



**Universidad**  
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# Trabajo Fin de Grado

## Learning English through Multiple Intelligence Theory

Autor/es

Laura Larraga Gómez

Director/es

Pilar González Vera

Facultad de Educación

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## INDEX

<b>1.INTRODUCTION.....</b>	<b>4</b>
<b>2 .THEORETICAL FRAMEWORK .....</b>	<b>6</b>
2.1 MULTIPLE INTELLIGENCES .....	7
2.2 HOW TO INCORPORATE MULTIPLE INTELLIGENCES IN CLASSROOM.....	11
2.2.1 MULTIPLE INTELLIGENCE THEORY AND STUDENTS .....	12
2.2.3 TECHNIQUES TO IMPLEMENT MULTIPLE INTELLIGENCES IN THE CLASSROOM .....	13
<b>3. MULTIPLE INTELLIGENCES IN CLASS. ACTIVITIES AIMED AT THE     DIFFERENT TYPES OF INTELLIGENCES .....</b>	<b>16</b>
3.1 HOW TO IDENTIFY MULTIPLE INTELLIGENCES IN CLASSROOM .....	17
3.1 LINGUISTIC INTELLIGENCE.....	21
3.2 LOGICAL-MATHEMATICAL INTELLIGENCE .....	25
3.3 SPATIAL-INTELLIGENCE .....	26
3.4 BODILY-KINESTHETIC INTELLIGENCE.....	29
3.5 MUSICAL INTELLIGENCE .....	31
3.6 NATURALISTIC INTELLIGENCE .....	32
3.7 INTERPERSONAL INTELLIGENCE.....	33
3.8 INTRAPERSONAL INTELLIGENCE .....	37
<b>3.CONCLUSION.....</b>	<b>39</b>
<b>4. BIBLIOGRAPHY .....</b>	<b>41</b>
<b>ANNEX .....</b>	<b>42</b>

## **ABSTRACT**

This *Trabajo Fin de Grado* has the goal to go into detail into the theory of multiple intelligences. In order to do that, it will be divided into two main parts. Firstly, the theory of multiple intelligences, its origins , other theories of intelligence and each one of the intelligences and the main key points of the theory will be explained. Apart from this, the relationship of this theory with other learning theories such as collaborative learning and constructivist learning will be dealt with the aim to explain how to adapt for the English classroom. Secondly, the dissertation will focus on the design of activities aimed at the different types of intelligences to be applied in an English language classroom.

**Key words:** Theory of multiple intelligences; collaborative learning, constructivist learning; multiple intelligences in class; lesson plan.

## 1. INTRODUCTION

Last year, I spent my Erasmus first semester at the University of Klagenfurt, Austria, during this period of time, I attended different courses, in my view, the most interesting subject was Didactics, in which all the lessons revolved around the theory of multiple intelligences, a theory unknown for me until that moment.

The teacher taught some theoretical aspects but above all, she gave us guidelines to develop this methodology to teach English Language in the school. We learnt a wide variety of activities focused on the theory of multiple intelligences (MI theory).

The theory of Multiple Intelligences was developed in 1983 by Dr. Howard Gardner, professor of education at Harvard University, and it was first published in the book *Frames of mind; The Theory of Multiple Intelligences (1983)*. He considers intelligence from a wider perspective than it had ever been done before. He presents a new vision on intelligence and the theory is a pluralistic view of mind which recognizes different cognition styles.

This theory was completely innovative because until then, intelligence had been traditionally measured by using I.Q (Intelligence Quotient) tests, those tests only measure one type of intelligence. Thus, MI theory is very important for modern education because it claims the existence of eight types of intelligences which work together in a unique way in the particular case of each individual. All these characteristics of MI theory will be dealt in depth in the first part of this dissertation in order to set the basis for the activities designed in the second section.

The second section of this dissertation will take into consideration Gardner's ideas of how children learn differently and how one child can, for example, be excellent at learning languages but weaker at maths. Bearing in mind all this, I will introduce a wide range of activities that will be based on the aforementioned theoretical approaches. These activities will try to respond to the needs of schools, as curriculums should meet the needs of each child (Gardner, 2006: 61). Thus, I will propose activities to be implemented in class that allow an improvement in the students thanks to the attention

paid to their needs in each particular case. These activities will be gathered together in the Annex section.

Finally, the design of activities will be followed by some conclusions drawn from this research.

## 2 .THEORETICAL FRAMEWORK

Firstly, in this section I will introduce Gardner's MI theory followed by the way in which these intelligences can be incorporated in class.

Gardner defines intelligence as the "*the capability to solve problems or to fashion products that are valued in one or more cultural settings*" (Gardner & Hatch, 1989:4). He carried out his research studying people under different circumstances, and with all the results he developed the theory of multiple intelligences.

Gardner's multiple intelligences theory constituted a departure from the traditional intelligences theories, until then, intelligence was valued using IQ (Intelligence Quotient) tests, these tests only measured two kinds of intelligences, the linguistic and mathematical. It was believed that intelligence was determined by genetic factors; therefore, education could not intercede in intelligence development. In contrast, Gardner conceives intelligence as a combination of heritable potentials and skills that can be developed in diverse ways through relevant experiences (Gardner, 1983)

In the early 20th century some authors such as John Campbell and Richard Snow, a specialist on learning styles, devoted his work to investigate how to adapt teaching to individual differences among learners. He states that "*the psychology of human differences is fundamental to education*" Both, became concerned about the importance of the relationship between education and intelligence they points away from the idea that intelligence was determined by genetics.

Gardner (multiple intelligence theory), Sternberg (triarchic intelligence) and Goleman (emotional intelligence) are the most important psychology critics of standards views of intelligences. Currently, their theories are the most influential in the field of psychology. Gardner and Sternberg emphasize practical skills and Goleman add a new dimension, the emotion, to the concept of intelligence, all three psychologists have a pluralistic view of intelligence.

Sternberg (1985 : 45) defines intelligence as a "*mental activity directed toward purposive adaptation to, selection and shaping of, real world environments relevant to*

*one's life*” and believes that people have three types of intelligences: analytical intelligence, is the ability to acquire and store information, this intelligence includes logical reasoning and abstract thinking, creative or experiential intelligence, which includes the ability to deal with novel situations and the ability to generate new ideas and practical or contextual intelligence, related to individual adaptation to the real world, this intelligence includes the ability to apply knowledge to the environment, and the ability to shape individual environment.

According to Goleman precursor of Emotional intelligence those who are good at understanding and managing their own emotions, are empathetic to the emotional drivers of people and those who are good at handling other people emotions are consider emotionally intelligent.

## 2.1 MULTIPLE INTELLIGENCES

Originally Gardner identified seven main intelligences: linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, interpersonal and intrapersonal, proposed in 1983 in his book *Frames of mind: The theory of multiple intelligence*. In 1999 in his book *Intelligence reframed: Multiple intelligences for the 21<sup>st</sup> century*, he added naturalistic and existential intelligence, having a total of nine intelligences. These intelligences are located in different areas of the brain and they can work together or independently.

According to Armstrong (2000: 6) the first type of intelligence, **linguistic intelligence**, refers to the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others), mnemonics (using language to remember information), explanation (using language to inform) and metalanguage (using language to talk about itself) .

