The Applicability of Howard Gardner's

Theory of Multiple Intelligences

as an Effective Tool

for the Teaching of English grammar

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Preface

This research paper aims to explore the effects of teaching English grammar with the help of materials and activities based on the concept of the Multiple Intelligences theory. The theoretical part of my research reviews different approaches towards grammar teaching and introduces the main principles of Howard Gardner's Multiple Intelligences theory. Based on my literature desk-research findings, I propose the use of the MI theory as a basis for developing grammar teaching materials. My hypothesis is that using grammar teaching materials adapted according to the students' strengths (one or more intelligences) would increase the overall effectiveness of grammar instruction in the classroom.

The practical part of my research consists of a set of 'tailor-made' grammar teaching activities and a brief analysis of the division of strengths (intelligences) in each class. The effects of using these adapted activities in class are discussed at the final part of this research paper.

With this research, I would like to provide a starting point for language teachers who wish to increase the effectiveness of their grammar teaching. As the results of my research suggest, measuring the Multiple Intelligences in the classroom and developing grammar teaching activities based on the strongest intelligence(s) can have a positive effect on students' test results. Therefore, I concluded that the MI theory can be used as an effective tool for creating tailor-made teaching materials, the use of which can positively contribute to students' knowledge of grammar.

This research was carried out as a final assignment for a Bachelor Degree Programme in English at Fontys University of Applied Sciences in Sittard.

I can confirm that this thesis is an original piece of work and I only used the sources listed in the bibliography and webliography.

Zuzana Filipova

Sittard, 27 June 2013

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Zuzana Filipova

Sittard, 27 June 2013

Summary

The aim of this thesis is to establish whether or not Howard Gardner's Theory of Multiple Intelligences can improve the effectiveness of grammar teaching. I carried out my research at United World College Maastricht (UWCM), where I am currently finishing my graduation traineeship. As the UWCM is an international school, all classes are extremely heterogeneous – on average, there are about 10 different nationalities in each class. This brings along a huge variety of cultural and educational backgrounds, as well as different beliefs and learners' expectations. Besides, there are considerable differences amongst students' levels of language proficiency within each class. Furthermore, there are various levels of students' motivation and academic performance. During my traineeship, I noticed that such heterogeneity makes it difficult to ensure that the teacher caters optimally for all learners' needs. Therefore, I aimed my research on finding a way of developing teaching materials which would be suitable for the particular class I teach at, instead of adopting the more traditional approach 'one-size-suits-all'.

In the theoretical part of this research paper, I first review a number of theories on grammar instruction and outlining the main elements of Gardner's theory. Subsequently, I formulate a number of requirements for effective grammar teaching. In order to achieve greater effectiveness of grammar instruction, I propose the use of Howard Gardner's Multiple Intelligence theory as a starting point for developing grammar teaching materials adapted to the learners' needs. According to this theory, developed by Howard Gardner in 1983, people have at least 7 different intelligences, which are developed in every human individual to a certain extent. My hypothesis is that making use of grammar teaching materials based on the strongest intelligence should help the students to understand the grammar item, as well as increase their engagement and motivation.

The practical part of my research consists of a set of grammar teaching materials, which were 'tailor made' to suit the dominant intelligences in the classroom, and a brief analysis of the effects of using these materials in practice.

The final section of my research paper shows how the use of MI-based materials affected my students' test results as well as their level of interaction and engagement during the lessons. The results obtained in each class suggest that use of these 'tailor-made' materials appears to be effective for increasing the level of interaction, as well as beneficial for the students' knowledge of grammar. Even though a more extensive piece of research would be necessary for validating the results further, I believe I can conclude from my research that the MI theory can serve as a useful tool for increasing overall effectiveness of grammar teaching in a second language classroom.

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Introduction

The role and importance of grammar knowledge and grammar instruction has been a source of arguments amongst linguists and teachers for many decades. Since the early days of language teaching as a discipline on its own, the emphasis on grammar has undergone a number of significant changes. The first method of teaching English as a second language was a method known as the *Grammar-Translation Method,* which exclusively focused on teaching grammatical structures. In the course of the years, a variety of approaches has been developed, some of which discarded the explicit teaching of grammar completely. Eventually, in the past decades, the focus of language teaching has gradually moved from teaching grammar to working on language skills and on interaction. Interaction, which became the basis of what is known as the *Communicative Approach*, is still widely considered to be the main pre-requisite for effective second language acquisition. However, the past few years has seen a growing number of linguists who support the belief that some explicit grammar instruction is necessary in order to achieve a high level of proficiency in the second language. Therefore, I believe that the most crucial question for second language teaching nowadays is not whether we should teach grammar, but *how* to teach it in an interactive and effective way.

The main aim of my research is to explore the possibility of using the concept of Howard Gardner's Multiple Intelligences for developing effective grammar teaching materials, which would fit into the communicative approach.

The first step in discovering the ways of using the MI theory as a basis for developing interactive and purposeful grammar activities was formulating the research question and, subsequently, the research hypothesis.

Research question

'Can Howard Gardner's Theory of Multiple Intelligences serve as an effective tool for the teaching of English grammar?'

Research hypothesis

Based on the literature desk-research and my own teaching experience, my hypothesis is that the Multiple Intelligences model can serve as a starting point for creating differentiated materials for grammar teaching, making it thus more efficient and effective. I believe that (English) language

teachers should include MI-based activities in their teaching in general, because the use of such activities reportedly leads to an increase in students' engagement and motivation. Furthermore, my assumption is that teaching grammar in accordance with the students' strengths and learning preferences will prove effective in terms of better knowledge of the target grammar.

Motivation for my research

It is often the case in language teaching that the teachers adopt the approach 'one fit suits all'. However, my teaching experience at my recent traineeship school, the United World College, provided me with enough evidence to believe that every class consists of individuals with a large variety of abilities, preferences and learning styles. As my traineeship school is an international school, it welcomes students of various nationalities, cultural backgrounds, educational experiences and with varied levels of academic performance. As a result, all classes I teach are markedly heterogeneous. This observation became the main motivation for my research, as I felt the need to find new ways of teaching which would be adapted to specific needs of all students. My aim is to provide evidence for the hypothesis that the MI theory can serve as a basis for developing suitable grammar teaching materials and, as such, increase effectiveness of the teaching of English grammar at my traineeship school.

Report structure

In order to provide a theoretical framework for my field research, I devoted Chapter 1 of this research paper to a brief overview of general beliefs about grammar teaching and the ever-changing role of grammar instruction in second language teaching. Furthermore, the history and the main concept of Howard Gardner's MI theory are explained in this chapter, together with the motivation and existing evidence for implementation of the MI theory for educational purposes.

In Chapter 2, the research method and data analysis procedure are explained in more detail – per class, I provided a short description of how the MI-based materials and activities are used in practice. Furthermore, in the same chapter, I provided a brief explanation of how the effects on students' knowledge of grammar are measured.

The next chapter, Chapter 3, reports on the first part of my field research. This practical part of my research involved introducing the MI theory in all my classes, distribution of an adapted MI test in each class and, subsequently, analysis of the data obtained by the MI test. In total, I measured and commented on the division of intelligences in four different classes.

Subsequently, in Chapter 4, I introduced the MI-based materials designed specifically for every class according to the prevailing intelligence in each class. Here, I included a detailed lesson preparation for every MI-based lesson. After the description of each lesson, a short reflection follows, in which I described how the use of the MI-based materials influenced the level of interaction and students involvement during the lesson.

In the last part of my field research, every class was given a grammar test, in which I tested students' ability to use the target grammar item correctly. Chapter 5 of this research paper reports on the grammar test results obtained in every class, followed by my analysis of the grammar test results and a comparison of the students' strongest intelligence and their grammar scores. Based on these measurements, I was able to draw conclusions about how the grammar scores were affected by the use of MI-based materials for teaching selected grammar items.

