) said they cannot distinguish between poisonous and non-poisonous snakes and/or between poisonous and edible mushrooms and only 16% of students said they definitely can. 37% of them, on the other hand, said they can sometimes perform that activity. Students that have developed the Naturalist Intelligence enjoy information related to nature elements. Teachers can enhance students' ability to speak by talking about nature topics. Naturalist students feel more comfortable in a natural environment.

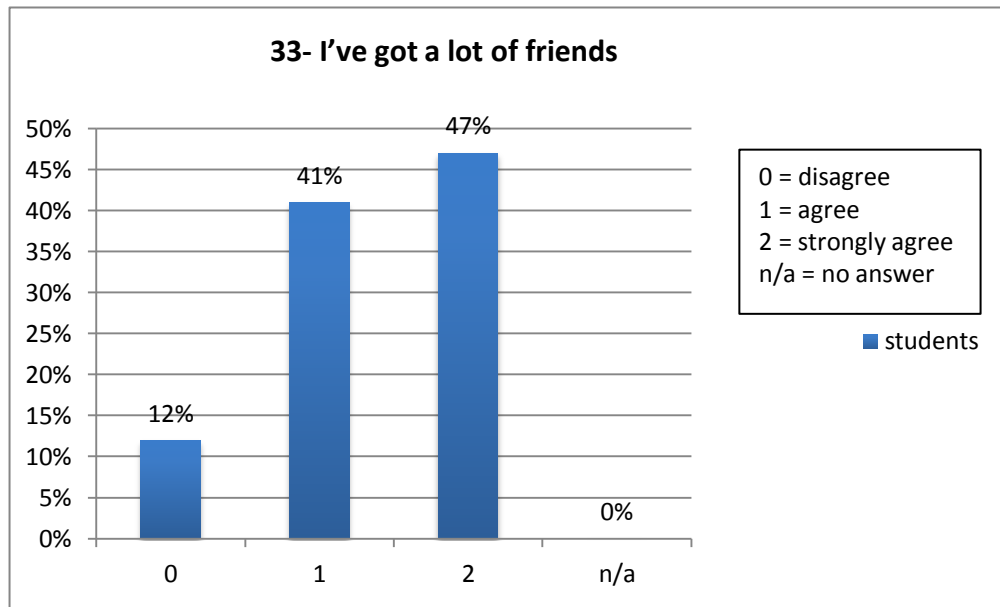


Chart 33.

47% of the students said they have a lot of friends, and only 15 students answered that they do not have a lot of friends. Based on this information it can be said that most students are friendly. Relationships are important for them and they learn a lot from others. Group activities are effective in the learning process.

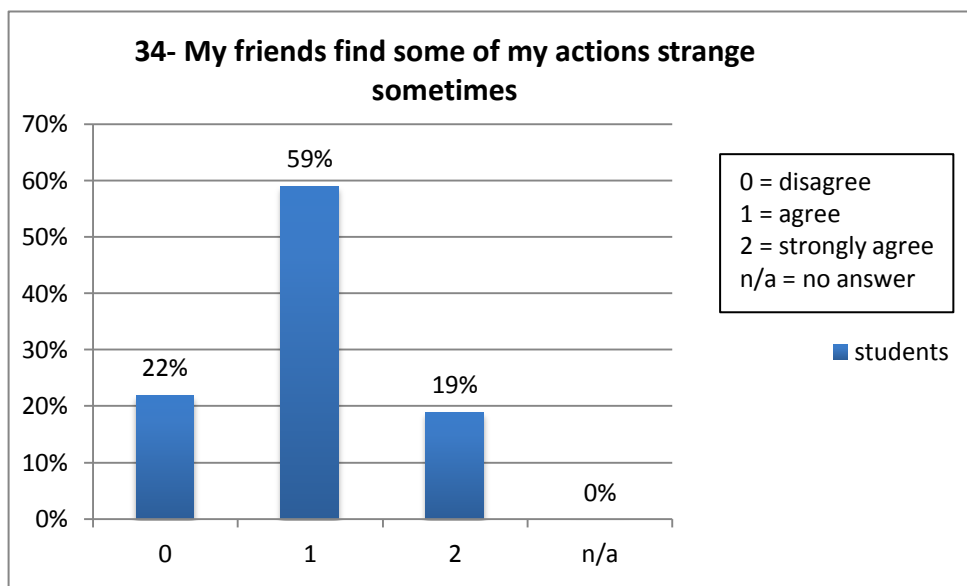


Chart 34.

59% of the surveyed population said their friends sometimes find some of their actions strange. This chart shows that some students have some difficulties when they interact with other people since they believe others do not understand their actions and the way they think. These difficulties, however, do not eliminate the chances students have to make others understand their ideas; they just need to know others' perspectives or preferences to find the better way to communicate.

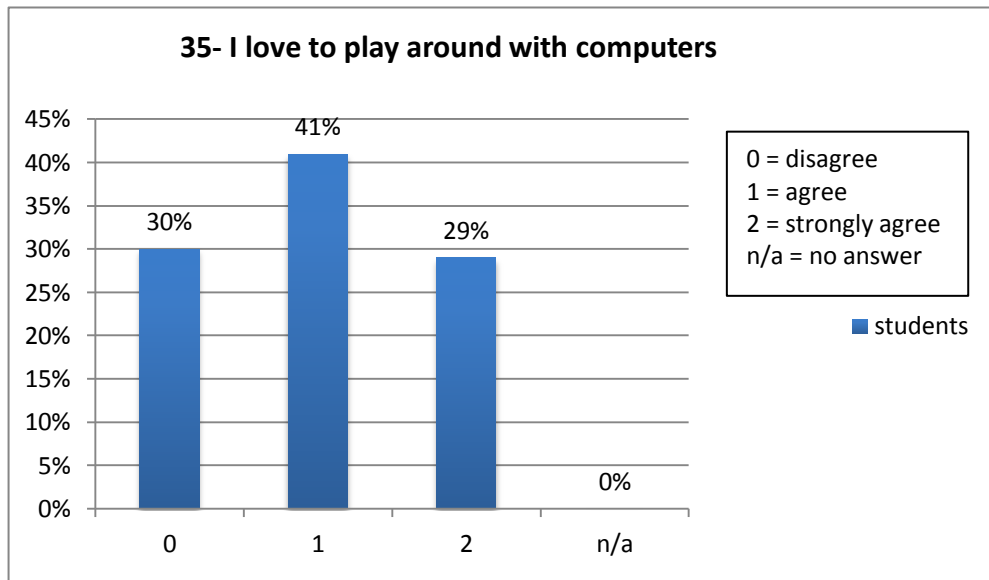


Chart 35.

30% of the students stated that they do not really like to play with computers. 41% of them said they sometimes like to play with computers and 29% answered that they really love this activity. Students that play computer games love logical language, cause and effect activities and use buttons to perform actions. They like to gather knowledge in a logical way. For example, they appreciate when teachers give rules to use one word or another like orthography or grammar.

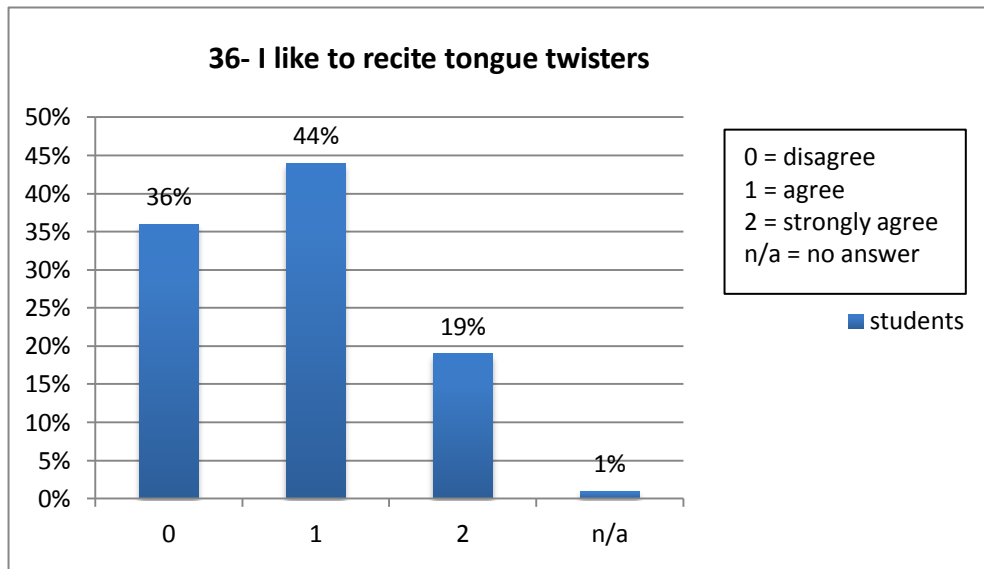


Chart 36

44% of the sample said they sometimes like to recite tongue twisters and 19% really love it. This activity is part of the Linguistic Intelligence. Students that practice or play reciting tongue twisters like to play with words, they like spelling and orthography games for example. These games help students learn a language and increase their fluency in speaking.