Armstrong (2000:6) defines the second type, **logical–mathematical intelligence**, is the capacity to use numbers effectively and to reason well. This intelligence includes sensitivity to logical patterns and relationships, statements and propositions (if-then, cause-effect), functions, and other related abstractions. The kind of processes use in the

service of logical-mathematical intelligence includes categorization, classification, inference, generalization, calculation and hypothesis testing.

Another type of intelligence defined by Armstrong (2000:7) is the **spatial intelligence** which alludes to the ability to perceive the visual-spatial world accurately and to perform transformations upon those perceptions, this intelligence involves sensitivity to color, line, shape, form, space, and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

Armstrong (2000:7) points out the fourth type of intelligence is the **bodily-kinesthetic intelligence**. This refers to the expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transforms things. This intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed as well as proprioceptive, tactile, and haptic capacities.

**Musical intelligence**, according to Armstrong (2000:7) in turn, allows to perceive, discriminate, transform and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody and timbre or ton color of musical piece. One can have figural or top-down understanding of music( global, intuitive) a formal or "bottom-up" understanding (analytic, technical), or both.

Another important type is the **interpersonal intelligence**. This ability to perceive and make distinctions in the moods, intentions, motivations, and feeling of other people, includes sensitivity to facial expressions, voice, and gestures. It also alludes to the capacity for discriminating among many different kinds of interpersonal cues and the ability to respond effectively to those cues in some pragmatic way (e.g., to influence a group of people to follow certain line of action), as Armstrong (2009: 7) suggests.

By contrast, people with high **intrapersonal intelligence** have great self-Knowledge and they have an accurate picture of themselves. They know how about their strengths and weaknesses as well as their motivation, desires and intention (Armstrong. 2000: 8). They are good at setting goals for themselves, planning and reflecting on their work, they prefer to work alone.



Regarding **naturalist intelligence**, it designates the human ability to discriminate among living things (plants, animals) as well as sensitive to other features of the natural world (clouds, rock configurations). This ability was clearly of value in our evolutionary past as hunters, gatherers and farmers (Armstrong, 2009: 7).

Finally, **existential intelligence** lets people tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here (Armstrong, 2009: 182). In the case of existential intelligence, it has to be said that not all scholars agree with the existence of this intelligence, and because of this controversy, this research will be focused on the other eight intelligences summarized in Table 1.

Table 1. Summary of the Eight Intelligences based on Gardner, Armstrong (2000:33)

<b>Children who are highly...</b>	<b>Think...</b>	<b>Love...</b>	<b>Need...</b>
<b>Verbal/ Linguistic</b>	In words	Writing, reading, telling stories, playing words games.	Books, tapes, writing tools, paper diaries, dialogue discuss and debate.
<b>Mathematical / Logical</b>	By reasoning	Experimenting, questioning, figuring out of logical puzzles, calculating.	Working with relationships and patterns, classifying, categories zing, working with the abstract.
<b>Visual/ Spatial</b>	Images and pictures	Drawing, designing, Visualizing and doodling	Arts, Legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museum

<b>Bodily/ Kinesthetic</b>	Through somatic sensations	Dancing, running, jumping, building, touching, gesturing.	Role-play, drama, movement, building things, sports and physical games, tactile experiences, hands-on learning.
<b>Musical</b>	Via rhythms and melodies	Singing, whistling listening to music, humming, tapping feet and hands.	Sing-along time, trips to concerts, playing music at home and school, musical instruments.
<b>Interpersonal</b>	By bouncing ideas off other people	Leading, organizing, relating, manipulating, mediating.	Friends, group games, social gatherings, community events, clubs, mentors/apprenticeships.
<b>Intrapersonal</b>	In relation to their needs, feeling and goals	Setting goals, mediating, dreaming, planning and reflecting.	Secret places, time alone, self-placed projects, choices.
<b>Naturalistic</b>	Through nature and natural forms	Playing with pets, gardening, investigating nature, raising animals, caring for planet earth.	Access to nature, opportunities for interacting with animals, tools for investigating nature.

Beyond the descriptions of the eight intelligences, there are certain points of the multiple intelligences model that are important to remember, these key aspects are summarized by Armstrong (2009: 16-17) in the four following points:

- 1) Each person possesses all eight intelligences. MI (Multiple Intelligences) theory is not a type theory for determining the intelligence that fits with each person. This theory proposes that each person has capacities in all eight intelligences, and the eight intelligences function together in different ways in the case of each person. Most of us are highly developed in some intelligence and not so much developed in other intelligences.
- 2) Most people can develop each intelligence to an adequate level of competency. Gardner suggests that everyone has the capacity to develop all intelligences to a reasonably high level of performance if given the appropriate encouragement, enrichment and instruction.
- 3) Intelligences usually work together in complex ways. Intelligences are always interacting with each other. For example, when children play a game of Kickball, they need bodily-kinesthetic intelligence to run, kick and catch, spatial intelligence to be oriented in the field and to anticipate trajectories of flying balls. In addition, they need linguistic and interpersonal intelligence in order to successfully argue a point during a dispute in the game with the other children.
- 4) There are many ways to be intelligent within each category. There is not a standard set of attributes that one must have to be considered intelligent in a specific area.

## 2.2 HOW TO INCORPORATE MULTIPLE INTELLIGENCES IN CLASSROOM

The theory of multiple intelligences has many educational implications. There are different ways to incorporate this theory into the curriculum and in order to achieve the best results in the classroom a careful planning during the lessons is essential. There is a relationship of MI theory with other learning styles such as Constructive learning, and Collaborative learning in an attempt to make the teaching-learning processes more effective. These instructional models can be easily integrated in classroom and their focus of attention is the child.

According to the **Constructive learning**, each student builds their own knowledge during the teaching-learning process monitored by the teacher. In other words, students learn how to learn. The student is the person who creates new understanding for him/herself. The teacher coaches, moderates and suggests, but allows the students to experiment, ask questions and try things that do not work. Learning activities require the students' full participation an important part of the learning process is that students reflect on and talk about their activities. The aim of both learning theories is to create an environment in which students can learn and teachers have to develop oriented learning activities that have a meaning and a purpose in terms of the students' interests. In a constructivist class, students also develop different types of intelligences such as linguistic intelligence for communicating with peers and the teacher, both verbally and in written communication; logical/mathematical intelligence, when organizing thoughts into presentations or when sorting information; and interpersonal and intrapersonal intelligence, when collaborating with peers and instructors, as well as when presenting projects or completed work.

Lastly, there is an obvious connection between the interpersonal intelligence and the Cooperative learning. Collaborative learning strategies allow the development of the interpersonal intelligence. Constructivist learning involves a positive impact on higher-level thinking (logical/mathematical intelligence) and play key roles in the writing process (verbal/linguistic intelligence). Cooperative learning skills come into play directly in the other intelligences as well (band, choir, and other music groups; team sports; research teams to develop the naturalist intelligence).

#### 2.2.1 MULTIPLE INTELLIGENCE THEORY AND STUDENTS

Multiple intelligence theory has several implications for teacher, the knowledge about the different intelligences allows teacher to use a high variety of strategies to teach children focused on children's need, teachers can help students to be in control of their own learning the aim of this theory is develop children intelligence and improve the intelligence in which each students is weaker because all people have the eight intelligence mentioned before but in different amounts.