In the final conclusion, which forms the main part of Chapter 6, I drew conclusions about the general effect of the use of MI-based materials in my lessons. Based on my observations of the lessons and on the analysis of the students' grammar scores, I was able to formulate the following conclusion: using the MI-based materials for grammar teaching had in most cases a positive effect on students' grammar test scores, thus proving that the materials were effective. Furthermore, from my observations of the lessons with the MI focus appears that the level of interaction and students' engagement was influenced positively as well. Therefore, in my final recommendations, I was able to genuinely recommend the use of MI-based materials to my colleagues, as well as to any other professionals in the field of second language teaching.

1. Theoretical background

This part of my report offers a theoretical background to my research. In the following chapter, I aim to explain the importance of grammar teaching in the process of second language acquisition. I will also sketch a brief history of second language teaching and clarify the role grammar has played in it the past decades. Furthermore, this part of my report aims to illustrate various methods of grammar teaching and comment on their effectiveness. In the final part of this chapter, I will explain the basic concepts of the Multiple Intelligences Theory and comment on existing evidence of the possibility of using the Multiple Intelligences model as an effective tool for grammar teaching.

1.1 Why do we teach grammar?

1.1.1 The methods era

First of all, it is important to clarify why it is important to teach grammar, as opposed to a natural acquisition of the grammatical rules. Teachers' and linguists' views on this matter have always been extremely diverse and the importance of grammar teaching remains a subject of fierce disputes amongst experts in the field of language teaching. As Thornbury notes, "the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar. (…) It is a subject that everyone involved in language teaching has an opinion on." (Thornbury, 1999, p.14)

In order to understand the reasons for constant disagreements surrounding this matter, it is important to take a brief look at the history of language teaching and the various views on the role of grammar teaching in the process of second language acquisition. Looking back at the second half of the 19th century, when language teaching became a profession on its own, one would solely encounter one particular method of language teaching: this approach, called the 'Grammar-Translation Method', was widely accepted as the most suitable and effective manner of language teaching until around the 1940s, when newly developed methods slowly gained predominance.

While the 'Grammar-Translation Method' focused merely on rote learning of grammar rules and its main aim was to develop learners' ability to produce accurate translations of sentences or whole texts, from the early 20th century onward the so-called 'Reform Movement' gradually managed to lay "foundations for the development of new ways of teaching languages and raised controversies that have continued to the present day" (Richards & Rogers, 2001, p. 7)

Thus, mainly as a reaction to the 'Grammar-Translation Method', a whole range of revolutionary approaches developed in the early 20th century, most of them being based on completely opposite views than the up to that time prevailing method. Most of the newly developed methods did not succeed in becoming widely used methods of language teaching; for example, the 'Direct Method', based on the principles of natural, first language acquisition, proved to be quite successful in language schools, but it appeared difficult to use in general secondary school education and, therefore, its use declined by the 1920s. However, the controversies around the use of the 'Direct Method' and the debates about its overall effectiveness influenced positively further development of other methods. As Richard and Rogers note, "The history of language teaching throughout much of the twentieth century saw a fall of a variety of language teaching approaches and methods (…)" (Richards & Rogers, 2001, p. 14), the most fruitful period in the history of approaches and methods being the 1950s until the 1980s. From the 'Audiolingual Method' and the 'Situational Method', developed in the 1960s, to the 'Silent Way' and the 'Total Physical Response', both of which enjoyed popularity in the 1970s and 1980s, the main principles and beliefs behind each approach varied significantly from each other. In consequence, each method gained support from a group of its enthusiastic proponents as well as fierce rejection by its opponents.

With every newly emerging method or approach, the views on the role and importance of grammar teaching changed as well. While, for example, in the 'Direct Method' the focus on grammar acquisition through instruction was non-existent, the main focus of the language teaching method called 'Total Physical Response' was strongly focused on practising grammatical structures; In conclusion, across the whole range of language teaching methods and approaches, grammar teaching was strongly prevalent and considered of high importance within some approaches, while completely neglected or even rejected in other ones.

A consensus has never been reached about to the extent to which grammar instruction is necessary in the process of becoming a proficient speaker of a second language; it can be said, though, that grammar has never gained such a strong position again as it once had within the 'Grammar-Translation' approach.

1.1.2 The Communicative Approach

The most prominent method of the past two decades is, without any doubt, the 'Communicative Approach'. This approach is in fact the most recent 'invention' in the field of language teaching and it has not lost its popularity for nearly 20 years. Its proponents argue that each learner of another language should be faced with as much input in the target language as possible and provided with

enough opportunities to practise the language in real life situations in order to become a proficient speaker of the language. This belief is based on the implication that language is per definition a means of communication and cannot as such be learnt effectively 'on paper', by, for example, translating texts or studying grammar rules without the chance to apply them directly in a meaningful situation. According to the 'Communicative Approach', the ultimate aim of language learning should be the ability to communicate effectively with a native speaker of the language; that does not necessarily require complete accuracy, but it certainly requires a lot of practice of productive skills.

Like every preceding method, the 'Communicative Approach' encountered both praise and criticism. Amongst other things, it continues to be widely acclaimed as the most effective way of language teaching for its *purposefulness*, since "students are motivated by a communicative goal (…) and not simply by the need to display the correct use of language for its own sake (Thornbury, 2010, *'C is for Communicative'*). On the other hand, recent studies have provided a strong argument against the effectiveness of the 'Communicative Approach': its lack of attention for grammar and spelling accuracy. In their report on a number of contemporary studies, Lightbown and Spada conclude that "the overall results of the studies described… provide support for the hypothesis that form-focused instruction and corrective feedback within communicative and content-based second and foreign language programs can help learners improve their knowledge and use of particular grammatical features." (Lightbown & Spada, 2006, p. 175)

As a result of the 'grammar or no grammar" dispute, the supporters of the 'Communicative Approach' nowadays do not necessarily promote grammar teaching as a pillar of acquiring the language, but they recognise the necessity to learn the grammatical rules correctly first, in order to communicate effectively later on. Amongst others, one of the most prominent teacher trainers in Britain and the author of many books promoting the communicative approach, Penny Ur, acknowledges in her book *Grammar Practice Activities* the importance of solid grammatical knowledge for overall language proficiency:

"There is no doubt that a good knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language." (Ur, 1988, p. 4)

Therefore, we can conclude that the role of grammar instruction (within the Communicative approach) has gained recognition again during the past decade, even though there was originally very little attention paid to accuracy within this approach.

Recently, Michael Swan, an influential author of English course books and books about language learning, formulated the following reasons for explicit teaching of grammar:

"In general terms, there are only two good reasons for teaching a point of grammar. One is to do with *comprehensibility*: if we teach the point successfully, learners will make themselves understood better, or will understand better, than if we don't." (Swan, 2006, *Teaching Grammar*) The other good reason for teaching grammar defined by Swan is *acceptability* – to put it simply, mastering the grammar rules contributes to overall better language proficiency, which in turn contributes to greater acceptance by e.g. native speakers or (prospective) employers. Therefore, many learners want to "achieve a higher level of accuracy than is needed for effective communication." (Swan, 2006, *Teaching Grammar*)

In short, it can be said that even though there was a very little space for grammar instruction in the first years of communicative teaching, some of its proponents gradually acknowledge the positive effects of explicit grammar teaching and admitted that some grammar instruction is useful for the process of developing their learners' language skills.

1.1.3 The Case for Grammar

One of the most well-known authors in the field of language learning and teaching, Scott Thornbury, formulated a number of arguments in favour of inclusion of grammar into language lessons; all arguments are based on his teaching experience and observation. A table with seven arguments, as proposed by Thornbury and briefly summarised, follows.

The sentence-machine argument

Since grammar provides the learner with regularities in language. In consequence, good grammar knowledge serves as a basis or means of generating a much bigger number of sentences than it would have been possible if the learner attempted to memorise individual items. In other words, learning the patterns and rules enables the learner to generate new, original sentences.

The fine-tuning argument

Even though 'getting the message across' (that is, communicating effectively what one needs to communicate) might be sufficient in certain situations, in other situations, such as when writing a formal letter, more accuracy might be required. Also, being able to communicate without making too many language mistakes prevents misunderstanding and ambiguities. Therefore, Thornbury argues, grammar teaching remains important for 'fine-tuning' students' existing knowledge.