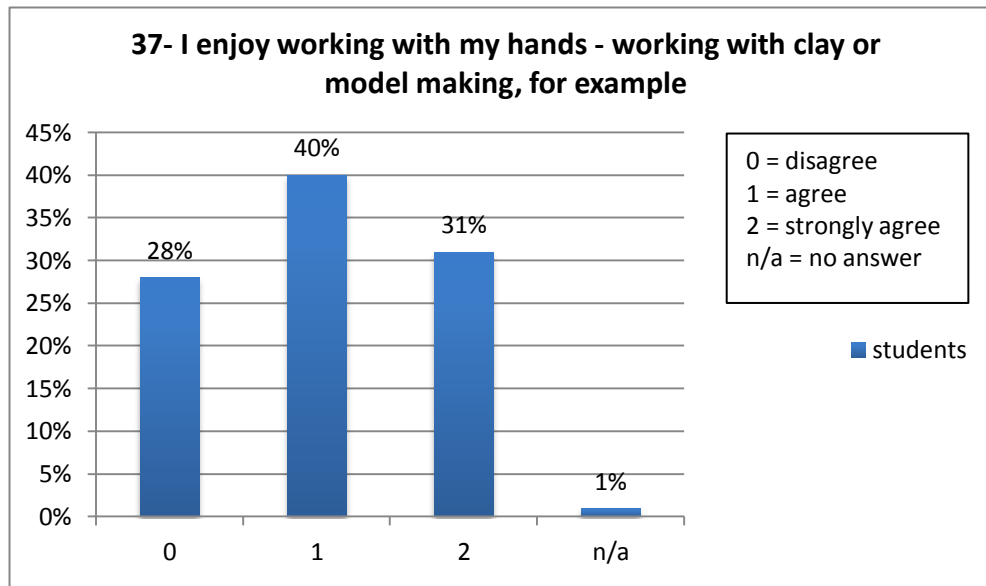


Chart 37

More than half of the students enjoy working with their hands. Activities related to creating something, for example, are attractive to this group of students. They use their fingers effectively to represent ideas. They enjoy experiencing with their hands and the rest of the body.

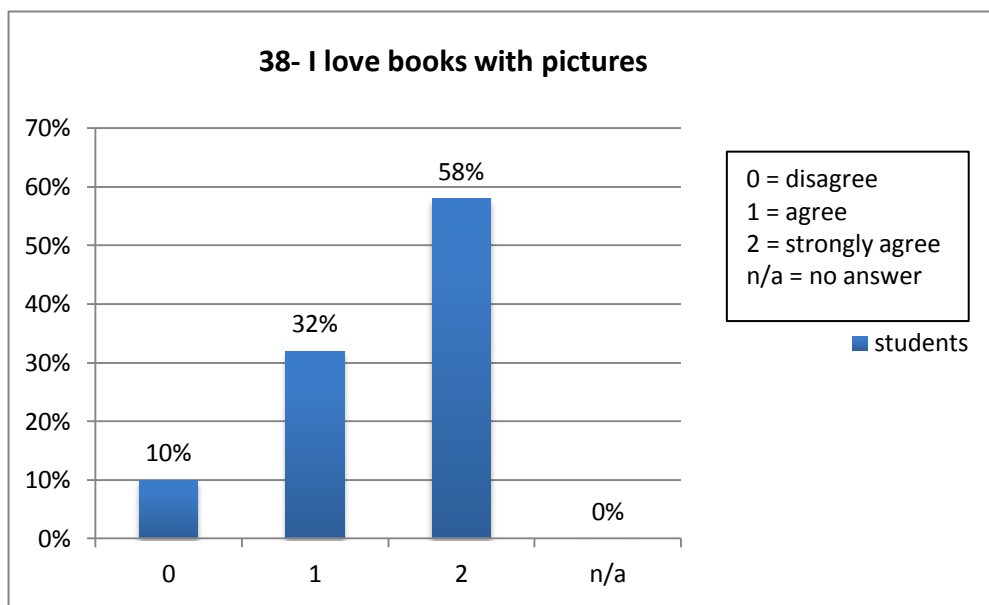


Chart 38

In this chart, it is shown that students really love pictures. Students prefer an illustrated book than a boring handout that only has letters. Students tend to represent an idea with an image. Highlighting specific information with colors or shapes is important for visual students.

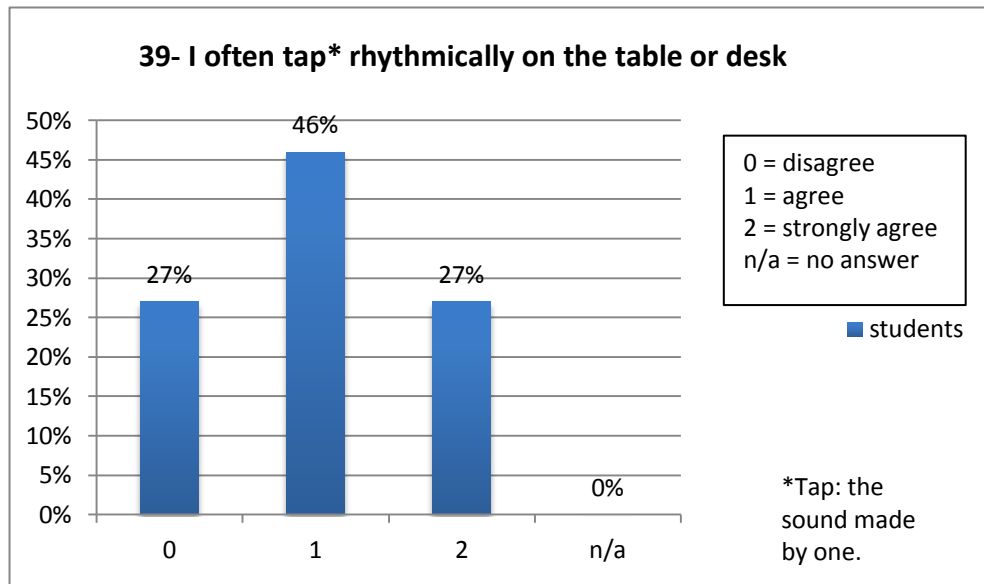


Chart 39

46% of the students stated that they often tap rhythmically on the table or desk. This finding shows that students are willing to learn with melodies, they are able to identify rhythmical order and they can use music patterns to memorize a phrase or any type of vocabulary.

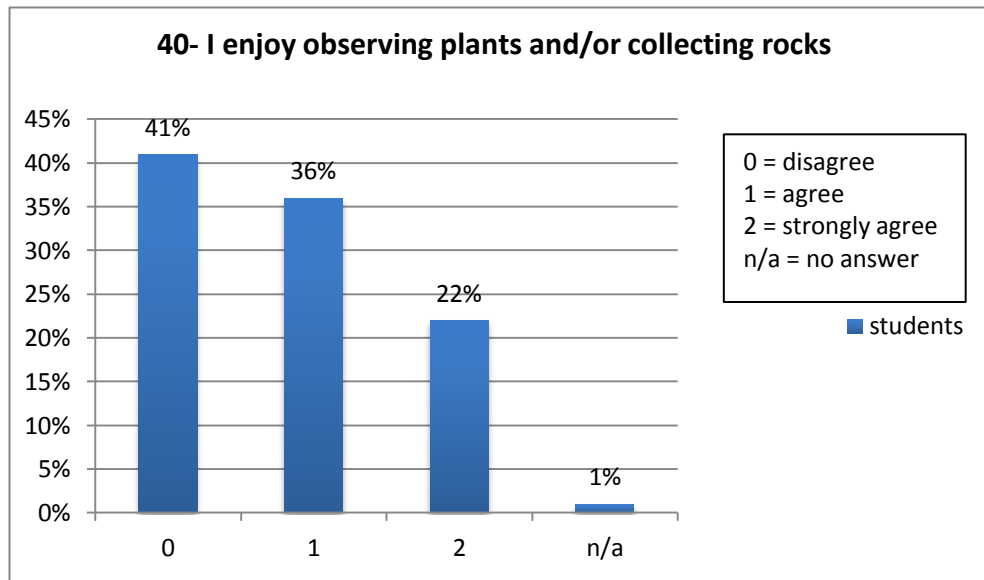


Chart 40

41% of the students stated that they do not enjoy observing plants and/or collecting rocks at all. 36% of students said they enjoy that activity but not that much; and just 22% of them enjoy it. Naturalist students love experimenting and categorizing elements and this can be helpful when they are in touch with new information or topics. They learn easily when they can identify the characteristics of words. For example, they can recognize the situations when they need to use formal or informal words.