According to Armstrong (2000:21) the best way to assess students own multiple intelligence is through a realistic appraisal of their performance in the many tasks od tasks, activities and experiences associated with each intelligence.

Armstrong and Gardner suggest that it is recommended give multiple intelligence test in order to see which intelligences are outstanding for each student, in this way , teacher can create a learning environment suitable for each student ,also it could be a good idea that teacher explained MI theory to the children or give them some guidelines, the eight intelligences are linked to concrete that young people have had experience with: numbers, words, pictures, the body, music, people, the self and the nature. When people engage in this kind of metacognitive activity they can select strategies for solving problems (Armstrong 2000:44), each student with guidance from the teacher discover his/her strengths and weaknesses and is responsible for their own learning and knowledge.

The theory of multiple intelligences opens the door to a variety of teaching strategies which can easily be applied in the language classroom. It gives teachers opportunities to widen modern teaching strategies by using various assignments and activities (Armstrong 2000: 51).

### 2.2.2 TECHNIQUES TO IMPLEMENT MULTIPLE INTELLIGENCES IN THE CLASSROOM

Different scholars like Brewster, Ellis and Girard, 2003 published in their book *The Primary English Teacher's Guide (2003)* the following techniques to implement MI theory in the classroom:

According to Brewster, Ellis and Girard (2003:162-170) **songs, rhymes and chants** help to improve language learning for this reason are included in most language programs and can contribute to the child's global development in many different ways. This technique generates great benefits for children, songs, rhymes and chants help introduce new vocabulary, they are very useful for practicing pronunciation, specially features relating to stress, rhythm and intonation, they are motivating and fun, they also help to develop concentration, memory and coordination and finally, singing and chanting together helps to reinforce group identity.

Teacher could encourage children to use actions, mimes and drama, to clap the beat while they are singing or they also can draw or colour pictures related to the song or the rhyme.

Another resource proposed by Brewster, Ellis and Girard (2003:172-176) are **games**, they are an excellent practice for improving vocabulary, grammar and pronunciation and the four language skills. Pupils are encouraged to participate and increases communication with peers and games help to create a fun atmosphere and reduce the distance between teacher and pupils. Games encourage the memorization of chunks, and pupils are involved in informal language analysis and noticing of language items or rules. Brewster, Ellis and Girard (2003:176) divide games into main types: Language control also called accuracy focused games and communication or fluency-focused games. In accuracy-focused games the aim is to score more points than the other group or team, that kind of game focus on comprehension and production (speaking and writing) some of these games are good at training pupil's memory. The second type of game: fluency-focused games tend to focus on developing fluency and collaboration with others. These games are an important part of communicative and cooperative approached they are usually done by groups of four.

All types of games need preparation and the use of special materials such as dice, picture, word or sentence cards. Teacher has an important role while pupils are playing games, he/she has the key role in observation, listening, monitoring and explanation, teacher should not over-correct the children, he/she has to give them prompts.

Brewster, Ellis and Girard (2003:186-190) point out the educational value of using **storybooks and storytelling**. There are many reasons why teachers use storybooks, they are motivating and can develop positive attitude, they create a desire to continue learning, students become personally involved in the story because they identify with the characters of the story, listening to stories allows teacher to introduce vocabulary and structures, In addition, stories helps children become aware of the intonation and pronunciation of the language. Related to multiple intelligences, storybooks develop the different types of intelligences that contribute to language learning including emotional intelligence, they also contribute to link English with other subjects. Children enjoy listening to stories and understand the conventions of the narrative, for example when they listen “ Once upon a time “ they know what to expect next.

According to Brewster, Ellis and Girard (2003:202) there are several activities which can follow on from regular book reading, they are handicrafts, drama and vocabulary activities.

**Handicrafts** activities are extremely useful as learners can develop their listening and reading skills while following the written or oral instructions. They help to develop oral comprehension through the language used for giving instructions. After reading a book or listening to a story pupils can create their own masks, models, puppets... inspired by the story or the characters.

The second activity proposed by Brewster, Ellis and Girard (2003:202) is **drama**, pupils can play the story in the storybooks or song they have read or listened to. They can organize a place and write, if they want, a different end for the story and then perform the story in the classroom. The pupils can also compose a song for the story and sing it in some parts of the drama. Drama encourages children to speak and gives them the chance to communicate, using non-verbal communication, such as body movements and facial expressions. Drama involves the development of mind, emotions, language, and social interactions.

### **3. MULTIPLE INTELLIGENCES IN CLASS. ACTIVITIES AIMED AT THE DIFFERENT TYPES OF INTELLIGENCES**

After explaining the Multiple Intelligence theory, in the following section I present the design of activities based on Multiple Intelligence theory which can be applied in the English language classroom. This plan attempts to meet all the needs of students with types of intelligences developed in different levels. Thus, I have created and gathered a number of activities for each of the eight multiple intelligences explained before. The lesson plan designed is suitable for students who are in the third cycle of Primary education. The activities are planned for the topic “sports”. They will deal with the Olympic Games and they will allow our students to improve their knowledge of sports in English. The purpose of each of these activities will be to develop the skills that characterize each specific type of intelligence or, in some cases, more than one, since all intelligences are connected to each other. The students will improve the four language skills: listening, reading, writing and speaking through multiple intelligences. The use of this methodology in the classroom allows students to find out where their strengths and weaknesses are, so that they can be more responsible for their own learning and they can improve their knowledge helped by the teacher and by their peers.

The choice of the topic, the Olympic Games is due to the fact that most children are interested in sports, and with this topic not only the students learn the different kinds of sports or the history of the Olympic Games, but also they learn about other topics such as healthy habits or the importance of teamwork.

I have created and developed twelve activities, some of them are group activities and other are to be done individually, which allows to work the interpersonal and intrapersonal intelligences. It is important for students to know how to work in both ways, in group and individually because they will have to do this in real life. In addition, the multiple intelligence theory provides a great variation of assessment by suggesting multiple ways to evaluate students, as will be seen in this dissertation. It is important to observe the students and to keep notes on how well they are working and in which intelligences each student are good at and in which intelligence they need to improve.



### 3.1 HOW TO IDENTIFY MULTIPLE INTELLIGENCES IN CLASSROOM

It could be very useful for the teacher identify which kind of intelligence predominates in each student in order to create a high range of activities according with the topic to reinforce intelligences less common and to improve the other ones.

One way to identify the intelligence of the students is doing a test, in the course of recent history, intelligence test have been the most important resource.

Before Gardner proposed MI theory, intelligence was measured using I.Q test and Scholastic Aptitude test , this is a standardized test that is often used to select the entry to higher education in the United States evaluates the ability of reasoning and solving problems.

Both tests only were designed to measure four kinds of abilities: Spatial ability, verbal ability, mathematical ability and memory ability, intelligence is considered as a single ability and reject the idea that intelligence involve an assortment of multiple skills and abilities all those with good scores were considered intelligence, on the contrary, MI theory proposes that there are other ways of measuring intelligence beside these two.