The fossilisation argument

This argument refers to the possible danger of not developing one's language proficiency any further when a certain degree of proficiency has been achieved. This phenomenon is not unusual, but, Thornbury notes, it can be prevented by providing enough language instruction: "Research suggests that learners who receive no instruction seem to be at risk of fossilising sooner than those who do receive instruction." This suggests that providing the learners with, among others, sufficient grammar instruction might prevent fossilisation of their language skills at a later stage.

The advance-organiser argument

Referring to research done by Richard Schmidt, Thornbury points out that grammar teaching might serve as an effective basis for noticing various aspects of language at a later stage. For example, a learner might not use certain structures directly after having dealt with them in class, but his knowledge of the item might help him notice its use in real-life situations, which, indirectly, leads to greater proficiency.

The discrete item argument

Any language system might seem extremely overwhelming as such and, therefore, very difficult to be studied. However, by categorising language into so-called 'discrete items' (such as 'articles' or 'possessive pronouns'), the teacher or instructor may help reduce learners' anxiety and make language more 'digestible'. Also, such categorisation makes teaching and testing of every item much easier than, for example, teaching communicative functions (e.g. making requests, asking favours, etc.)

The rule-of-law argument

Following naturally from the discrete item argument, the rule-of-law arguments is based on the view of learning being a process led by an educator, whose job is to transfer the body of knowledge onto his learners. Thornbury argues that in large and unruly classes, teaching language through grammar might be the right – or even the only – solution, because it allows the teacher to teach in a very well-structured way in methodical steps.

The learner expectations argument

Due to a number of reasons, such as previous educational experience or need for a more structured way of learning the language, the second language learners often *expect* grammar to be taught when

they enroll to a language course or come to a new class. It might even be their reasons for entering a language course, in case their attempted to learn the language in another way (by, for example, immersion or self-study) and failed. If a teacher simply ignores such expectations, Thornbury claims, it might result in learners' frustration or alienation.

(Adapted from How To Teach Grammar, Thornbury, 1999, p.15-17)

Similarly, in his article *Why teach grammar?*, presented at the Georgia University Round Table on Language and Linguistic, Louis G. Alexander names a number of arguments in favour of grammar teaching. Alexander argues that "We teach grammar because it is part of awareness-raising. Some learning is unconscious and some learning is conscious. Grammar is part of conscious learning. The argument that native speakers don't consciously think of grammar when they speak and write (…) is simply not true. (…) Children are made aware of acceptable and unacceptable varieties of language from a very early age and their first grammar teachers are their parents (…)" (Alexander, 1990, p.380) According to Alexander, grammar should also be taught because "an understanding of grammar gives us confidence" (Alexander, 1990, p. 382) Furthermore, he points out, "We teach grammar because our students expect it. (…) Students don't like to be told that it doesn't matter if they make mistake, because they don't like to make fools of themselves. They want to know what the correct forms and uses are, even if they know they will never get beyond a particular skills-level. The ultimate source of accuracy is grammar." (Alexander, 1990, p. 380)

1.1.4 Grammar teaching revisited

In general, every time a new method or approach appears, it sooner or later becomes a subject of criticism and ongoing debates about both its overall effectiveness and its suitability for particular groups of second language learners. Also, various methods and approaches are, to a great extent, subjects of fashion and taste. As Thornbury notes in his book *How to teach Grammar*, "Teaching methods come and teaching methods go. And, quite often, they come round again. (…) Teacher's intuitions, on the other hand, that are developed and fine-tuned by years of thoughtful classroom experience, tend to outlive these swings and pendulums. (…) It is reassuring, perhaps, to read the advice opposite, from an English course that was first published half a century ago, and to realise what little, in fact, has changed." (Thornbury, 1999, p. 154) Therefore, one might argue that every teacher or instructor of a second language might just as well rely on his or her common sense when it comes to finding an appropriate way of teaching, instead of trying to follow strictly the newest hype in this field.

It is a fact that attitudes towards grammar teaching have changed multiple times during the past few decades, with, as a result, the accent on grammar teaching becoming an ever-changing issue as well. However, during the past few years became clear that the most current approach towards language teaching has returned to the view that grammar must be taught, provided it is done within a communicative approach. As Ur concludes in her book *Grammar Practice Activities*, "There is no doubt that some kind of implicit knowledge of grammar is necessary for the mastery of a language at anything beyond a very basic level: you cannot use words effectively unless you know how they should be put together in acceptable sentences or phrase structures." (Ur, 2009, p. 4)

In a reaction to various methods and changing trends, most linguists and teachers nowadays agree that learning grammar is an indisputably important part of the process of second language learning. Therefore, the question professionals in the field of language teaching are faced with nowadays is not *whether to* teach grammar, but *how* to teach it effectively.

1.2 What makes grammar teaching effective?

Having said that there are many valid reasons for implementing grammar in language teaching – no matter what method or approach one prefers – the essential question which arises in the head of every professional involved in language teaching is 'How can I teach grammar effectively?'

It is by no means an easy task to find a comprehensive answer to the question about what the most effective ways of grammar teaching are. Instead of attempting to provide a definite answer, researchers and educationalists focus on formulating general criteria for effective grammar teaching.

Based on the assumption that grammar teaching is an inherent part of the process of becoming a proficient speaker of another language, the general belief nowadays is that effective grammar teaching should be in accordance with the communicative approach as much as possible. Even though the main focus of the communicative approach is on "communicative proficiency rather than on mere mastery of structures" (Richards & Rogers, 2001, p. 153), its proponents nowadays are rather inclined to believe that grammar teaching plays a significant part in the overall process of becoming a proficient speaker of a foreign language. The role of grammar within this approach was described by Alexander in his article *Why teach grammar?* in the following way:

"In communicative language teaching, grammar can only have a supportive role. (…) Communication is the be-all and end-all of language learning, and grammar is the by-product of this endeavour. It is taught to facilitate communication and not as the object of teaching." (Alexander, 1990, p. 381)

Even though grammar instruction does not play a crucial role in the communicative approach, many ELT teachers and teacher trainers believe that teaching grammar maintains its place in the process of learning a new language. For example, Michael Swan argues that language instruction plays a significant role in language teaching and pleads for 'a rehabilitation of instruction'. He argues that language instruction is effective if done "together with a clear understanding of the need to select and present input (…) and of the consequent limitations of learner autonomy" (Swan, 1996, *Language Teaching is teaching Language*)

It can thus be concluded that one of the keys to effective grammar teaching is bearing in mind the learners' needs – every language instructor must be able to make choices about what grammar items are relevant for the learners and what is teachable in each particular group of learners. As Robert de Beaugrande argues in his article *Yes, Teaching Grammar Does Help*, "teaching grammar (…) can be both helpful and effective" if the focus of most course books moves from "a teacher's grammar" (…)

[to] "a learners' grammar" (Beaugrande, 1984, p. 66). Such grammar - comprehensible to every learner, that is - should comply with the following conditions:

"It should be *accurate*, that is, should reflect what skilled writers do in their prose. It should be *workable*, that is, should be stated in such a way that the average student, regardless of background, can make it work. It should be *economical*, that is, should demand a minimum of time and effort. It should be *compact*, that is, should introduce no more terms and patterns than suffice for the needs of the student. It should be *operational*, that is, should be stated in sets of steps which, if the student carries them out, will reliably lead to the desired result. And finally, it should be immediate, that is, should mesh directly with the learner's prior skills and knowledge." (Beaugrande, 1984, p. 66)

From the points mentioned above, the requirement of grammar being presented in a *workable* way is especially important in the setting in which my research will be conducted: the international classroom. On average, most classes at our international school consist of students from at least 10 different cultural and educational backgrounds. In each year, the students bring different educational experiences with them, and their pre-knowledge and expectations can vary a lot. Therefore, the teacher must ensure that the way he presents new language is easy to understand for every single student in his classroom, no matter where the student comes from. Besides adapting teacher's language (such as avoiding idiomatic language or too much linguistic terminology), making the grammar workable might involve a careful choice of examples (e.g. referring to people or objects from all over the world rather than from the local culture) and even creating the class's own terminology, in order to set some common ground for talking about language.