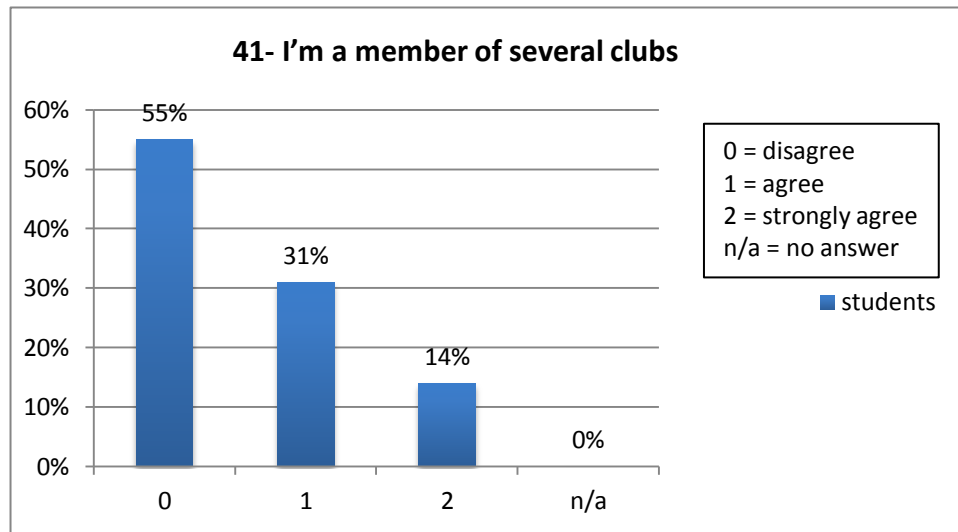


Chart 41

A Little more than half of the students (55%) are not members of several clubs. Students can have contact with others but they are not part of clubs. Students do not find this activity something really attractive; they need to understand others' problems in a better way and find helping others a more appealing activity. When students work in groups and help others they learn more; they learn new vocabulary, they can hear others' accents, they can learn from others' mistakes, and so on.

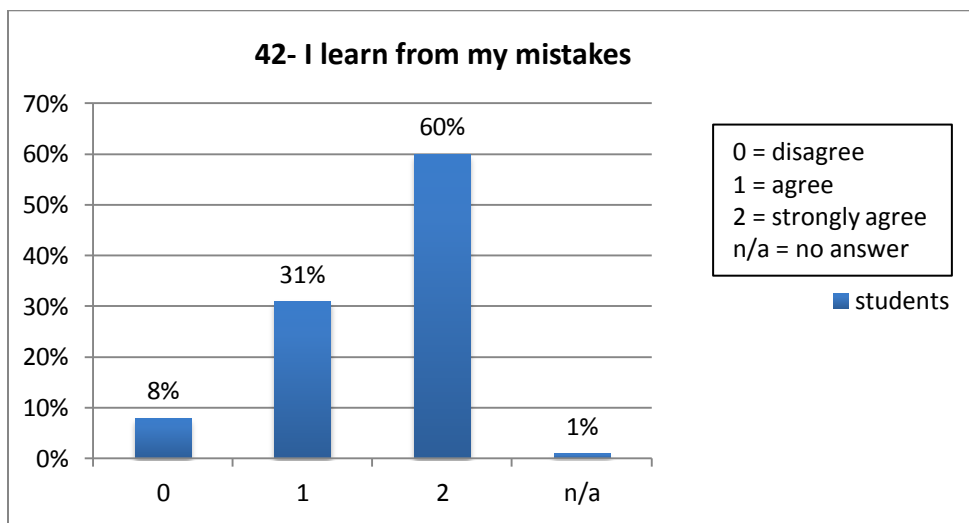


Chart 42

Many of the students (60%) answered that they really learn from their mistakes. During the class, students can identify when they make a mistake, they know how to proceed to avoid making the same mistake again. They have knowledge of their own actions and can do something to improve their performance in the class.

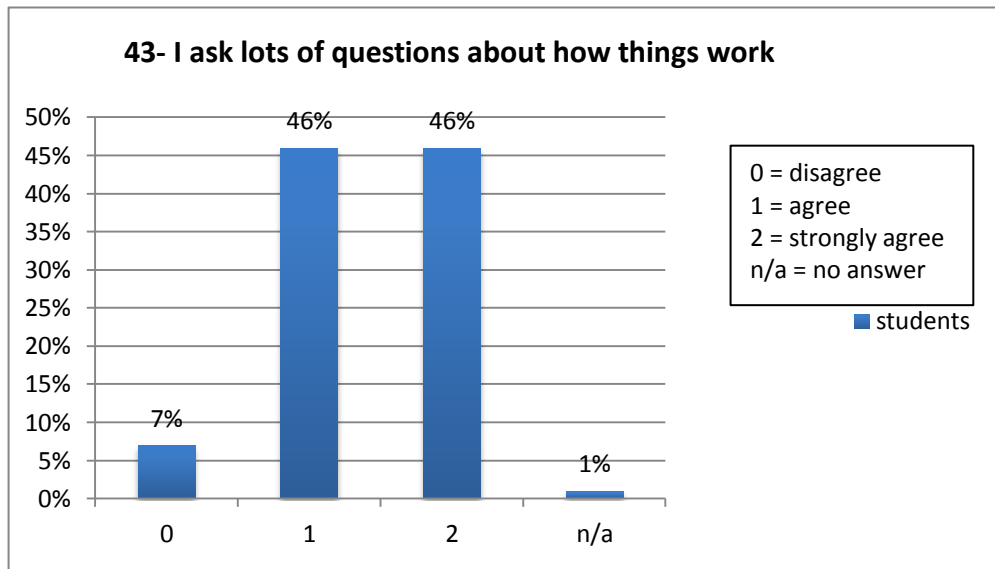


Chart 43

Just 7% of the students said they definitely do not ask about how things work, 46% of students do it regularly and another 46% always do it. Asking about the way something works is important when students tend to think logically and they love explanations. They feel confident about topics that teachers explain step by step or when they give a pattern to develop any activity.

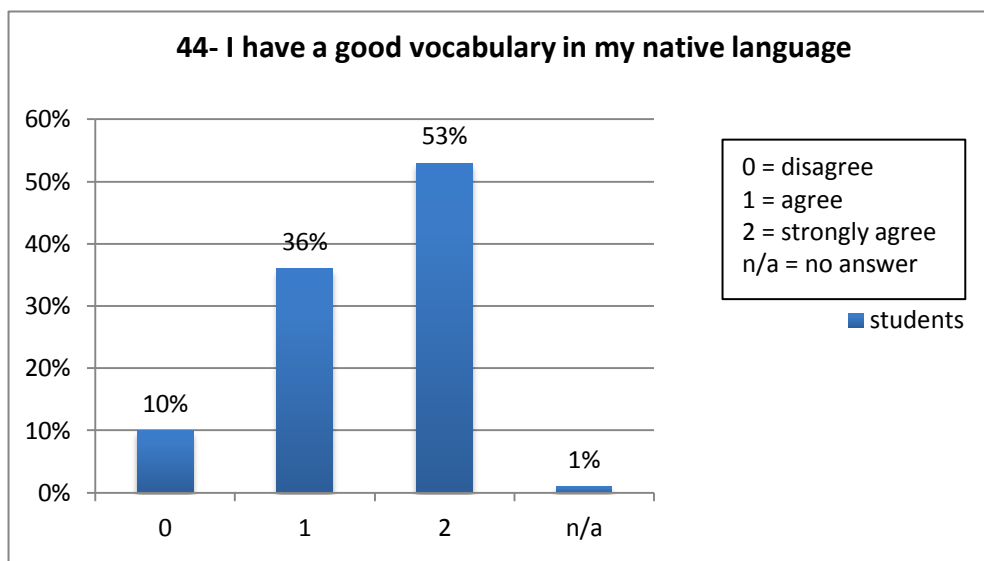


Chart 44

53% of the students said they definitely have a good vocabulary range in their native language and 36% of them answered they have a pretty good assortment of vocabulary in their native language. Students know a really good number of words and express themselves without any problems. Students benefit from this previous knowledge when they learn another language because they are able to say the same idea in different ways.

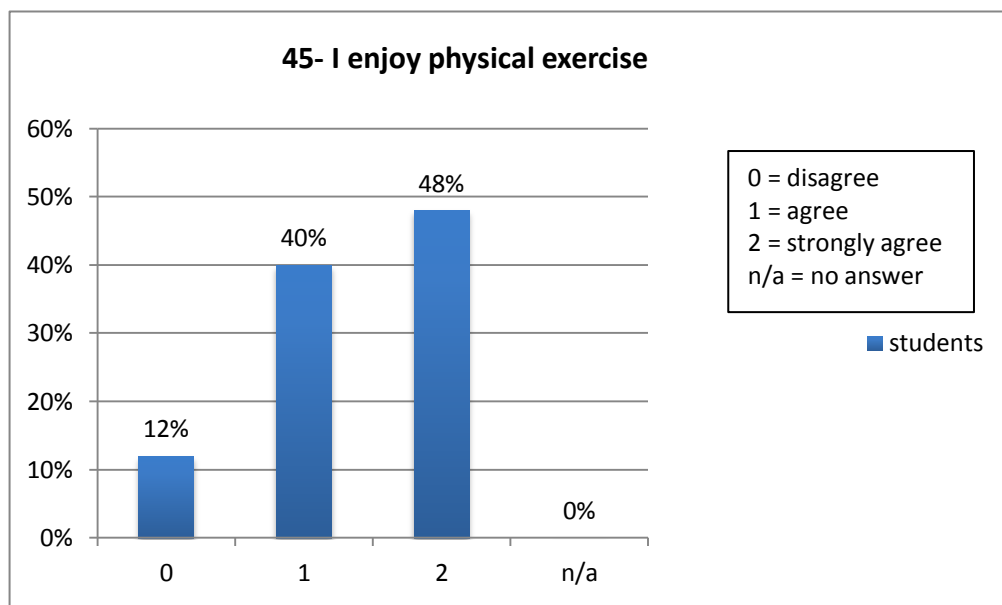


Chart 45

48% of the students said they really enjoy physical exercise and 40% believe they sometimes do as well. Physical exercise is important for students. In the study carried out by Bruce Campbell (1989-1990), 7 learning centers were created for 7 intelligences (excepting naturalist intelligence) and students performed specific activities in each center. He asked students to move from one center to another, in the building center, that represented the Kinesthetic Intelligence, he asked students to build, dramatize, and dance to make students create a connection between those activities and the subject. The information gathered reveals that the students from Intermediate English I practice their Kinesthetic Intelligence.