According to Armstrong (2009:25) does not exist a test or as he said a “megatest” that can provide a comprehensive survey of students’ multiple intelligence, test only gives us clues about in which intelligence a student is good at and in which intelligence a child need to improve. Armstrong states that the best tool for assessing students ‘multiple intelligence is to observe the behaviour in the classroom and how children spend their free time in the school, is important to know what students do when nobody is telling them what to do, in class teacher must provide a number of activities and students have to choose one of them, it is important that teacher observe what activity pick each children. Teacher has to write notes in a diary or handy journal for recording observations, Armstrong design a check list to help organize teacher observation of a student ‘multiple intelligence.

To help organize teacher’s observation, teacher can use a checklist to record the observations on a table like the one below designed by Armstrong(2009: 35-38).

## Multiple Intelligences Checklist for Students:

Name of the Student:

### Linguistic Intelligence

- Writes better than average for age
- Spin tall tales or tell jokes and stories
- Has a good memory for names, places, dates or trivia
- Enjoys word names
- Enjoys reading book
- Spells words accurately
- Appreciates nonsense rhymes, puns, tongue twisters
- Enjoy listening to the spoken word (stories, commentary on the radio, talking books)
- Has a good vocabulary for age
- Communicate to others in a highly verbal way

### Logical-Mathematical Intelligence

- Asks a lot of questions about how things work
- Enjoys working or playing with numbers
- Enjoys maths class
- Finds math and computer games interesting
- Enjoys playing chess, checkers or other strategy games
- Enjoys working on puzzles or brainteasers
- Enjoys putting things in categories, hierarchies or other logical patterns
- Likes to do experiments in science class or in free play
- Show interest in science-related subjects
- Does well on Piagetian-type assessments of logical thinking

### Spatial Intelligence

- Report clear visual images
- Reads maps, charts and diagrams more easily than text
- Daydreams a lot
- Enjoys art activities
- Is good at drawings
- Likes to view movies, slides, or other visual presentation
- Enjoys doing puzzles, mazes, or similar visual activities
- Builds interesting three-dimensional constructions
- Gets more out of pictures than words while reading
- Doodles on workbook, worksheets or other materials

### Bodily-Kinesthetic Intelligence

- Excels in one or more sports
- Moves, twitches, taps or fidget while seated in a long time in one spot
- Cleverly mimics other people's gestures or mannerisms
- Loves to take things apart and put them back together again
- Puts his/her hands all over something she/he is just seen
- Enjoys running, jumping, wrestling or similar activities
- Shows skill in a craft or good fine –motor coordination in other ways

### Naturalist Intelligence

- Talks a lot about favorite pets or preferred spots in nature, during class sharing
- Likes field trips in nature, to the zoo or to a natural history museum
- Show sensitivity to natural formations
- Likes to water and tend to the plants in the classroom
- Likes to hang around the gerbil cage, the aquarium, or the terrarium in class
- Gets excited when studying about ecology, nature, plants or animals
- Speaks out in class for the rights of animals or the preservation of planet earth
- Enjoys during nature projects
- Bring to school hugs, flowers, leaves or other natural thing to share with classmates
- Does well in topics at school that involve living systems

### Interpersonal Intelligence

- Enjoys socializing with peers
- Seems to be a natural leader
- Gives advice to friends who have problems
- Seems to be street-smart
- Belongs to clubs, organizations or informal peers groups
- Enjoys teaching other kids
- Likes to play games with other kids
- Has two or more close friends
- Has a good sense of empathy or concern for others

### **Intrapersonal Intelligence**

- Displays a sense of independence or a strong will
- Has a realistic sense of his/her abilities and weaknesses
- Does well when left alone to play or study
- Marches to the beat of a different drummer in his/her style of living and learning
- Has an interest or hobby that he/she doesn't talk much about
- Has a good sense of self-direction
- Prefers working alone
- Accurately expresses how she/he is feeling
- Is able to learn from his/her failures and successes in life
- Has a good self-esteem

It is important to underline that a check list is not a test; this tool should be used in conjunction with other resources that are other ways to get assessment information about students' multiple intelligence (Armstrong, 2009: 38-39). In addition to observation and checklists, Armstrong (2009:39-40) proposed some resources in order to collect information. One of the resources is collecting documents, like photos, videos of the activities or projects done in class, teacher could create computer files for these documents and create a blog or putting them on CD or DVD , all these documents could be reviewed by other teachers, students and parents,

Another resource is talk with other teachers, colleagues are an important source of information, a child who does not pay attention in one subject or appears quite low functioning in one class will be one of the best in a class that demand a different set of intelligences, teachers must meet periodically to compare notes. Talk with parents, is another resource proposed by Armstrong, they can observe which are child's strengths and weakness when he/she is home or his/her behaviour during the free time, this information gathered by the parents is very useful for the teacher, a good communication between parents- teacher is essential for the child development.

The last resource proposed by Armstrong is set up special activities, the teacher has the chance to observe how students respond to each activity, for this reason, teacher should design a great variety of activities for each one of the intelligences.

### **Theme-based Activities - Olympic Games**

At the beginning of the lesson, we will do an activity in order to introduce the topic and to motivate the students.

First of all children will listen a small piece of this song (<http://www.youtube.com/watch?v=QqBBkCSqsT4>) , in order to be motivated and get involved. Children will have to tell what this song reminds them. Then, the teacher will show two pictures (see Annex 1), one that represents the Olympic flag and the other that shows the Olympic torch. The teacher will ask them if they know these symbols and what the meaning of them is. If nobody knows the meaning of the symbols the teacher will explain it to the children.

After listening to a small piece of the song and watching the pictures, we will present a question-answer activity with the following questions:

- Have you ever watched the Olympic Games?
- Do you remember where the Olympic Games were held for the last time?
- What is your favorite Olympic sport?
- Do you know any famous Olympic sportsman or sportswoman? Who?

The entire classroom will discuss them.

After that, the following activities will be introduced. These activities will focus on each of the intelligences.

### **3.2 Linguistic Intelligence**

The main activity will be a story about the Olympic Games. This activity will be aimed at those students whose linguistic intelligence is more developed. The following activities are focused on improving the student's vocabulary. In addition, they will introduce this new vocabulary in the story they have to write. For those students whose linguistic intelligence is more developed, it will be easier to comprehend the text and write the story. By means of this activity, children will have the opportunity to improve their skills as writers.

#### **Objectives and goals:**

- Students will learn vocabulary about Olympic Games
- Students will know relevant fact about the Olympic Games and a brief history of the ancient Olympic Games.
- Students will be able to comprehend a text about Olympic Games.

#### **Timing:**

35 minutes

#### **Procedure:**

1. Students read a little story, Modern Olympic Games (see Annex 2). Firstly, they read the text silently and underline the following words (the teacher will tell them which are the words that s/he is going to introduce later). In this exercise the children will learn the vocabulary that they do not know and they check the vocabulary that they have already learnt. After reading the text, the child who does not know a word will raise the hand and ask other children if anybody knows the word and if one child knows the word, s/he will explain the meaning to the rest of the class.

After the first reading they will read loudly, paragraph by paragraph, each child will read a different one.

2. Question-Answer technique. After reading each paragraph the teacher will ask some question related to the information that they have just read. With this exercise children

will understand better the text and the teacher will check the level of comprehension that the children have and the teacher makes sure that all the children have understood the text.

3. Vocabulary. Building-up. The teacher will introduce vocabulary using different types of methods and techniques. The following table shows the words that the teacher would like to introduce and how to introduce them. The words are highlighted in the text.