Another key requirement for successful and effective grammar teaching was pointed out by Ur in her book *'Grammar Practice Activities'*: "The learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself." (Ur, 2009, p. 5) Therefore, most modern teachers are trying to develop new ways of implementing grammar into meaningful and interactive practice and real-life situations, in order to help their learners achieve greater accuracy along with become fluent speakers of the target language. As Ur concludes, effective grammar teaching requires "activities which provide opportunities for learners to create or understand meanings using the target grammar point" (Ur, 2009, p. 5).

According to Ur, there is another important feature which can contribute to greater effectiveness of the grammar instruction: making the language-learning aim explicit. She argues that there is a number of reasons for being frank about aim of each practice activity. The first reason is honesty – Ur believes that "however authentic or game-like the task is, it is in fact a grammar practice activity, and the students should be aware of the fact" (Ur, 2009, p. 25). The second reason is closely linked to the

first, as it is based on the idea that it is desirable to make the students aware of the learning goal beforehand, so that they know what they are working towards and what the result should be. The third reason Ur provides for her belief is the fact that "learners are sometimes unwilling to participate in what may seem a trivial play unless they understand the serious learning benefit that will result" (Ur, 2009, p. 25). Sharing the goals of each lesson with the learners, Ur believes, can significantly increase the effectiveness of each activity.

Another expert in the field of English language teaching, Jim Scrivener, created a set of criteria which will make it possible for any grammar item to become a part of the learner's language system. Based on these criteria, Scrivener drew conclusions about what the teachers needs to do in order to help the grammar item effectively imbed into the learner's knowledge. What follows is a simplified overview of these criteria, as described by Scrivener in his book *'Learning Teaching'*:

To learn a language item learners need to:	*It follows that, in class, you probably need to:*
• be exposed to a lot of language while reading/listening	• include lots of realistic texts a little above the apparent current language level of learners
• notice specific items when they are being used in texts	• provide texts that help learners notice specific items
• understand the form, meaning and use of an item	• focus learners' attention on form, meaning and use by means of exercises, games, drills, explanations, etc.
• practise new language in a safe environment	• provide many opportunities to practise things in activities; provide encouragement and feedback
• use the new language to communicate in different contexts	• offers tasks that allow learners to make use of all the language they know
• remember items	• pay attention to how learners record items; provide revision tasks
(Adapted from Learning Teaching, Scrivener, 2006, p. 254)	

Yet another set of criteria on how to present grammar effectively was formulated by Scott Thornbury. He proposes a number of ways of incorporating grammar into the communicative approach, which is considered the most effective way of language teaching nowadays. The list might not be comprehensive, but it sure helps to define what every effective grammar activity should conform to:

1. Teach grammar in context.

2. Teach grammatical forms in association with their meanings.

3. Teach grammar in order to facilitate the learners' comprehension and production of real language, rather than an end in itself.

4. Economise on presentation time in order to provide maximum practice time.

5. Teach only the grammar that students have problems with.

6. Teaching does not necessarily cause learning – instead of teaching grammar, therefore, try to provide the right conditions for grammar learning.

7. Interpret all the above rules according to the level, needs, interests, expectations and learning styles of the students.

(Adapted from How To Teach Grammar, Thornbury, 1999, p. 153-154)

Besides the points raised in the rules of thumb above, Thornbury also emphasises the importance of creating a motivating and interactive classroom environment in order to make grammar teaching effective:

 "The predominantly teacher-fronted approach", Thornbury notes, "plus the lack of any content – such as a text – to stimulate students' interest, or of any activity that might involve them in real communication, runs counter to the need to provide a motivating classroom environment. This is especially important for teenagers, who may have no specific motive for learning English, but who generally respond positively to purposeful, interactive tasks." (Thornbury, 1999, p. 153)

One more - simple, yet very important - criterion for effective grammar teaching was formulated by Jeremy Harmer. In his book *'How to Teach English'*, he argues that the main key to providing effective instruction is to "ensure that different learning styles are catered for as often as is possible. In effect, this means offering a wide range of different activity types in our lessons in order to cater for individual differences and needs." (Harmer, 2007, p. 16)

In practice, the inevitable question every teacher is faced with is 'How do I achieve this?' Based on the general conclusions and assumptions for effective grammar teaching formulated above, the key words for effective grammar teaching seem to be 'purposeful', 'interactive' and 'differentiated'. The first two requirements, *purposefulness* and *interaction*, can be achieved through teaching in accordance with the 'Communicative Approach'. As far as the last requirement, *differentiation*, is concerned, I strongly believe that the Multiple Intelligences Theory can serve as a suitable tool for creating differentiated materials, which will suit the needs of all students. Moreover, taking into consideration the setting I will carry out my research in – a number of heterogeneous groups of

second language learners with varied level of language proficiency and educational backgrounds –
the main aim of my research will be developing grammar teaching activities which are purposeful,
interactive and make effective use of the MI theory in order to cater for the needs of all learners,
regardless of their educational or cultural background.

1.3 The Multiple Intelligences Theory

As has been stated above, the main focus of my research will be developing MI activities which will fit into the communicative approach towards grammar teaching. Therefore, in this chapter of my report, I will explore the basic concepts of the MI theory and describe in which way the MI activities fit into the communicative approach.

1.3.1 Origins of the MI Theory

The theory of Multiple Intelligences was developed by an eminent American psychologist and educationalist, Howard Gardner. In his publication Frames of Mind: The Theory of Multiple Intelligences, first published in 1983, Gardner puts the existing theories about intelligence into a whole new perspective. His work changed the way science approaches human cognitive abilities completely and it certainly opened new doors in various fields of study, from neuroscience to education.

Looking back to the very beginning, it is good to realise what the original purpose of the MI theory was in the first place. As Gardner claims in his paper to 25th anniversary of the first publication of the Frames of Mind, he "wrote this book as a psychologist" and assumed he was "addressing principally his colleagues in psychology" (Gardner, 2008, p. 1). Therefore, he devoted a relatively small part of his book to comments on how the MI theory could be put into educational practice. However, his ideas were embraced by educationalists in the United States and, subsequently, in many other countries across the globe.

Therefore, it can be said that Gardner himself did not expect or intend to influence the world of education the way he did, at least not at the time of publishing *Frames of Mind*. In his paper *"MI After Twenty Years"*, Gardner explains that the idea of multiple intelligences partially resulted from his keen interest in music. During his psychology studies, it occurred to him that there is no link with arts whatsoever at this field and discovering more about possible links has become one of his career goals. After having worked at the field of neuropsychology for more than twenty years and researching different forms of brain damage, Gardner was able to show that "different parts of the brain are dominant for different cognitive functions" (Gardner, 2003, p. 2). By establishing this, Gardner actually formed the basis of the concept that became later known as the MI theory.

For years, Gardner worked in a team which carried out an extensive research into the human brain and wrote a scholarly work on "the nature of human potential and how it could best be catalyzed"

(Gardner, 2003, p.2). He and his colleagues carried out this interdisciplinary research in order to make "an effort to ascertain the most faithful taxonomy of human capacities" (Gardner, 2003, p. 3), which, in a way, is a good definition of what the MI theory actually is. However, the rapid progress of science and technology in the past decades showed that Gardner's theory was not completely accurate and an inevitable thing happened: his theory became a target of severe criticism, which made Gardner revise his own theory later on. Even today, nearly 30 years after the first publication of the MI theory, there still is an ongoing dispute about the accuracy of Gardner's model. Like any other revolutionary idea, the MI theory has its devoted supporters as well as fierce opponents.

1.3.2 Basic principles of the MI theory

In order to understand its supporters as well as its critics, it is necessary to know the main principles of the MI theory, its original purpose and the effects it has shown in practice at various fields of study. The basic notion behind Gardner's theory is that intelligence should better be viewed as a combination of abilities than a single ability. From his research of human brain, Gardner was able to conclude that "the human mind is better thought of as a series of relatively separate faculties, with only loose and nonpredictable relations with one another, than as a single, all-purpose machine" (Gardner, 1999, p. 32). According to Gardner, dividing intelligence into several equal subtypes gives a far more accurate picture of intelligence than all preceding – and prevailingly holistic - theories.