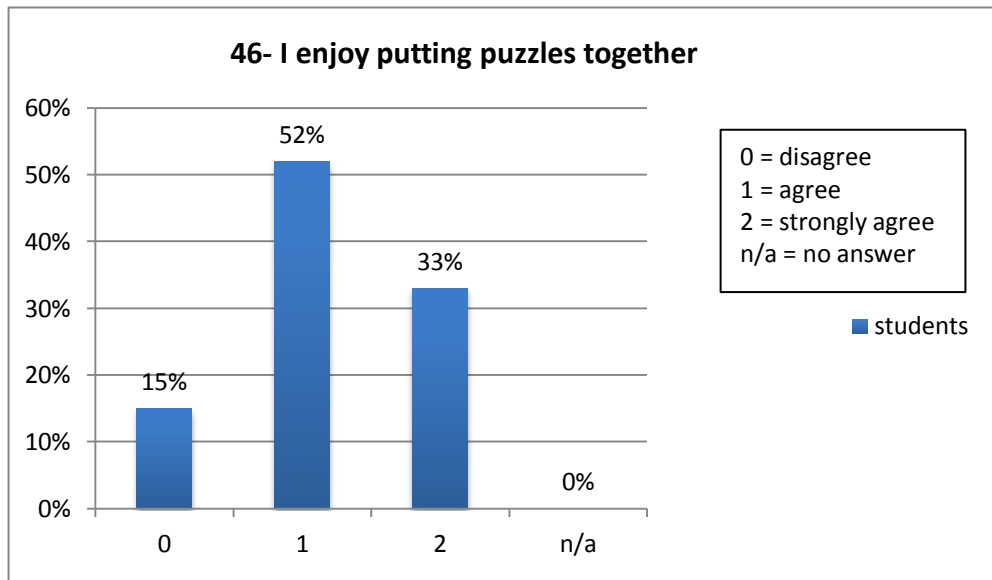


Chart 46.

52% of the students sometimes enjoy putting puzzles together; and 41% really enjoy doing this. Practicing this activity enables students to identify if something fits in a specific place or not, based on the object's distinctiveness. This ability is essential when studying because students can materialize those characteristics and make the characteristics memorable.

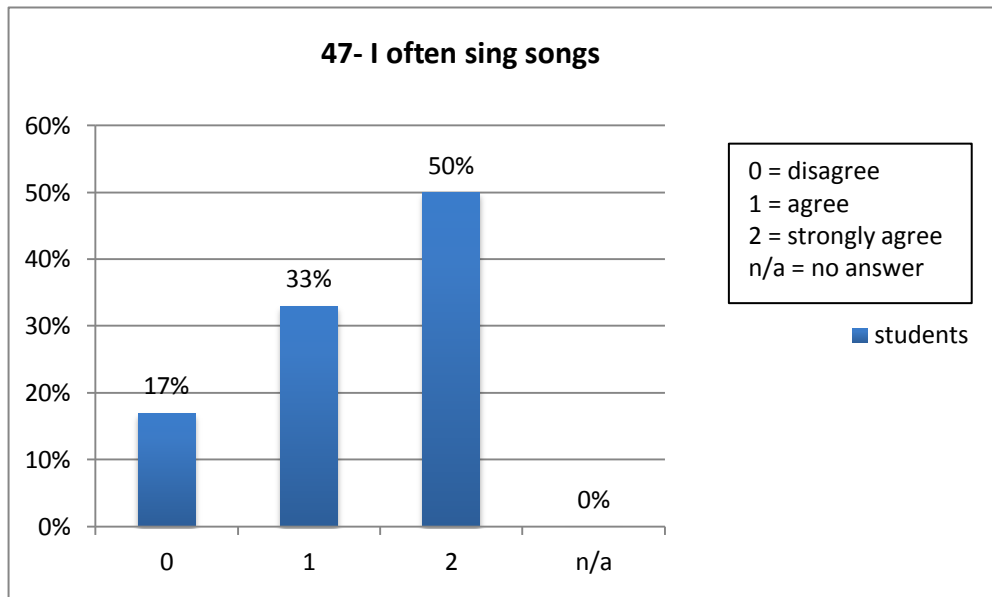


Chart 47

Half of the group answered that they sing songs really often and 33% of them said that they sometimes do it. As shown on charts 31, and 39, and in this one, students are really familiarized with music, a really important tool to develop student's self-confidence and learn in a very relaxing way.

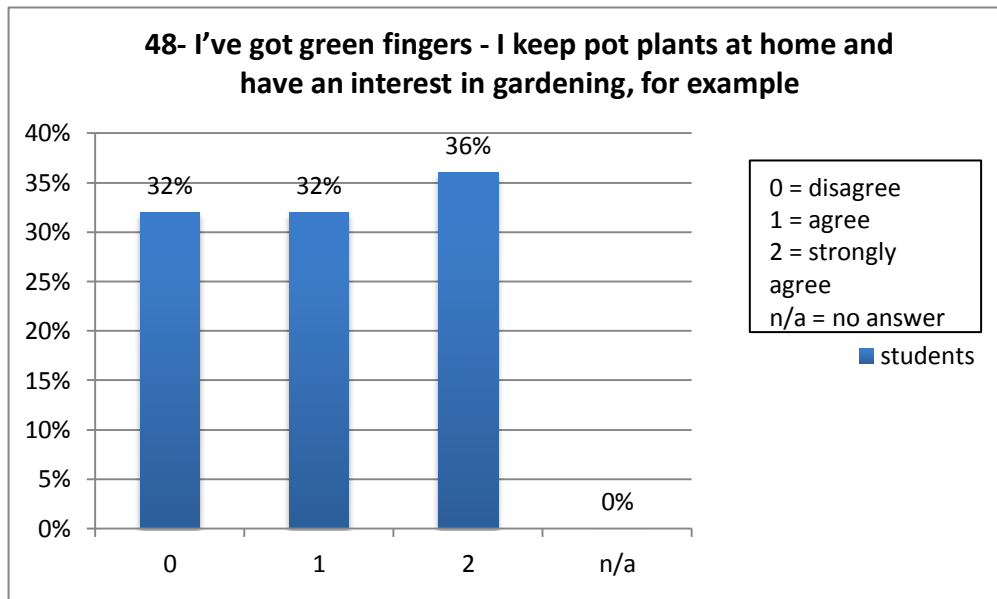


Chart 48

36% of the students strongly agree that they have got green fingers and 32% of them agree to take care of plants and gardening. However, the other 32% of the sample disagreed because they are not interested in this activity. Students that take care of their natural environment identify themselves with living organisms around them. They enjoy topics such as weather and nature, they can describe processes and they can prepare presentations to share their observations with the rest of the class.