<b><i>WORD</i></b>	<b><i>How to introduce it ?</i></b>	<b><i>Kind of intelligence</i></b>
<b><i>Ancient</i></b>	<i>The opposite of modern</i>	<i>Linguistic intelligence</i>
<b><i>Olympic Games</i></b>	<i>Hang man game.</i>	<i>Linguistic intelligence</i>
<b><i>Hold</i></b>	<i>Explanation city where the Olympic Games take place.</i>	<i>Linguistic intelligence</i>
<b><i>Century</i></b>	<i>Explanation, Time of period of 100 years.</i>	<i>Linguistic intelligence</i>
<b><i>Found</i></b>	<i>Sentence, Romulus and Remus founded Rome.</i>	<i>Linguistic intelligence</i>
<b><i>Decision making-body</i></b>	<i>A picture of the members of the committee</i>	<i>Visual intelligence</i>
<b><i>To be contested</i></b>	<i>Acting out, the children have to pretend that they are in a TV contest.</i>	<i>Interpersonal intelligence</i>
<b><i>Encompass</i></b>	<i>Synonym of include</i>	<i>Linguistic intelligence</i>
<b><i>Flag</i></b>	<i>Realia</i>	<i>Naturalistic intelligence</i>
<b><i>Torch</i></b>	<i>The children have to build a torch with paper</i>	<i>Bodily intelligence</i>
<b><i>Ceremonie</i></b>	<i>Video of an opening ceremony of the last Olympic Games</i>	<i>Spatial intelligence</i>
<b><i>Athletes</i></b>	<i>Acting out, the children have to pretend that they</i>	<i>Bodily Intelligence</i>

	<i>are running a race.</i>	
<i>Physical disability</i>	<i>Picture of a person with physical disability</i>	<i>Visual intelligence</i>
<i>Adapt to</i>	<i>Explanation</i>	<i>Linguistic intelligence</i>
<i>Nation</i>	<i>Synonym of country</i>	<i>Linguistic intelligence</i>
<i>Opportunity</i>	<i>Synonym of chance</i>	<i>Linguistic intelligence</i>
<i>Doping</i>	<i>A video of an antidoping control</i>	<i>Spatial intelligence</i>
<i>Bribery</i>	<i>Explanation, abuse of legal power.</i>	<i>Linguistic intelligence</i>
<i>Showcase</i>	<i>Mimic</i>	<i>Bodily Intelligence</i>

## ACTIVITY 2

Writing a story about the experience in the Olympic Games. Children will imagine they are a sportsman or a sportswoman.

### Objectives and goals:

- Students will be able to practice creative writing.
- Students will be able to practice vocabulary related to Olympic Games and sports.

### Timing:

15 minutes

### Required Materials:

Special Olympic sheets to write the story on (see Annex 3). In the sheets there are some initial questions to help the students and dictionaries.

**Steps of the lesson:**

1. Students will have to write a story about their experience in the Olympic Games. They will write the story on a “ghost sheets” because is more motivating than writing on a plane piece of paper.
2. The story will have a beginning, body and ending. The need of a structure will be pointed out to the students. The length of the story is approximately 7-8 lines.

**Working modes:**

Individual work

**Assessment:**

<b>Story Writing Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Ideas/ structure</b>	-Writing is clear and easy to understand -All sentences are well constructed	-The story is pretty understandable and easy to follow -One or two ideas may be out of place -Most sentences are well constructed	-The ideas don't make sense -The story is difficult to understand -Sentences are not well constructed or they are incomplete
<b>Organization</b>	-The story has a beginning, body and ending well developed and structured.	-The story has a beginning, body and end but needs more details to make the story interesting.	-The story doesn't have a clear beginning, middle and ending
<b>Grammar/ Vocabulary</b>	-Writer doesn't make grammar errors -Write use high variety of vocabulary related to the topic.	-Writer makes few mistakes in grammar -Writer uses a rich vocabulary but repeat some words.	-Writer makes lot of mistakes in grammar -Lacking of vocabulary related to Olympic Games and Sports.
<b>Creativity</b>	-The story contains many creativity details and descriptions about the experience in the Olympic games.	-The story contains few creative details and descriptions.	-There is little evidence of creativity and imagination in the story.



### **3.3 Logical-Mathematical intelligence**

In order to develop this type of intelligence, the three following activities are designed. Firstly, students will do a crossword, then, a word scramble and finally, a word order activity. This activity is also connected with linguistic intelligence as children have to use the vocabulary that they have previously learnt. Regarding logical thinking, they have to use it to put in the correct order the letters and associate each number of the crossword with the definition. Thus, children develop their logical-mathematical intelligence.

#### **Objectives and goals:**

- Students will be able to put into practice the vocabulary previously learned.
- Students will be able to improve their logical thinking and numbers.

#### **Timing:**

15 minutes

#### **Required materials:**

Olympic Games crossword (see Annex 4), Olympic Games word order activity(see Annex 5).

#### **Steps of the lesson:**

1. Students work on the crossword and word order activity.

#### **Working modes:**

Individual work and pair work if they need exchange ideas with his/ her classmate

#### **Assessment:**

Teacher will observe how students work, and he/she will pick the papers with the crossword to check it.

### **3.4 Spatial Intelligence**

The main activity is to create a collage poster with the different sports that take part in the Olympic competition. Teacher will divide students in groups of four people. The groups will be heterogeneous, each group will be responsible for one of the Olympic disciplines; each group will choose one discipline (athletics, swimming, synchronized swimming, artistic gymnastics, rhythmic gymnastics). They will look for some information about each discipline, for example more famous sportspeople in each discipline, events in each discipline, characteristics of each sport and anecdotes, representative pictures. This activity helps to improve their spatial intelligence because children have to design, draw and use their artistic skills and visual memory. Children whose spatial intelligence are more developed are more sensitive to colors, shapes, form, shapes, elements that will be necessary to create the collage.

#### **Objectives and goals:**

- Students will work together.
- Students will practice the grammar and vocabulary previously learned.
- Students will be responsible for recovering, selecting and analyzing information.
- Students will be able to show their creativity

#### **Timing:**

40 minutes

#### **Required Materials:**

Posters, colored paper, scissors and glue to search for information they can use a laptop, newspapers and magazines. The teacher will provide them with all the materials.

**Steps of the lesson:**

1. Students have to create a poster that describes the Olympic disciplines.
2. Each group makes one poster and each member of the group will have a role in the group. They have to find out information, pictures, images and design the poster using different materials.
3. Each group will present the poster and explain their ideas. Each member will take part of the presentation.

Teacher will have to assess the contribution of all the members in the group as a whole and individually. Students with spatial intelligence will stand out in this activity and it is likely that the group leaders and poster designers will be in different working groups.

This is also connected to the Linguistic Intelligence because students have to treat all the information about the Olympic discipline, they will have to read, comprehend, analyze and select the information.

**Working modes:**

Group work.