In *Frames of Mind*, Gardner proposed a model of seven different types of intelligence, which, he believed, provided a far more accurate view of intelligence - "a pluralistic view of mind, recognizing many different and discrete facets of cognition" (Gardner, 2006, p. 5)

Linguistic Intelligence
Gardner felt that linguistic intelligence had the most prominent position in society, which is why he decided to describe that type first. Linguistic intelligence can best be summarised as verbal strength; people with strong linguistic intelligence are in general good readers and writers and possess excellent communication skills; they very often learn best by taking notes or discussing what they have learnt. Also, people with strong linguistic intelligence tend to learn foreign languages more easily, thanks to their good verbal memory. Furthermore, they are very well able to recall new words and have a good insight into sentence structure.

Musical Intelligence
Musical intelligence is strongly connected with sensitivity to sounds and rhythms. People with strong musical intelligence are able to sing, play musical instruments, and compose music; they usually learn best via lecture and their language skills are typically highly developed. According to Gardner,

musical intelligence runs in an almost structural parallel to linguistic intelligence, which is a highly interesting notion for using music as a tool for second language learning.

Logical-mathematical Intelligence

Logical-mathematical intelligence is closely linked to reasoning and critical thinking. People with strong logical-mathematical intelligence are in general good at working with numbers and performing complex calculations, but it also involves reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation.

Spatial Intelligence

Spatial intelligence can be described as a general ability to visualise objects and, consequently, to use the mental model of the object in another context. Humans with strong spatial intelligence are usually good with all sorts of puzzles and at making models or constructions.

Bodily-kinesthetic Intelligence

People with bodily-kinesthetic intelligence are typically able to solve problems using their whole body or parts of the body, to control their motions and to handle objects more skilfully than other people. They are generally good at physical activities, such as sports or dance, and they often enjoy acting or performing. In general, they are good at building and making things and they learn best by doing something physically, rather than by reading or hearing about it.

Interpersonal Intelligence

The basic principles of last two intelligences, the interpersonal and intrapersonal intelligences, are according to Gardner often misinterpreted. As he explains in *How Are Kids Smart: Multiple Intelligences in the Classroom*, "Inter- and Intra- personal intelligence is often misunderstood with being extroverted or liking other people (...)" (Gardner, 1995, *How Are Kids Smart*) Rather, the interpersonal intelligence manifests itself as an ability to interact with other people and recognise their intentions and feelings. Their understanding of other people's motivations and feelings enables them to cooperate well and they usually learn well while working together or discussing things with others.

Intrapersonal Intelligence

Intrapersonal intelligence is closely connected to understanding someone's inner-self. It is the ability to reflect upon oneself and use that information to regulate one's life. Individuals with strong intrapersonal intelligence not only have strong self-reflective capacities, but outstanding philosophical and critical thinking is typical for them as well.

1.3.3 The MI theory: Implications for learning

Based on the typology Gardner developed for each of the seven intelligences, various models has been created in order to provide an overview of what the implications of having particular intelligence are for learning styles and learning preferences. In the following table, a simplified yet comprehensive overview is given of what each intelligence stands for in terms of learning.

intelligence type	intelligence description	typical roles, preferences, potential	related tasks, activities or tests	preferred learning style
1. Linguistic	words and language, written and spoken; retention, interpretation and explanation of ideas and information via language, understands relationship between communication and meaning	writers, lawyers, journalists, speakers, trainers, copywriters, English teachers, poets, editors, linguists, translators, PR consultants, media consultants, TV and radio presenters, voice-over artistes	write a set of instructions; speak on a subject; edit a written piece or work; write a speech; commentate on an event; apply positive or negative 'spin' to a story	words and language
2. Logical - mathematical	logical thinking, detecting patterns, scientific reasoning and deduction; analyse problems, perform mathematical calculations, understands relationship between cause and effect towards a tangible outcome or result	scientists, engineers, computer experts, accountants, statisticians, researchers, analysts, traders, bankers bookmakers, insurance brokers, negotiators, deal-makers, trouble-shooters, directors	perform a mental arithmetic calculation; create a process to measure something difficult; analyse how a machine works; create a process; devise a strategy to achieve an aim; assess the value of a business or a proposition	numbers and logic
3. Musical	musical ability, awareness, appreciation and use of sound; recognition of tonal and rhythmic patterns, understands relationship between sound and feeling	musicians, singers, composers, DJ's, music producers, piano tuners, acoustic engineers, entertainers, partyplanners, environment and noise advisors, voice coaches	perform a musical piece; sing a song; review a musical work; coach someone to play a musical instrument; specify mood music for telephone systems and receptions	music, sounds, rhythm
4. Bodily - Kinesthetic	body movement control, manual dexterity, physical agility and balance; eye and body coordination	dancers, demonstrators, actors, athletes, divers, sportspeople, soldiers, fire-fighters, PTI's, performance artistes; ergonomists, osteopaths, fishermen, drivers, craftspeople; gardeners, chefs, acupuncturists, healers, adventurers	juggle; demonstrate a sports technique; flip a beer-mat; create a mime to explain something; toss a pancake; fly a kite; coach workplace posture, assess work-station ergonomics	physical experience and movement, touch and feel
5. Spatial - Visual	visual and spatial perception; interpretation and creation of visual images; pictorial imagination and expression; understands relationship between images and meanings, and between space and effect	artists, designers, cartoonists, story-boarders, architects, photographers, sculptors, town-planners, visionaries, inventors, engineers, cosmetics and beauty consultants	design a costume; interpret a painting; create a room layout; create a corporate logo; design a building; pack a suitcase or the boot of a car	pictures, shapes, images, 3D space
6. Interpersonal	perception of other people's feelings; ability to relate to others; interpretation of	therapists, HR professionals, mediators, leaders, counsellors, politicians, educators, sales-people,	interpret moods from facial expressions; demonstrate feelings through body language;	human contact, communications, cooperation, teamwork

	behaviour and communications; understands the relationships between people and their situations, including other people	clergy, psychologists, teachers, doctors, healers, organisers, carers, advertising professionals, coaches and mentors; (there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ)	affect the feelings of others in a planned way; coach or counsel another person	
7. Intrapersonal	self-awareness, personal cognisance, personal objectivity, the capability to understand oneself, one's relationship to others and the world, and one's own need for, and reaction to change	arguably anyone who is self-aware and involved in the process of changing personal thoughts, beliefs and behaviour in relation to their situation, other people, their purpose and aims - in this respect there is a similarity to Maslow's Self-Actualisation level, and again there is clear association between this type of intelligence and what is now termed 'Emotional Intelligence' or EQ	consider and decide one's own aims and personal changes required to achieve them (not necessarily reveal this to others); consider one's own 'Johari Window', and decide options for development; consider and decide one's own position in relation to the Emotional Intelligence model	self-reflection, self-discovery

Gardner's Multiple Intelligences - descriptions, preferences, personal potential, related tasks and tests

© A Chapman and V Chislett MSc 2005, based on Gardner's Multiple Intelligences Model. From www.businessballs.com.

It is worth mentioning that Gardner revised his theory in 1999. In an attempt to make his typology more accurate, he added an eighth intelligence to the list of various intelligences: the naturalist intelligence. This intelligence is strongly linked with people's connection with their environment. Gardner defines a person with strong naturalist intelligence as someone who "demonstrates expertise in recognition and classification of the numerous species - the flora and fauna - of his or her environment." (Gardner, 1999, p. 48)

During the past two decades, other intelligences have been proposed, such as emotional, mechanical or practical intelligence, but "Gardner defends his eight-dimensional model of intelligence by claiming that the particular intelligences he has nominated are verified by eight databased 'signs'." (Richards & Rogers, 2001, p. 116) Though Gardner is not disposed to add new intelligences to the list yet, due to the subsequent research and reflection of his team, he considers adding the existential and moral intelligence in the future.