CHECK LIST OBSERVATION ANALYSIS

LINGUISTIC INTELLIGENCE ACTIVITIES

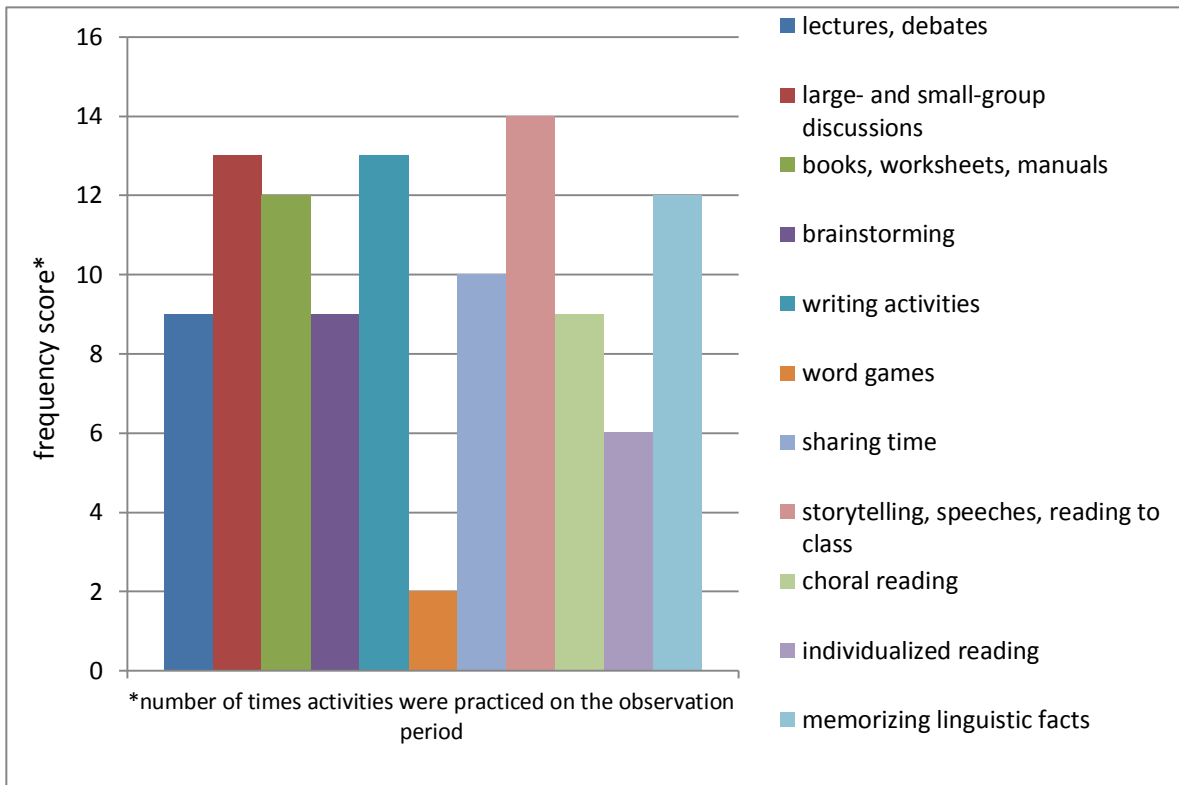


Chart 1

According to some researchers, the Multiple Intelligences theory has been used in the process of teaching. However, the intelligence mostly practiced by teachers of the Intermediate English I courses is the Linguistic Intelligence. This chart shows that the majority of teachers practice the activities of Linguistic Intelligences but, storytelling is mostly used to help students understand better a specific topic and the activity less used by teachers is word games.

LOGICAL-MATHEMATICAL INTELLIGENCE ACTIVITIES

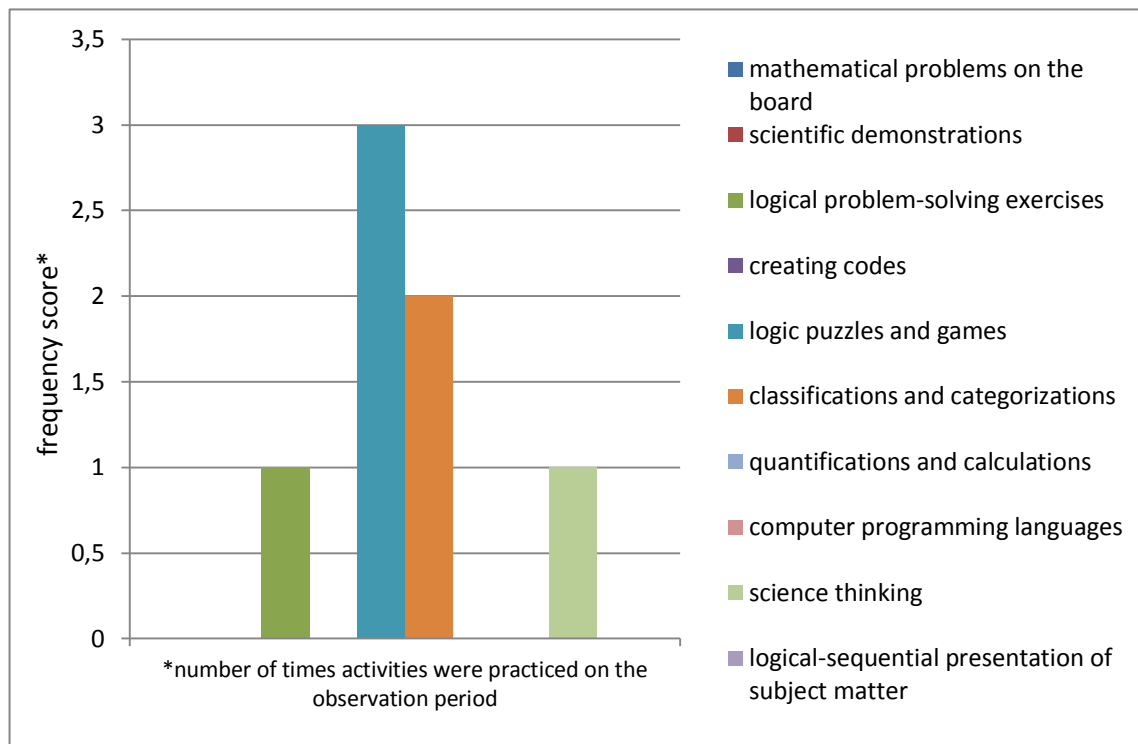


Chart 2.

Teachers rarely practiced activities to develop the Logical Mathematical Intelligence. This chart shows that teachers used Logical puzzles and games at the moment they developed a topic. This activity was practiced when solving problems related to grammar, filling blanks or finding the mistakes on sentences. In some cases, it is easier to learn about a topic when teachers include games in classes. The other six activities are not shown in the chart because they were not observed at the moment of teaching.

SPATIAL INTELLIGENCE ACTIVITIES

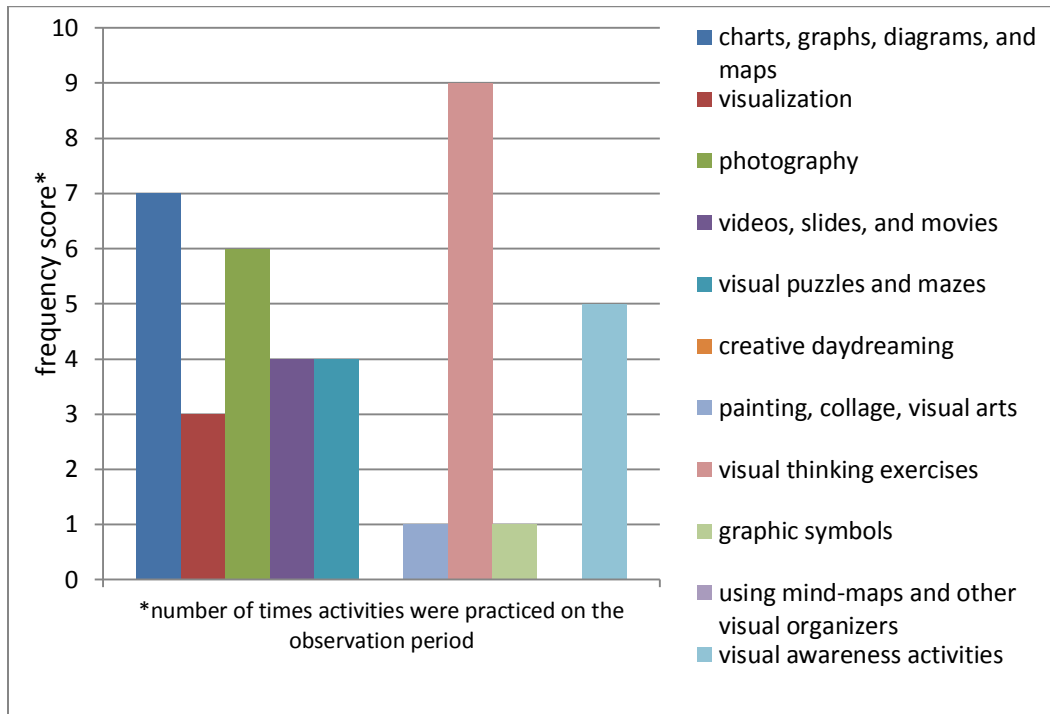


Chart 3.

According to this chart, the Spatial Intelligence is the second Intelligence mostly practiced in class by teachers. However, the activities mostly used by teachers are *Visual Thinking exercises* and *Charts, graphs, diagrams and maps*. Those aids are really relevant in order to improve the learning process with visual or spatial ideas that really catch students' attention. Howard Gardner stated that the Spatial Intelligence is principally dependent on the ability to see, yet for some people perception of space can be through touch –as in the case of many blind people- through sound. People that maintain the perception of space is multi-sensory, even if, in many people, the visual aspect predominates. Creative

daydreaming and using mind-maps and other visual organizers activities do not appear on the chart because they were not used by teachers at the time of teaching.

MUSICAL INTELLIGENCE ACTIVITIES

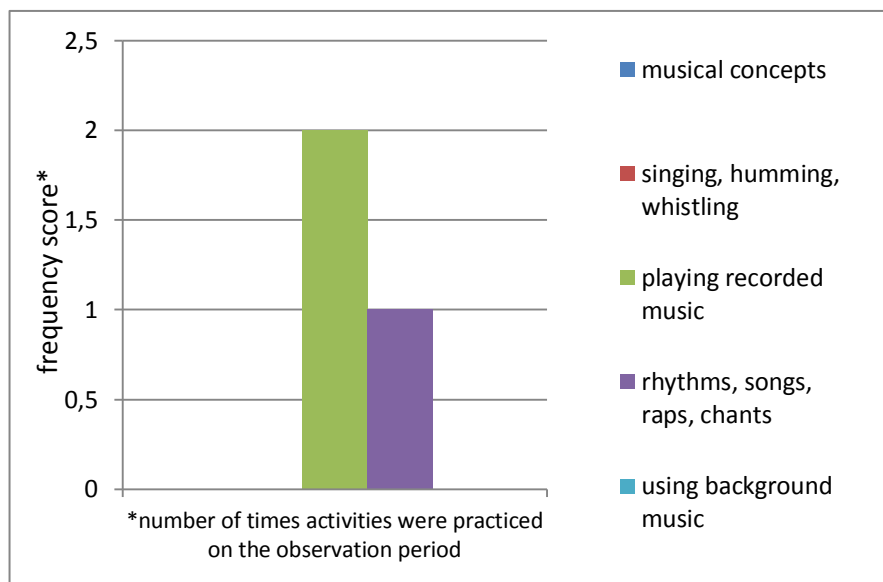


Chart 4.