**Assessment:**

<b>Group Work Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Required elements</b>	-The poster contains all required elements( sport disciplines, sportspeople, characteristics of each sport, important events) and some additional information (anecdotes)	-One or two required elements are not included in the poster	-Several required elements were missing -Not enough information
<b>Grammar/Vocabulary</b>	-Writers don't make grammar errors -Writes use high variety of vocabulary related to the topic.	-Writers make few mistakes in grammar -Writers use a rich vocabulary but repeat some words.	-Writers make lot of mistakes in grammar -Lacking of vocabulary related to Olympic Games and Sports.
<b>Creativity/Presentation</b>	-The poster contains graphics and images that are appropriate for the topic. -Members of group have used a high variety of materials	-The poster contains good amount of graphics and images. -Members of group don't use all materials given.	-Poster contains a few graphics, images or enhancements. -Lacking of materials

	-Poster looks excellent; photos and information are well organized.	-Poster looks okay/ good, there are a lack of photos or information in the poster	-Poster doesn't look good; photos and information are not well organized.  -Photos and information don't fit
<b>Group work</b>	-Students are helping each other, each of them have a role in the group  -Students are exchanging ideas  -All students get involved in the activity	-Some students are helping each other  -Not all members of the group defend their ideas or some of them are not respectful with other members.  - Most students are participating	-Students are not listening each other, not all the students are participating.  -One or two students are exchanging ideas  -Not all the children are respectful  -One or two students get involved in the activity

<b>Group presentation Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to Improve</b>
<b>Information</b>	- Most important information are explained in detail	-Presentation had a good amount of material ( images and information)	-Not all the information are explained
<b>Organization</b>	-The presentation is well organized and well prepared.  -All the members of the group take part and explain ideas	- The presentation is organized but better preparation.  -Not all the members of the group explain the ideas  -Presenters were occasionally confident	-The presentation lacked organization , no evidence of preparation  -One or two members of the group take part in the oral presentation.
<b>Presentation</b> <b>-Eye contact</b> <b>-Body language</b>	-Presenters are confident  -All members of the group use of direct eye contact  -Good use of the body language: Movements are fluid helped the audience pay attention to the presentation	-Presenters are occasionally confident  - Not all member of the group use direct eye contact with the other students  -Few movement or gestures	-Presenters are unconfident  -No eye contact with the other students  -No movements or descriptive gestures

### **3.5 Bodily Kinesthetic Intelligence**

As part of bodily kinesthetic intelligence, two activities are proposed. First, children will work in pairs in an interview, and second, they will play the game “Guess who?”. This activity is focused on the development of bodily kinesthetic intelligence because students will have to use body language in order to express different feelings, situations and actions.

#### **Activity 1**

Interview

#### **Objectives and goals:**

- Students will focus on cooperation.
- Students will be able to express themselves and use their imagination.
- Students will practice spoken language.

#### **Timing:**

20 minutes

#### **Steps of the lesson:**

1. Students will work in pairs, the teacher will decide the two members of the pair. Each of them will have a role; one will be the journalist and the other the famous sportsman or sportswoman that is going to be interviewed.
2. Each pair will have some minutes to write some ideas, questions, and answers for the interview. Some minutes later, they will do the role play. The interview will last two minutes more or less.
3. It is a good idea to remind the students to respect each other’s work and listen carefully to the other groups. Students will have to work together, create a setting and express themselves. In this way this activity connects the linguistic intelligence, spatial intelligence and interpersonal intelligence.

### Assessment:

<b>Interview Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Introduction</b>	The interviewer introduces the sportsman/women and make an introduction of the topic.	The interviewer introduces the sportsman/women but doesn't make an introduction of the topic.	The interviewer doesn't introduce the sportsman/woman and doesn't make an introduction of the topic.
<b>Questions asked</b>	The questions are interesting, are well formulated, related to the topic and there are a wide range of questions.	The questions are interesting, there are a wide range of questions but they are some mistakes.	The questions are not interesting, or there aren't related to the topic and there are grammatical mistakes.
<b>Interviewed/ interviewee</b>	-Both show confident, questions -Answers and questions are well prepared -Good pronunciation	-One of them feels nervous or not confident. -Answer and questions are well prepared -Some pronunciation mistakes.	-They are not confident -Answers and questions are not well prepared -Many pronunciation mistakes

### Activity 2

#### Game "Guess Who?"

#### Objectives and goals:

- Students will be able to practice vocabulary related to sports.
- Students will be able to practice non-verbal language.
- Students will develop social skills of interaction.

#### Timing:

20 minutes

#### Required Materials:

A paper to write the name of the sport.

**Steps of the lesson:**

1. This is a competitive game involving all the members of the group. All students will be divided in groups of four or five people. One student at a time plays a certain role, using miming has to represent one sport and the other members of the group will have to write the name of the sport in a paper. If all the members guess the sport and write it down correctly the group will get 10 points. The students take turns playing their parts. It can be advisable to play the roles in pairs to improve cooperation.

**Working modes:**

Group work.

**3.6 Musical Intelligence**

In order to develop this intelligence, I have designed two activities. Firstly children will read a poem about Olympic Games and they will perform and read the poem as if they were Olympic players. Students whose musical intelligence is more developed have the opportunity to interpret the poem using their body (mouth, hands and feet) in order to perform different rhythms.

**Activity**

Recite a poem

**Objectives and goals:**

- Students will develop memory skills
- Students will practice rhythmic expression.
- Students will consolidate and introduce new vocabulary
- Students will practice pronunciation.

**Timing:**

30 minutes

**Required Materials:**

*Olympic race* poem (see Annex 6)

**Steps of the lesson:**

1. Students will be divided into groups. The same groups formed in the other activities can be used.
2. Each group reads the poem. They decide how to perform the poem. They can do different rhythms tapping feet and hands, use body language or sing it. The aim is to show the students that poetry does not have to be boring and it can be done in many different ways. Each group will have ten minutes to decide how to perform the poem and practice it. After ten minutes they will show the performance of the poem.

**Working modes:**

Group work

<b>Performance of the poem Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Originality</b>	-The performance is original and surprising all the time	-Sometimes the performance is surprising and original	-Performance is not original and surprising
<b>Body language/ Pronunciation</b>	-Students use different parts of the body to perform the poem  -Excellent pronunciation of the poem	-Students don't use all the body to perform the poem  -Some pronunciation mistakes	-Students only use one part of the body to perform the poem  -Many pronunciation mistakes
<b>Group work</b>	-Good coordination between the members of the group  -Students are enthusiastic	-One or two students are not well coordinated  -Good attitude	-Bad coordination between the members of the group  -Students are not involved in the activity

**3.7 Naturalistic Intelligence**

This kind of intelligence is not only focused on animals, plants and the environment, it is also related to cultural aspects. The main activity is an introductory video about the



Olympic Games history. This video is easy to be understood because students can rely on the images. This activity is connected with naturalistic intelligence because students will learn about the history of the Olympic Games from its origins to our days. It is a brief video so that students do not get bored and they are able to follow it in an easy way.

**Activity:**

Watch a video and answer some questions.

**Objectives and goals:**

- Students will improve listening skills.
- Students will learn about the history of the Olympic Games.

**Timing:**

15 minutes

**Steps of the lesson:**

1. Students will watch the following video three times; [simple show explains the Olympic Games - History \(1\) - YouTube](#)
2. Each child will fill in the gap with the correct word (see Annex 7).
3. All together will check the question; the teacher will pick up the papers with the question in order to review them individually.

**Working mode**

Individual work.

**Assessment**

Teacher will pick up the papers and will check the answers of each student, for each correct answer the student will received one point.