1.3.4 The MI theory in practice

The way the MI model is being put into practice varies considerably from field to field; nevertheless, the motivation behind its use is the same throughout all fields of study: the recognition of human intelligence as a multi-facetted ability, which must be acknowledged and developed in education.

Originally designed as a tool for better understanding of the human mind in the fields of neuroscience and psychology, Gardner's theory was adopted by educationalists soon after its publication. One of the most important reasons for its implementation in schools is the fact that it is closely related to the principles of differentiation in the classroom. It provides teachers with new ways of developing instruction that would respond to the uniqueness of the learners. Therefore, the MI theory has been becoming increasingly popular ever since its first publication.

Since 1983, a number of different ways and models for putting the MI theory into practice for educational purposes have been developed. One of the most famous models, known as The Three Multiple Intelligences Visions, was developed by Dr Spencer Kagan, a prominent educationalist and researcher. His model for transforming education through the application of MI theory is based on the assumption that multiple intelligences hold "three powerful visions for improving the way teachers teach and the way students learn" The three visions are matching, stretching and celebrating. The main idea behind the first vision, *matching*, is that "if every student is unique, then no single teaching methodology will be effective for every student" (Kagan, 2013, *Multiple Intelligences Structures*) Translated into practice, this would mean that teachers should match the way they teach with the ways in which their students learn best. In the second vision, *stretching*, the goal is to "develop each human intelligence to its maximum by transforming the curriculum to focus on the development of each of the intelligences" (Kagan, 2013, *Multiple Intelligences Structures*) In practice, this means providing students with enough opportunities to develop each of the various intelligences. The third vision, *celebrating*, involves a change of attitudes of teachers towards students and the other way round, but attitude of each student toward him or herself as well. According to Kagan,

"Through the application of MI theory, we can generate among teachers and students a renewed respect for the uniqueness of each individual. This enhanced understanding and respect for self and others is grounded in an understanding and celebration of the unique pattern of intelligences of each individual and the richness in our collective diversity." (Kagan, 2013, *Multiple Intelligences Structures*)

In order to make it possible to incorporate the MI theory into foreign language teaching, a specific model has been proposed by Richards and Rodgers in their publication called *Approaches and Methods in Language Teaching*. In this book, they propose 5 ways in which the MI model can be used to serve the needs of language learners specifically. The first alternative, called *Play to strength,* proposes structuring the learning material for each individual/group of individuals according to his/their main strengths. Another way of putting the MI theory into practice is called *Variety is the spice*; this particular way is characterised by "providing a teacher-directed rich mix of learning

activities variously calling upon the eight different intelligences" (Richards & Rogers, 2001, p. 119) The third alternative on the list, named *Pick a tool to suit the job,* is based on the notion that language itself possesses many dimensions, levels and functions which can be linked to an appropriate kind of MI activity. The following way of putting the MI theory into practice within language teaching is called *All sizes fits one*; it builds on the assumption that providing learners with activities incorporating all the intelligences "speaks to the "whole person" in ways that more unifaceted approaches do not." (Richards & Rogers, 2001, p. 119) The last way of incorporating the MI model into language teaching is called *Me and my people*; this alternative proposes the use of different intelligences as a way of introducing other cultures, since other than the Western culture may value other intelligences than the one measured traditionally by standard IQ tests.

The above mentioned models are just two examples of possible uses of the MI theory. However, due to the vast number of different models, it is important to realise that for successful implementation of the MI theory in teaching is not important which way or model the teacher chooses or whether he decides to develop a model of his own. As Linda Campbell points out in her article *How Teachers Interpret MI Theory*, "the MI theory (…) is not prescriptive. Rather, it gives a teacher a complex mental model from which to construct curriculum and improve themselves as educators" (Campbell, 1997, p. 19)

1.3.5 Motivation for implementation of the MI theory in second language teaching

Education is indisputably one of the main fields where the MI theory is being put into practice. Worldwide, there are numerous schools which have adopted this theory as their main underlying educational principle. One of the supporters of the use of the MI framework at all levels of education, Paul Carreiro, has published a book called *Tales of Thinking* quite recently, in which he describes his experience with the MI theory in primary education. In his view, one of the main reasons for implementing the MI theory in teaching is the fact that it "accounts for the broadest range of learners and the most diverse ways of functioning" (Carreiro, 2004, p. 13) Furthermore, Carreiro lists a number of reasons which, in his view, make the MI theory appealing to teachers and educators in general. First, Carreiro notes, it is universal, in the sense that it applies to adults as well as children. Besides, the MI model is not limited by individuals' cultural background - Carreiro believes that one of the greatest strengths of the theory is that it is "universal in that it includes all learners." (Carreiro, 2004, p. 17) Besides, the MI framework allows teachers to value all the very different learners they encounter more appropriately and it provides the teachers with new ways to explain the thinking process even to very young learners, by describing the various 'smarts', which

promote their awareness of their own thinking. Finally, Carreiro claims, "Awareness of children's individual and collective strengths makes it easier to individualise the programme." (Carreiro, 2004, p. 17) This effectively means that the MI framework allows teachers to make useful predictions and anticipate the kinds of activities that will engage individual learners.

A lot of support for the implementation of MI activities into various lessons has been expressed by Herbert Puchta and Mario Rinvolucri, who are both experienced EFL teachers, teacher trainers and authors of many innovative EFL books. In their book 'Multiple Intelligences in EFL', they argue that the use of MI activities will "enable you to invite your students to use their strongest intelligence as well as develop the weaker ones" (Puchta & Rinvolucri, 2005, p. 18) The teacher's influence on which intelligence will be central in the lesson can thus be very beneficial for every learner – by being invited to use a different intelligence from the one they use naturally, the students can learn a lot about themselves as well as from each other.

Another asset of using MI activities is the increase in motivation of the learners. As Puchta and Rinvolucri explain, "Your students' motivation depends partly on how 'addressed' they feel in your class and on how meaningful they think the activities in your class are to them. (…) If your teaching focus is on the linguistic domain only, you will get excellent results with the minority of students who are strong in this area. If, however, you regularly use exercises like the ones suggested in this book, you will notice that students whose strengths lie in areas other than the linguistic one will activate themselves more and will develop an interest in your subject and want to find out more about it." (Puchta & Rinvolucri, 2005, p. 16) This confirms that the use of MI-based activities can contribute to two aims: first, by addressing more intelligences in the class, you are very likely to address more students; second, MI-based activities have a strong personal focus and are thus likely to be experienced as meaningful by each individual. However, it is important to note that very little research has been done on the use of MI in language teaching and some more substantial evidence is still needed to confirm its positive effects.

Based on their extensive study of language learning and language acquisition, Patsy Lightbown and Nina Spada have reached a conclusion similar to Puchta and Rinvolucri. In their book *'How Languages Are Learned'*, they conclude that even though the learners' preference of a suitable learning style may be in conflict with the pedagogical approach of our choice, "we should encourage learners to use all means available to them." (Lightbown & Spada, 2006, p. 59) Moreover, they note, "research on learning styles should make us sceptical of claims that a single teaching method or textbook will suit the needs of all learners". (Lightbown & Spada, 2006, p. 59)

All of the above mentioned reasons for the implementation of the MI framework into general education are just as valid for language teaching, including EFL teaching specifically. Moreover, the use of MI theory in foreign language teaching has been promoted for multiple additional reasons. One of the main arguments in favour of doing so is the fact that the MI theory shares a number of features with modern approaches towards language learning, most importantly the focus on individual differences and a strong emphasis on students' needs (as learning with MI is, without any doubt, strongly student-centred).

Another important factor that speaks in favour of using the MI theory in second language teaching is that within the theory itself, "Language is not seen as limited to 'linguistic' perspectives but encompasses all aspects of communication." (Richards & Rogers, 2001, p. 117) As such, language is viewed by MI proponents as being closely linked to various aspects such as rhythm, tone and volume. In addition, language is tied to human senses, which provide the linguistic message and give it certain meaning and purpose. In his study of the links between the MI theory and language learning, Rodgers concludes that "A multisensory view of language is necessary, it seems, to construct an adequate theory of language as well as an effective design for language learning." (Richards & Rogers, 2001, p. 117)

1.3.6 Evidence of effectiveness of the MI theory in second language teaching

As far as second language teaching is concerned, even the most devoted proponents of the MI theory admit that considerably more extensive research is needed to evaluate the effect of the MI theory in language teaching. However, in the past few years, a number of researchers and educationalists have provided some persuasive arguments in favour of the use of the MI theory in this particular field.