The Intelligence less used in class by teachers was the Musical Intelligence. According to this chart, teachers used only two activities in reference to the Musical Intelligence: Playing recorded music and Rhythms, songs, raps, chants. However, those activities help students to improve their pronunciation and increase their vocabulary. As it was stated in Multiple Intelligences in EFL, Exercises for secondary and adult students, by Puchta and Rinvolucrici (2005), beat, rhythm, tone, pitch, volume and directionality of sound are features that are properly part of linguistic domain and teachers can choose whether to emphasize them or not. Though, it is important to say that those activities make real sense for Musical

students. The other three activities were not practiced in the teaching-learning process for that reason they do not appear in the chart.

BODILY-KINESTHETIC INTELLIGENCE ACTIVITIES

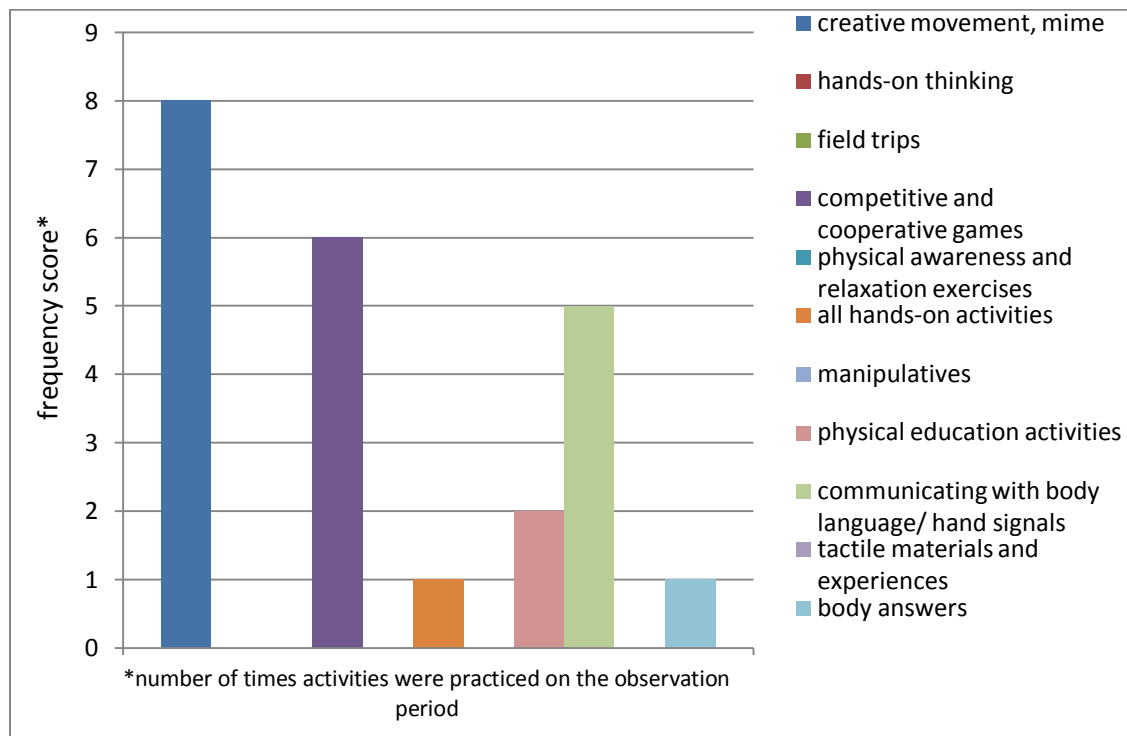


Chart 5.

In the bodily-kinesthetic intelligence, the activity mostly practiced by teachers was *Creative movement, mime*, followed by *Competitive and cooperative games* and *Communicating with body language/ hand signals*. These activities were used at the moment that teachers developed the class, more specifically, when teachers gave explanations. *Competitive and cooperative games* are activities that set students into action. They can move from their desks and interact with the rest of the class in a comfortable environment. Using their body

to express themselves is a fun activity and an alternative way to communicate. However, teachers do not use all the activities at the moment to teach. According to the investigation, five activities are not practiced by teachers for that, the chart only shows the activities used by teachers in the classroom.

INTERPERSONAL INTELLIGENCE ACTIVITIES

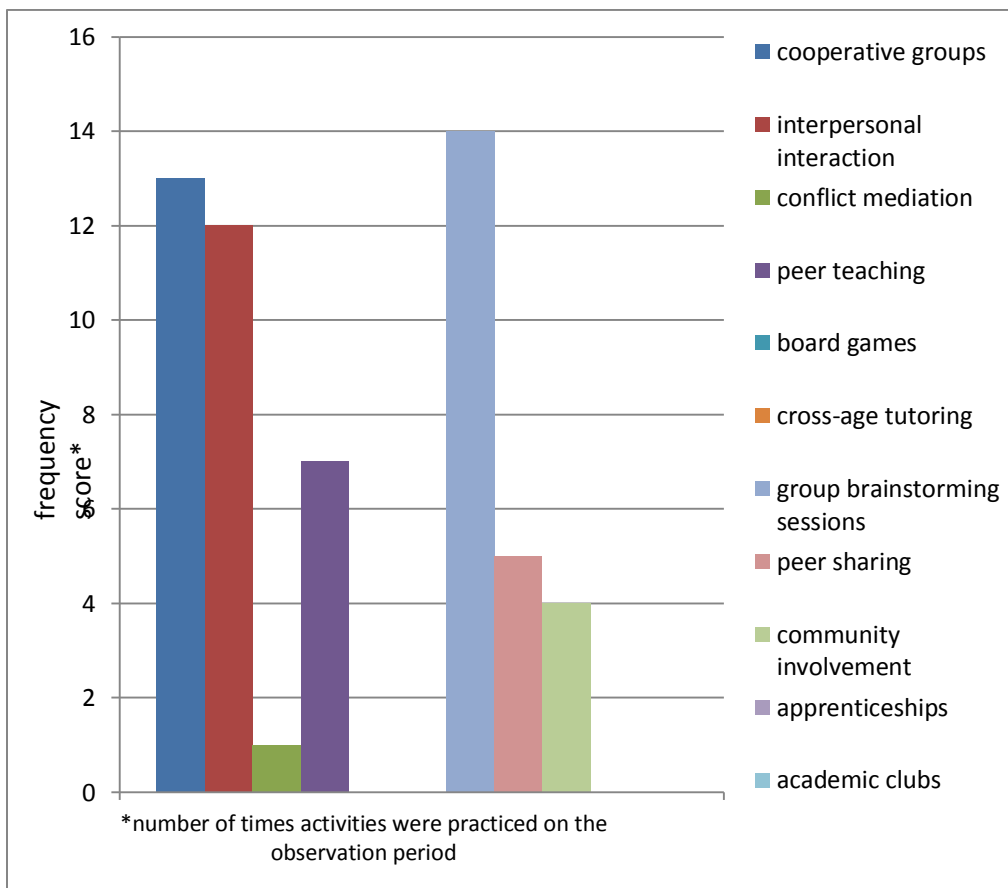


Chart 6.

The activities teachers practiced the most were: *Group brainstorming sessions*, *Cooperative groups* and *Interpersonal interaction*. Brainstorming is an excellent way to start a class or

topic. It was observed that students could share their ideas and at the same time they built connections with the information they previously knew with the new information they were receiving. Cooperative groups and Interpersonal interaction gave students the opportunity to make a comparison among their ideas and increase their hunger of knowledge. They were able to correct their mistakes in a more comforting atmosphere. Teachers used six activities in order to obtain better results, the rest of the activities were not used by them.