### **3.8 Interpersonal Intelligence**

In most of the activities the interpersonal intelligence is connected with the other types of intelligences because it is necessary the interaction with others. By working in groups, children will develop their cooperative learning skills and they will also learn to solve problems, answer questions and discuss with their peers. Because of this, this type of intelligence is important to develop in the most of the activities.

Apart from the previous, the following two activities will reinforce this type of intelligence. The first activity will consist on delivering a speech and the second activity will consist on creating a flag for the next Olympic Games.

#### **Activity 1**

Making a speech.

#### **Objectives and goals:**

- Students will acquire fluency practice.
- Students will practice communication.
- Students will practice vocabulary use.

#### **Steps of the lesson:**

1. Children imagine that their classmates are the members of the IOC , each pair will have to make a speech to convince them to choose their city or country as the venue for the next Olympic Games. The speech cannot last more than 2 minutes.
2. Students will have five minutes to write down some ideas, if necessary.

#### **Timing:**

20 minutes

#### **Working modes:**

Pair work or groups of three members.

**Assessment:**

<b>Oral presentation Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Attitude</b>	Members of the group are very enthusiastic about the topic during the speech.	Students are most of the time enthusiastic about the topic during the speech	Students don't appear enthusiastic during the presentation
<b>Eye contact/ Body language</b>	Presenters are confident -All members of the group use of direct eye contact -Good use of the body language: Movements are fluid helped the audience pay attention to the presentation	Presenters are occasionally confident - Not all member of the group use direct eye contact with the other students  -Very little movement or gestures	Presenters are unconfident  -No eye contact with the other students  -No movements or descriptive gestures
<b>Organization</b>	Speech very prepared and ideas well organized	Speech well prepared but some ideas are not well organized	Bad preparation of the presentation and ideas not well organized
<b>Speech</b>	-Speaks very clearly, good pronunciation -Speaks very easy to understand -No grammatical mistakes	-Most of the time speaks clearly -Information easy to understand -Some pronunciation and grammatical mistakes	-Students doesn't speak clearly -Information difficult to understand - Many pronunciation and grammatical mistakes

**Activity 2**

Design the Olympic flag.

**Objectives and goals:**

- Students will be able to communicate with other students.
- Students will develop their artistic skills.
- Students will develop oral communication.

**Timing:**

20 minutes

**Required material:**

The groups will need a poster to draw the flag and crayons.

**Steps of the lesson:**

1. First of all the teacher will show a picture of the present flag of the Olympic Games and explain the meaning of the five rings that compose the flag.
2. The teacher will divide the class in groups of 4 people. The groups will be heterogeneous .Each group will have to create a flag for the next Olympic Games , the flag has to contain a symbol that reflects the Spirit of the Olympic Games. After drawing it, they will have to write about the meaning of the flag (around 50 words).
3. Each group will show the flag and they will explain to the rest of the class the meaning of the flag.

**Working modes:**

Group of four members.

**Assessment:**

<b>Group design Rubric</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs to improve</b>
<b>Flag design</b>	Flag is well designed and appropriate to the content	Flag design is not entirely appropriate to the content	Flag design is not appropriate to the content and the flag is not well design
<b>Materials</b>	-Members of group have used a high variety of materials	-Students don't use all the materials given	-Lacking of materials
<b>Group work</b>	Students are helping each other. -Students are exchanging ideas -All students get involved in the activity	Some students are helping each other -Not all members of the group defend their ideas or some of them are not respectful with other members. - Most students are participating	Students are not listening each other, not all the students are participating. -One or two students are exchanging ideas -Not all the children are respectful -One or two students get involved in the activity

**3.9 Intrapersonal intelligence**

Students reflect on the different activities that they have been working on in the Olympic Games theme. Each student will self-evaluate his/her participation in all the activities. Children whose intrapersonal intelligence is more developed have great self-knowledge.

**Objectives and goals:**

- The main goal of this activity is that students do self-assessment.
- Students will reflect about their own experience
- Students will point out which are their strengths and weaknesses and each students will set his/her own goals.

**Timing:**

20-30 minutes

**Material required:**

Rubrics and self-assessment forms (see Annex 8 and 9).

**Steps of the lesson:**

1. This lesson gathers together the discussion on Olympic Games and all the different activities that the students have been working on during the sessions devoted to this topic.
2. Students will reflect on these activities done by filling in a rubric, each one will write his/her feelings and opinion about each of the activities. They will write down the areas and skills where they are improving or they need to reinforce.
3. Students will also fill in the self-assessment rubrics and set goals for themselves.

The teacher will have to compare student's feelings and opinion to his/her own notes. Some weeks later students could compare if they have achieved all the goals that they have set before for him/her, this way, they are more responsible for their learning.

### 3. CONCLUSION

This project has aimed to present the importance of the multiple intelligences theory in the educational context. It has also attempted to show the relationship of MI with different approaches such as constructive learning and collaborative learning in terms of didactic use. Taking all this into consideration, I have designed activities based on MI that could be implemented in the first year of primary education; the activities are designed according to individual learning styles.

During my stay in Austria, I had the chance to do my school placement in a Primary-school for two weeks. It was in the first year of primary education, in a classroom with six-year-old-children. There, I was able to observe some English lessons where the teacher began to put into practice MI theory in the classroom. It is important to highlight that the number of students in the classroom was smaller than in a Spanish classroom. They were only 16 pupils, which allows a closer relationship between teacher and students and the feedback between teacher-student and student-student increases. Besides this, students are more involved in the activities and teachers were able to carry out a wide variety of activities.

The topic that the students learnt during my school placement was “Animals”. During three lessons, the teacher taught this topic through different activities, which include a drama, watching videos of animals, listening to songs and sings them and station work. This learning method promotes student’s interest and motivation, as I was able to see how students showed great interest and participation with all the activities. In this way, children learnt in an amusing way.

Taking my experience into consideration, I thought it could be interesting to design other activities for the topic “Sports” that bear in mind MI theory, as happened in the Austrian university. In my view, this methodology should be more present in the classroom, as nowadays some teachers are still attached to the English course book and forget the importance of fulfilling the needs of the different students by means of aiming at their different types of intelligences.

In comparison to traditional methodologies focused on linguistic skills development, organizing teaching with MI theory offers a high variety of ideas that let increase student's interest and motivation, the aim of this methodology is student's integral development

The activities do not only focus on one language skills, but all of them are developed during the lessons. The method gives the students the opportunity to improve their special abilities, and provides different ways to learn adapted to their types of intelligences.

It is important that schools value what the students can do and support their strongest points as well as improving the other intelligences; in this way, each child will develop his/her knowledge using all of his/her skills. After my experience I would also suggest that before doing the activities, students should take a test that let the teacher know his/her students' types of intelligences. Thus, the teacher will be able to address each of the activities presented in this project to the different types of students.

In addition the implementation of the MI theory in the English language classroom can mean a better outcome for the students as well as the teacher. The students in most of the activities work in groups and learn from each other. Besides this, there is a constant feed-back between equals (student-student) and also between teacher-student.

Taking all this into consideration, we can conclude that teachers should not have to focus on the development of only linguistic features in the English language class. They should promote activities which involve all types of intelligences and in this sense MI theory is a great aid in their pursuit of their goals. This methodology promotes integral children development and provides opportunities for authentic learning based on student's needs, interests and talents.