First of all, teaching within the MI framework enables the teacher to provide all learners with suitable activities, which increase students' motivation as well as overall effectiveness of their learning. One concrete example of accommodating the content to students' needs in second language teaching is to encourage students, whose linguistic intelligence is not their strongest intelligence, to learn how to spell properly through typing, which makes use of the bodily-kinaesthetic intelligence. Another example of a learning technique, highly suitable for learners with strong spatial intelligence, is the so-called 'keyword method', based on the idea of linking two mental images – one of a foreign word and another of its meaning.

An important contribution to putting the MI theory into practice was done in 2001, when an extensive overview of activities which combine language skills activities with the intelligences types

was designed and published by Rosie Tanner. Tanner, a British teacher and educator who currently works at the IVLOS educational institute at University of Utrecht, listed in her table several EFL activities suitable for every type of learner, covering the scale from the linguistic to the naturalist intelligence.

Another influential researcher in this field is Rolf Palmberg, a Finnish teacher and educator. In his analysis of the use of the MI theory in EFL coursebooks, he summarises earlier works on the same topic done by his colleague, Michael Berman, and he draws the following conclusion:

 "In both books, Berman emphasises the importance for teachers of catering for the various student intelligence profiles that exist in a particular learning environment. Yet the existence of different intelligence profiles does not automatically mean that teachers have to prepare individual lesson plans for every student in the class. In fact, many language exercises can cater for several intelligence types at the same time (…)" (Palmberg, 2002, *Catering for Multiple Intelligences in EFL Coursebooks)*

Works of professionals such as Tanner, Palmberg and Berman are undisputable proofs of the growing interest in the possibilities which the MI theory offers in the field of second language teaching. On the other hand, even the most enthusiastic proponents of the MI theory admit that more evidence is needed to confirm overall effectiveness of the theory. For example, Richards and Rodgers admit in their analysis of existing evidence for or against the use of the MI theory in language teaching that there are actually no goals stated for MI instruction in linguistic terms, but, as they note, "MI pedagogy focuses on the language class as the setting for a series of educational support systems aimed at making the language learner a better designer of his own learning experiences. Such a learner is both better empowered and more fulfilled than a learner in traditional classrooms. A more goal-oriented learner and happier person is held to be a likely candidate for being a better second language learner and user." (Richards & Rogers, 2001, p. 118) Their conclusion makes it clear that the MI theory has significant influence on the learners' language acquisition and their performance, even if it influences them indirectly.

1.3.7 Conclusion

Since its first publication, the MI theory has been a subject of many academic disputes. Besides its practicality, there is an ongoing dispute about its accuracy and effectiveness of use for educational

purposes. Without any doubt, there is still a lot of research to be done in order to prove the overall effectiveness of the theory and to specify the individual intelligences further.

However, despite the scepticism and lack of empirical evidence, the MI theory has definitely changed the world of education for good. As Richards and Rodgers conclude in their book, "Schools that use MI theory encourage learning that goes beyond traditional books, pens, and pencils. Teachers and parents who recognize their learners'/children's particular gifts and talents can provide learning activities that build on those inherent gifts. As a result of strengthening such differences, individuals are free to be intelligent in their own ways." (Richards & Rogers, 2001, p. 116)

In order to answer the question about the MI theory's effectiveness in second language teaching, it can be said that - regardless the existing criticism - there is a large number of valid arguments which speak in favour of implementing the MI theory at all levels of education, with second language teaching being no exception. And even though more extensive research and persuasive evidence will be necessary for reinforcing the theory's position in the educational field, one thing is sure: today, nearly 30 years after the theory's publication, it is clear that "…the monopoly of those who believe in a single general intelligence has come to an end." (Gardner, 1999, p. 203)

2. Research procedure & data analysis method

2.1 Research procedure

After having established the importance of grammar teaching and the (predicted) effectiveness of the MI theory in language teaching, this section provides a further description of the procedure I have set for my field research. The practical part of my research consists of three important parts, which are described in more detail below.

Part I

In this part of my research, I use a MI test adapted for young people (see Appendix 1) to measure the division of intelligences in each class. This adapted MI test was developed by Alan Chapman, a British career trainer and management consultant, and published on his website which includes a great number of free learning and educational resources. His MI test adapted for young people consists of 35 statements, which are related to one of the 7 intelligences (5 statements per intelligence). By marking each statement with a number on the scale of 4 (from 'I mostly disagree with the statement' (1) to 'I mostly agree with the statement' (4)) and counting the total amount of points awarded to each intelligence, the students can easily discover which intelligences they have strongly developed. I have chosen this version of the MI test, because the language used in the test is of a suitable level for my students. If I used the MI test designed for adults, the complex language could lead to misunderstanding of the statements, which could negatively influence the reliability of the test results. As far as the overall reliability of the MI test is concerned, it is important to bear in mind that the test cannot serve as an exact, scientific test; however, it provides a good indication of the students' strengths and since I further verify the results by taking my observations of the students into account, I believe I can use the test results as a valid starting point for my piece of research.

Taking the MI test takes one lesson (40 minutes) in each class. First of all, in order to introduce the idea and explain the MI theory to my students, I present the main concept in a simplified way with the help of a short PowerPoint presentation I have made for that purpose (see Appendix 2). I will use the same presentation in each class. Afterwards, I hand out copies of the test and allow enough time for each student to fill it in and count up the results. When everybody is finished, I discuss the results with the class and ask everybody to reflect upon the accuracy of the test: Do they agree with the test results? If not, in what way? At the end of the lesson, I ask the students to put their name on the top of their test and collect all the tests for further analysis. In total, I verify the results in three ways;

first, by asking the students to comment on the accuracy of their own results; second, comparing them with my observations; third, by comparing them with my supervisor's predictions.

In order to obtain a clear picture of the division of the strengths in each class, I count the scores for every intelligence together. Subsequently, I insert the numbers acquired this way into a table and create a graphic chart, which show the division of intelligences in every class. As there 5 statements per intelligence in the MI test, each student can score a maximum of 20 points (that is, numbering each statement with a 4) and a minimum of 5 points on every intelligence (if numbering each statement with a 1). This way, every student ends up with a score between 5 and 20 for every intelligence. Per class, I count together these final scores of every student in the class, which results in an overview of the strength of the 7 intelligences in the class.

Part II

The second part of my research involves creating grammar lesson plans which are based on the MI test results acquired in the previous stage. Based on the MI test results in each class, I design a grammar lesson plan with materials suitable for the majority of the students, as they are based on the strongest intelligence in the class. For example, if the MI test results reveal that the prevailing intelligence in a particular class is the musical intelligence, than I design a grammar lesson with activities stimulating this intelligence. According to my hypothesis, the students with a strong musical intelligence should show better understanding of the target grammar than the students whose strongest intelligence was a different one. Alternatively, I compare the grammar test results with the results in a parallel class, where the same grammar item was taught with no specific MI focus.

Part III

The third part of my research involves the actual grammar teaching, measuring its effects by taking a grammar test and drawing conclusions per class. The actual grammar teaching covers 2 lessons in each class. Afterwards, the class takes a grammar test. Subsequently, I analyse the effect of my grammar teaching by comparing the grammar tests results within a class or between parallel classes. The exact way in which I compare the grammar test results is explained in the following section.

2.2 Data analysis method

In order to acquire as accurate research results as possible, I have decided to make use of a number of different methods of data analyses. I have chosen a different way of comparing the grammar tests results per class. The data analysis method chosen for each of the classes is described in more detail below.