INTRAPERSONAL INTELLIGENCE ACTIVITIES

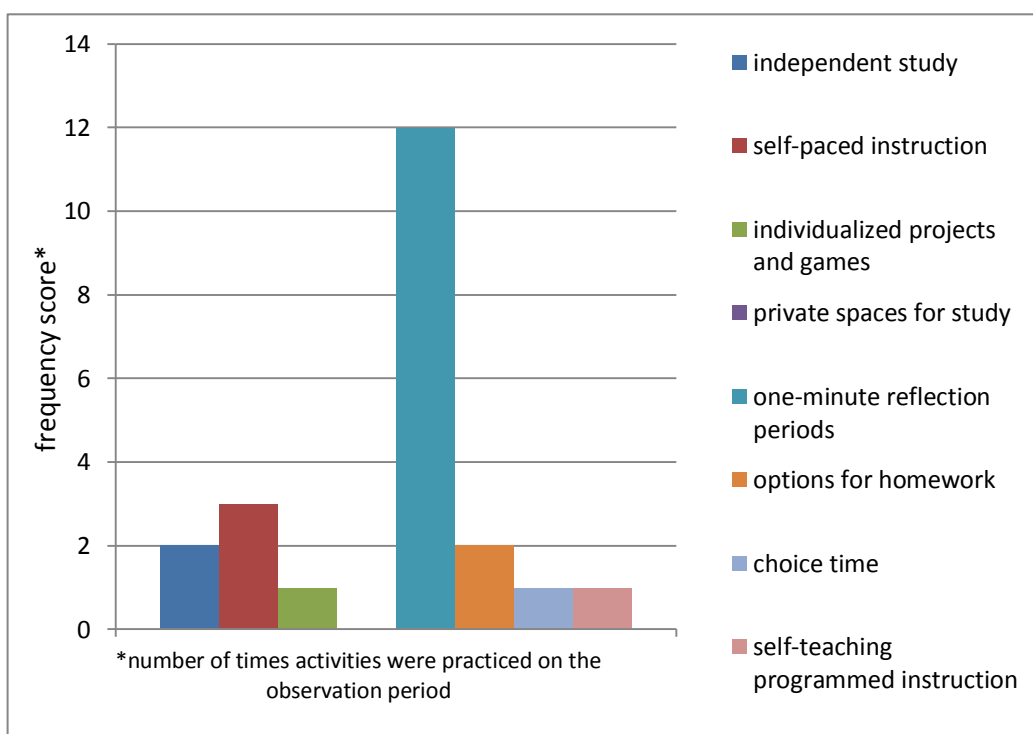


Chart 7

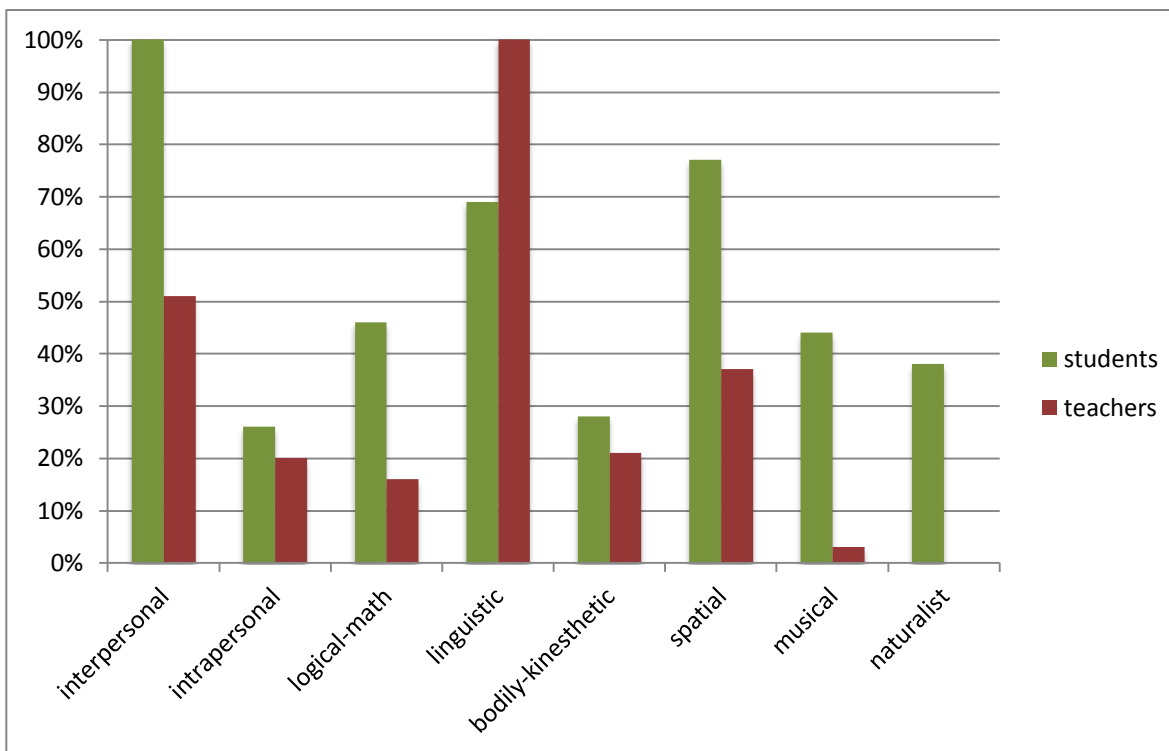
In the Intrapersonal Intelligence, the activity with more points was one minute reflection periods. Teachers gave some minutes to students to think about their lives and what they

wanted to change and at the end students were asked to write a passage about their thoughts. This activity is necessary for students because it helps them to identify and modify unwanted behavior in themselves. The rest of the activities were almost never practiced.

NATURALISTIC INTELLIGENCE ACTIVITIES

Naturalistic Intelligence activities were not observed in the classes observed. First of all, it needs to be said that rarely a class is developed in a different place than the classroom. Students and teachers do not have the opportunity to interact with nature and topics related to this matter were not developed at least on the period of observation.

COMPARISON ABOUT INTELLIGENCES STUDENTS POSSESS AND INTELLIGENCES TEACHERS PRACTICE



They are in agreement on a considerable degree.

TEACHERS: according to the chart above, it can be said that teachers tend to emphasize the Linguistic Intelligence, the Interpersonal Intelligence and the Spatial Intelligence.

STUDENTS: for students, it can be said that the intelligences student's already possess and have developed up to some point are: Interpersonal, Spatial and Linguistic.

Based on the data that was obtained it can be concluded that the intelligences that students have developed the most are the intelligences teachers emphasize the most. This is

something that can be taken into account to identify a phenomenon. The activities teachers are practicing in the class have an important impact among students and so teachers can influence students learning process in a high degree.

Another important finding is that teachers do not carry out activities to develop the rest of intelligences as much as needed. Activities related to Musical Intelligence are barely practiced and activities related to the Naturalist Intelligence are not being practiced at all. This is something that can affect that group of students that possess those types of intelligences because they do not have the opportunity to increase their abilities or to compensate those weak intelligences. Teachers are not taking advantage of those intelligences students have developed more and they are not instructing students in the way students prefer to learn.

CONCLUSION

This research Project had the aim to discover and to identify the importance and usage of the Multiple Intelligences theory in Teaching English as a Foreign Language in the Intermediate English I courses at the Foreign Language Department. It was also focused on finding out how teachers reinforce those intelligences in students' academic process.

Throughout the research it was really evident that all the intelligences, except one, the Naturalist, were developed by teachers during the classes. It is important to add though that intelligences were developed in different levels. The findings revealed that the intelligences most practiced by teachers were the Linguistic Intelligence in the first place, Interpersonal Intelligence in the second place and the Spatial Intelligences in the third place.

In regard to the students' preferences, it was found that the sample possesses a variety of intelligences but the majority of them identified with the Interpersonal Intelligence, the second largest group of students identified with the Spatial Intelligence and the third one with the Linguistic Intelligence.

It can be said that the intelligences teachers implement through the different activities developed in class are in agreement with the intelligences students possess. Though, it is necessary to note that even though intelligences are in agreement, they do not have the same order of importance among students and teachers. It is also essential to take into account the rest of the students' intelligences so everybody inside the classroom has the same opportunities to learn and be successful in their teaching learning process.

According to the observation that was carried out during the classes, it can be said that the activities teachers used to develop the Linguistic Intelligences were: *Storytelling, speeches and reading to the class; Large – and- small- group discussions and Writing activities.* With all this kinds of activities teachers promote language development, students' concentration and vocabulary. They also improve oral and listening abilities.

The activities teachers used to reinforce the Interpersonal Intelligence were: *Group brainstorming sessions, Cooperative groups, and Interpersonal interaction.* These activities reinforce first of all verbal communication abilities, improve students discourse and they are able to participate in different levels and types of conversations. Students recognize the way they can interact with others in the society and the different roles they can perform.

With reference to the Spatial Intelligence, the activities practiced by teachers were: *Visual thinking exercises; activities that involved Charts, graphs, diagrams and maps and the use of Photography.* These activities helped students to develop thinking and reading comprehending and the use of those types of aid facilitate information retrieval. The connection of words with images gives words their meaning. Those connections are important when students learn new words in the target language.

The rest of the intelligences were practiced by teachers in a lower degree, for the Logical-mathematical intelligence, the activity teachers mostly practiced during the class was *Logic puzzles and games.* In relation to the Musical Intelligence, the activity most practiced was *Playing recording music;* The Bodily-Kinesthetic Intelligence was reinforced mostly with

Creative movement and mime and the Intrapersonal Intelligence was put into practice mostly with *One minute reflection periods*.

With respect to the activities teachers promote in the class, it can be concluded that Intermediate English I courses at the Foreign Language Department are mostly oriented to teach through oral and listening production activities; though, it is important to remember that spoken words are not the only instrument for teaching. Language cannot be limited to Linguistic perspectives but encompasses all aspects of communication and there are other types of resources to be taken into account that can help students to develop all their learning potential. Nobody learns exactly the same way as shown with the data gathered in this research. Howard Gardner (1983) said in relation to his theory that teachers must respect their students' differences and the way they are present in each individual because nobody knows the infinite ways one person can leave a mark in the world.

It is also essential to analyze through this research then, the importance of the rest of intelligences that are being developed in a lower level.