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# ANNEX

## ANNEX

### Annex 1



### Annex 2

**Modern Olympic Games** ([http://www.myenglishpages.com/site\\_php\\_files/reading-modern-olympic-games.php#.VBQvdcJ\\_te](http://www.myenglishpages.com/site_php_files/reading-modern-olympic-games.php#.VBQvdcJ_te))

Originally, the **ancient Olympic Games** were **held** in Olympia, Greece, from the 8th century BC to the 4th century AD. However, Baron Pierre de Coubertin founded the *International Olympic Committee* (IOC) in 1894 and initiated the modern Olympic Games.

As the decision-making body, the IOC is responsible for choosing the host city for each Olympic Games. The host city is responsible for organizing and funding a celebration of the Games. The Olympic program, consisting of the sports to be contested at the Games, is also determined by the IOC. The celebration of the Games encompasses many rituals and symbols, such as the Olympic flag and torch, as well as the opening and closing ceremonies.

The evolution of the Olympic Movement during the 20th and 21st centuries has resulted in several changes to the Olympic Games. Some of these adjustments include the

creation of the *Winter Games* for ice and winter sports, the *Paralympic Games* for athletes with a physical disability, and the *Youth Olympic Games* for teenage athletes. The IOC has had to adapt to the varying economic, political, and technological realities of the 20th century.

The Games have grown in scale to the point that nearly every nation is represented. Such growth has created numerous challenges, including doping, bribery, and terrorism. At each event of the games, the Olympics and its media exposure provide unknown athletes with the chance to attain national, and in some cases, international fame. The Games also constitute a major opportunity for the host city and country to showcase themselves to the world.

### Annex3

Plan and write a story about competing in the Olympics.

Who is in the story?

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Where is it happening?

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What happens in the story?

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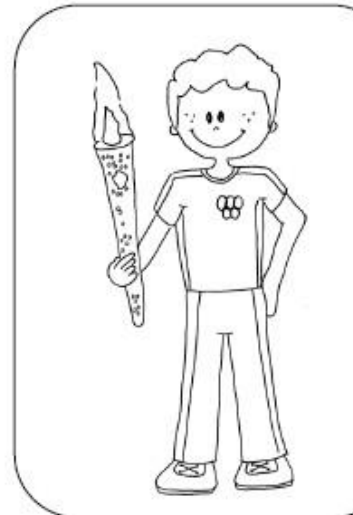
How does it end?

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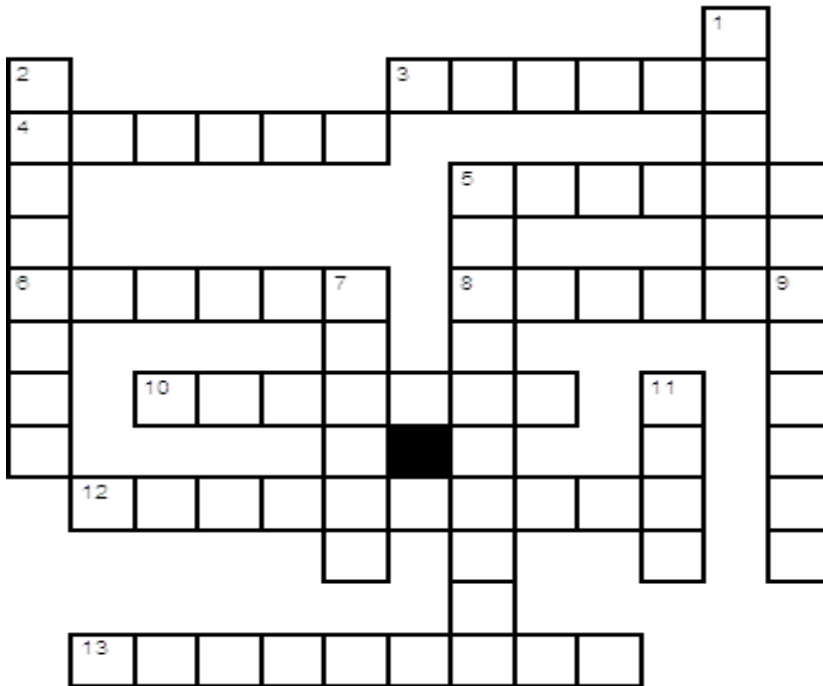
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## Annex 4



### Down

- 1 Third place in the Olympics. (6)
- 2 A very long running race. (8)
- 5 A team sport with five players per team. (10)
- 7 City of 2000 Summer Olympics. (6)
- 9 Highest, fastest or farthest ever. (6)
- 11 First place in the Olympics. (4)

### Across

- 3 Second place in the Olympics. (6)
- 4 City of 2004 Summer Olympics. (6)
- 5 An event where athletes fight with gloves. (6)
- 6 A racket sport. (6)
- 8 A team sport with eleven players per team. (6)
- 10 A race where runners jump an obstacle. (7)
- 12 Team sport with a net and six players per team. (10)
- 13 An event where athletes swim, run, and bike. (9)

Annex 5



# Olympic Sports Word Scramble



- swmmigni      -----
- jodu            -----
- talnothri      -----
- wetar pool    -----
- rowgin         -----
- ptennohlta   -----
- bnotndiam     -----
- becha vlyebloall -----
- vellabyllo     -----
- ahiltctste     -----
- achyrer        -----
- witnigilhgfet -----
- eiaertqsun     -----

## Annex 6

## OLYMPIC RACE

Standing and waiting for the race to begin

I'm getting quite nervous

Am I going to win?

Crouching down low, I wait for the gun

BANG! There it goes

We're starting to run

My heart is pounding; I'm going to burst

Come on legs keep going!

I want to come first.

Just one last effort, I pass the line

Am I first, last, where am I?

What's my time?

I am stand on the podium, proud and bold

I'm wearing my medal

An Olympic gold!

**Victoria Scale**

## Annex 7

## Fill in the gap

1. Zeus is a \_\_\_\_\_ God.
2. In a small town called \_\_\_\_\_ people threw a huge party in honour of Zeus.
3. Zeus decided to repeat the Olympic Games every \_\_\_\_ years.
4. \_\_\_\_\_ competition was his favourite.

5. Pierre de Coubertin is \_\_\_\_\_.
6. Pierre thought that something needs to be done for \_\_\_\_\_ understanding.
7. Pierre plan was \_\_\_\_\_.
8. In \_\_\_\_\_ the first modern Olympic Games are held in \_\_\_\_\_.
9. In 2012 the Olympic Games were held for the \_\_\_\_\_ time.
10. In 2012 the torch was carried from \_\_\_\_\_ to \_\_\_\_\_.

## Annex 8

### Olympic Games theme project

Put x were you think it is suitable.	ALWAYS	USUALLY	SOMETIMES	NEVER
I did my best during each exercise				
I work well in groups				
I help other students				
I found difficulties to do the activities				
The group listen to my ideas				
I know what to do all the moment				
I ask for clarification to the teacher /classmates				



## **Annex 9**

### **Olympic Games theme project**

- 1. What activity or activities did you like the most and why?**
- 2. What activity or activities did you not like and why?**
- 3. Do you like working in groups? Why /Why not?**
  
- 4. What activities do you think you did well?**
- 5. What do you think you need to improve?**
- 7. What are your strong points?**
- 6. Set 3 goals for yourself, things you need to focus on**