The Logical-mathematical intelligence is important to be developed in the classroom because it can help students to recognize patterns or parts of a problem. The mind of students that possess this intelligence can be activated with activities that ask them to identify analogies, separate parts of a problem, describe the characteristics a solution should have, generalize or specialize, etc. The development of this intelligence will enable FLD students to cope with requirements they could have in the future working place like; working with grades, developing projects, and the like.

The implementation of Musical intelligence in the foreign language classroom have benefits such as helping students to concentrate, stimulates creative processes, eliminates distracting sounds from outside, fosters a relaxed, motivating and productive classroom atmosphere, and so on.

The Bodily-kinesthetic intelligence needs to drive more attention from educators, when teachers use mime and show with their body what they want to transmit, students attention is caught easily and students are also welcome to respond with their body and not only with their voice. The use of role-plays, drama, games and shadow puppets for example, are directly addressed to the Bodily-kinesthetic intelligence which makes the process of language comprehension easier.

Practicing Intrapersonal intelligence activities enables students to know themselves, and that includes, the way each of them learn. It is important to be conscious about the effective manner knowledge can be acquired and to take advantage of the strengths and weaknesses each one possesses. To use the correct tools in the right moment can help anybody to optimize one's performance. Language learning tasks like asking students about their favorite color, music, food, places, etc. that best identify them can make students describe themselves and practice the target language.

In relation to the Naturalist intelligence, it can be said that activities like brainstorming about how to preserve nature, how to protect natural animals environment, how to reduce pollution, etc. can invite students to increase their lexical knowledge, investigate about

natural processes to improve thinking, analyzing and producing at the same time they learn the target language is appealing for naturalist students.

Another point that has relevance is the environment teachers and students interact, that is, the physical and non-physical environment. In the English courses in the FLD, classrooms are almost about the only place where teachers develop a class, students are not exposed to different atmospheres, and they remain in the same positions almost all the time. Movements, colors, shapes, feelings and senses are not being enhanced and those elements are really relevant when storing information, students need to experience to make a connection with the subject or topic they are trying to learn.

When teaching using the MI theory, teachers are able to organize a variety of contents that offer learners plenty of ways to engage meaning and strengthen memory pathways. It is a tool for lesson planning that increases the attractiveness of language and creates favorable motivational conditions. The MI theory also recognizes that learning involves the physical and affective aspect of the individual as well as cognitive ones. All of the students' intelligences profiles can be reached as pupils will learn through different windows. They will also feel competent and more engaged with multiple society needs.

RECOMMENDATIONS

At the end of this research, the following recommendations have been drawn:

- Teachers should balance activities inside the classroom to promote all the eight Intelligences at their maximum. This will help students become more competent in their professional and personal life.
- The foreign Language Department should train the staff on the application of the MI theory in the Intensive English courses since there is evidence that the application of this theory in the instructional process can improve their work as educators in the Intermediate English I and the other courses that students from the FLD have to take.
- Teachers can use some activities to reinforce those Intelligences that are not often used in class. In this case, teachers should mix weak and strong intelligences in order to develop as much as possible all the intelligences provided by Gardner.

ACTIVITIES

In order to create such a balance during the class, it was found some suggestions of activities reinforcing all the 8 Intelligences with the purpose of intensify those Intelligence are less applied. It is necessary to remark that these examples propose more than one intelligence to be focused to better results.

Example 1:

Activity name: Making a course book dialogue physical or musical.

Language focused: Intensive listening and reading.

Proposed MI Focus: Kinesthetic and Musical.

Level: Post beginner to advance.

Time: 40-50 minutes.

Preparation: Chose a course book dialogue and tape player. .

Ask one of your students likes drama to choose a scene or dialogue from a previous unit in the course, and to prepare a mime based on it. Also ask 2 or 3 musically talented students to pick a previous dialogue, and prepare to present it musically, using voice and maybe instruments.

In class:

1. Ask your mime artist to perform. All the students silently re-read the dialogue/ scene from the book. The mime is repeated.

2. Ask students to listen carefully to the new course book dialogue, books closed. Deal with language difficulties, and then play the dialogue a second time.
3. Tell the students to open their books and read the new dialogue. Ask each of the students to choose whether they prefer to re-present it in mime or as a song.
4. Divide the class into 2 groups: the mimers and the singers. Let this groups sub-divide into numbers that correspond to the number of rules in the dialogue. Give them 15 minutes for preparation time.
5. Give each group a chance to perform in front of the whole class.

Note: After this apparently game-like activity, the students will have the new grammar presented by the dialogue firmly somewhere in their linguistic sub-conscious.

Example 2:

Activity name: Animal Quiz.

Language focused: intensive reading, spelling homophones and Homonyms.

Proposed MI Focus: Linguistic and Naturalistic.

Level: Intermediate to advance.

Time: Lesson 1: 5 minutes

Lesson 2: 10-15 minutes

Preparation: Copy one questionnaire per student.

In class:

Lesson 1

1. Write up this question on the board: Which European country has a name very similar to the word for a large sea animal?

Give the students a moment to puzzle it out and then draw a map of the UK. This should help them to get Wales/ whales.

2. Give them the questionnaire for homework and suggest they get help from someone they know who is good at English. They also may want to ring up classmates.

Lesson 2:

1. Find out which questions they were able to answer, and which ones had foxed them.

(See Animal Questionnaire in Annexes).

Teachers should use a variety of Strategies that involved both weak and strong Intelligences mixed up, doing so the students going to have more opportunities to get success in comprehending knowledgement in the learning process.

Example 3:

Activity name: A correspondence with oneself.

Language focused: Private writing.

Proposed MI Focus: Intrapersonal.

Level: Post beginner to advance.

Time: Each week over a term: 15 minutes

Last lesson: 45 minutes.

Preparation: Each week have one envelope ready per student.

In the last week of term you will find yourself taking several letters for each student into your class.

All lessons except the last one.

1. For 15 minutes once or twice a month, students write a letter to themselves, to be read in the last week of term. Explain that no one other than the writer will get to read their letter. What they write about is entirely up to them, but we suggest they should try to choose things that they will enjoy reading about when they read their letters. Tell them to write entirely in English. Tell them to put the time, the day of the week and the date at the top of each letter.

Tell them to write:

Dear + own name

Tell them to remember to sign the letter.

2. Give each student an envelope and ask them to write their own name on it. When the letters have been written and the envelopes named and sealed, take them in and keep them till the last week.

Last lesson

1. Give them time to read their own letters and then have a whole-class feedback discussion.

Round this off by asking them to write you a feedback letter-this will allow the shy ones the time they need.

Note:

For once, students can write English freely, without having to worry about the teacher's corrections. You gain 15 minutes once or twice a month during which the learners are gainfully employed and during which you can relax.

Example 4:

Activity name: Listening with your mind's eye.

Language focused: listening and speaking.

Proposed MI Focus: Spatial and linguistic.

Level: lower Intermediate to advance.

Time: 5-10 minutes.

Preparation: Each week have one envelope ready per student.

Select a poem or any other text suitable for your class that is likely to stimulate the student's visual and spatial imagination. Alternatively, use the Poem by Jacques Prévert *to paint the Portrait of a Bird*.

In class

1. tell your students that you are going to read out a text to them. Ask them to listen with their eyes closed, and focus on what they see, hear; feel etc. while you are reading. Tell them that some of them may be mainly seeing clear and colorful pictures, while others will probably be able to "get a feel for visual images", but may see only very lured pictures or no pictures at all.

2. Quietly ask students to work in small groups and to share their favorite moments during their experience of the poem.

Note:

If you decide to use the poem by Jacques Prévert, tell your class that you are going to read out a poem to them which is almost like a set of instructions for painting a picture. Encourage them close their eyes and “paint” a picture in the air while they are listening to the instructions. Tell them that at one point in the poem, where there are no instructions to paint, they may feel like letting their arm sink down, but that they should start painting again as soon as possible as the instructions to paint resume.

Example 5:

Activity name: Sequence in a story.

Language focused: Writing paragraphs for a newspaper Style Story.

Proposed MI Focus: Logical-mathematical, Interpersonal.

Level: Upper Intermediate.

Time: 30-40 minutes.

Preparation: Photocopy the whole story *Gunmen Shoot man in head after robbery*, one copy for each student.

Also, for every 10 students in your class you will need to make one copy of each of the last five paragraphs, and cut them up separately.

In class

1. Ask the students to work in pairs and give each pair one of the paragraphs numbered 1 to 5.

Tell the pairs that you have given them a paragraph taken from somewhere in a news story. Ask them to write the paragraph they think precedes it and the one that follows it. Tell them not to use more than 30 words in either paragraph, and not less than 20. tell them to call you if they need language help.

2. If you have 10 students in class, get them to group together, the pair with paragraph **3** reads their original paragraph first, and then the preceding and following paragraphs that they have written.

They repeat the same process with the pairs who have paragraphs **1, 4, 5** and **2**, in that order.

If you have, 20 students in your class, then have two groups working simultaneously; if 30 students, three groups etc.

3. Hand out copies of the complete story. Ask the learners to read the paragraphs in the order of the original news story.
4. Allow time for their comments on how news stories are written.

Note:

The story is typical of the “inverted pyramid” of the agency-style news story. The headline and the first paragraph are packed with the information and give “the big picture”. The subsequent paragraphs go into more, and less essential, detail.

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Appendix