Class 1 (Year 9)

In this class, I have taught one grammar item with the focus on the visual intelligence, chosen prior to my research. The teaching involved one lesson and the target grammar was tested the following week in isolation (i.e. the grammar test only covered the target grammar and no other items were involved). Afterwards, I analysed the test results in the following way: first, I put the score of each student into a graphic chart; then, I created a chart showing the strongest intelligence per student; finally, I compared these charts to see whether there was a correlation between the intelligence used for the grammar teaching and the test score.

Class 2 (Year 10)

In this class, the grammar teaching will involve 1 double lesson. I will teach the chosen grammar item with a focus on the strongest intelligence in this class. The following week, the class will be given a grammar test, which will cover a number of grammar items taught in a more traditional way (main focus on the linguistic intelligence & self-study) and the grammar item taught with the help of the MI theory. Afterwards, I will compare the students' scores for the target item with the strength of the target intelligence.

Class 2 (Year 8H)

This class will be taught the chosen grammar item with a focus on the strongest intelligence. The teaching will require 1 double lesson. After the MI-based practice, the students will be asked to study the grammar item at home. They will be given a short grammar test next week, which will cover the item taught with the MI focus. Subsequently, I will compare their test results with a parallel class, where the same grammar item was taught in a traditional way (main focus on the linguistic intelligence & self-study).

Class 3 (Year 8L)

Firstly, this class will serve as a control group to its parallel class, Year 8H. The students in these two classes have a comparable level of language proficiency and I regularly teach in both of them. In order to measure the effect of the MI-based teaching in the Year 8H class, I will give the Year 8L the same grammar test and compare the results afterwards.

Secondly, I will teach a grammar item of my choice in this class, with the focus on the strongest intelligence. The students will be given time to practice the item at home. The week after, they will be given a grammar test, testing the target item in isolation. After the test, I will compare the test results with previous grammar test results, in order to establish whether the test results improved in general.

3. Field research part I – the MI test results

3.1 Class 1 (Year 9)

Context

This class consists of 15 students in phase 4/5 in the age group 14-15. I took the MI test here on 22 April 2013. There is a strong majority of boys in this class: 12 boys and only 3 girls. Prior taking the actual test, I introduced the idea of the Multiple Intelligences briefly to the students, with a help of a concise PowerPoint presentation. Since the language level in this class is upper-intermediate, it was not necessary to provide any extra explanations as to the names of the intelligences or any words in the test itself. The students did not ask any questions while taking the test.

Results analysis

As I have been teaching this class for a few months, I had a fairly good overview of the students' strengths and I tried to predict the MI test results before actually taking it. I can say my picture of the class was quite correct, because I predicted that the bodily-kinesthetic intelligence would be the strongest one, and it is indeed. This might be due to the fact that the class mainly consists of boys, but, more importantly, I noticed that most students are very lively and their need to move around during the lesson was quite obvious. For that reason, I always used quite a lot of group work when teaching here; I also gave them a break during the double lessons.

Further analysis of the MI test results shows that the second strongest intelligence is the interpersonal intelligence, which, again, correlates with my observations - the students in this class are generally very happy to work in groups and most of them are very sociable inside as well as outside the classroom. The intrapersonal intelligence appears to be relatively strong in this class, which is most probably caused by the fact that they are older adolescents – in various contemporary studies, self-reflection skills has been reported to be considerably higher for older adolescents than for younger adolescents; for example, from a broad study carried out by Dr. Broughton in 1980 becomes obvious that "although the young adolescent recognizes the distinction between mental and physical and bases a new understanding of self on this recognition, there is still little appreciation of the mental self's unique qualities. Broughton believes that such an appreciation develops late in adolescence." (Damon & Hart, 1982, p. 46) Other intelligences, such as the linguistic, spatial or and musical intelligences, are relatively weak in this class.

As an alternative way of verifying the results, I asked the students to comment on their results and they mostly agreed with the picture given by the test; this can be explained by their good self-reflection skills, as they are probably well able to estimate their own strengths better than it is the case with younger students. Furthermore, I asked my supervisor, who has been teaching in this class for over seven months, to predict the strongest intelligence in this class before I discussed the results with her. Her prediction was absolutely correct, as she felt the strongest intelligence will either be the bodily-kinesthetic or the interpersonal intelligence, and these two intelligences appear to be the two strongest by far. Thus, I could conclude the overall result was in accordance with our predictions, based on our observation of the class.
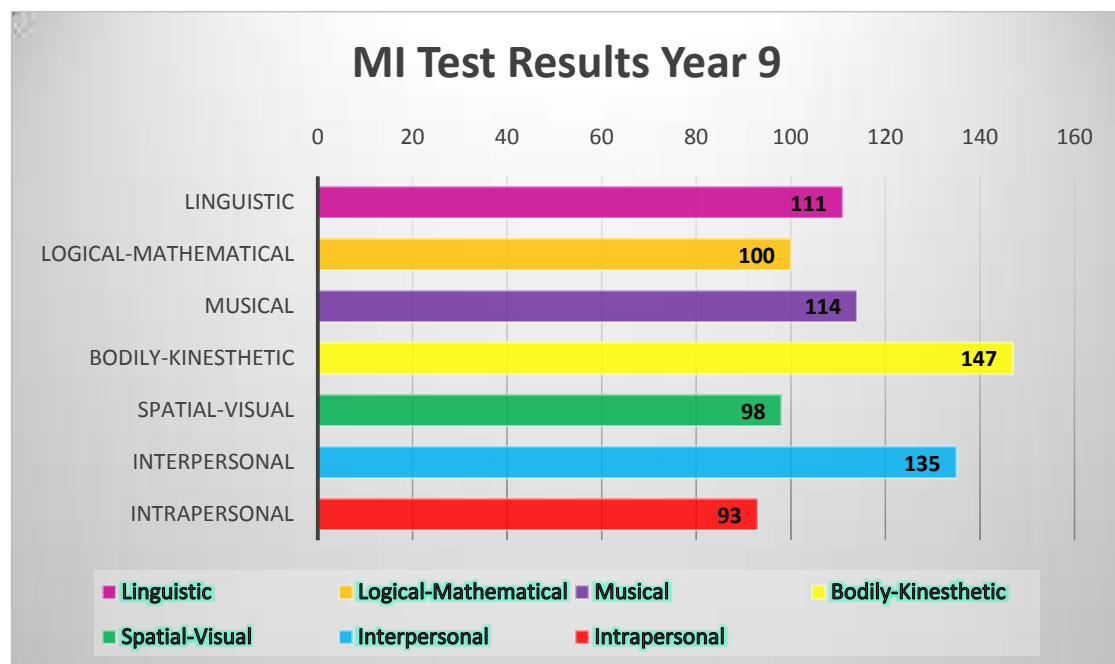

Figure 3.1: MI test results Year 9

3.2   Class 2 (Year 10)

Context

This class took the MI test on 20 March 2013. The class consists of 8 students: 3 girls and 5 boys. The students in this class are between 15 -16 years old. Before the test, I introduced the concept of the multiple intelligences, explaining what the name of each intelligence mean and what it relates to. All students in this class have a lower intermediate level of language proficiency, which is why some of them needed extra help when answering the MI test questions. Explanation of words or meaning of sentences was provided either by me or my supervisor, who was familiar with the test and the basic concept of the MI theory.

Results analysis

The MI test results analysis has shown that the strongest intelligence in this class is the interpersonal intelligence, followed closely by the bodily-kinesthetic and the musical intelligence. These three intelligences will therefore become the focus of my grammar lessons in this class.

Since the students in this class are older teenagers, I assume that they already have reasonably good self-reflection skills. Therefore, I have a reason to believe that MI tests results provided an accurate picture of the division of the intelligences in this class. In order to verify the results, I asked the students to comment on the test's accuracy in the end and they all confirmed that they agree with the results. For a further verification of the test's reliability, I made an estimation of the results for this class; in addition to that, I asked my supervisor, who had been teaching in this class for a period of 7 months, to estimate the highest intelligence per class and per person as well. After the test, we compared our estimations with the actual results; even though our estimations were not 100 per cent correct, it generally correlated with the division of strengths in this class – I assumed the bodily-kinesthetic intelligence would be the strongest intelligence, while my supervisor correctly estimated the interpersonal intelligence being the most prevalent. Based on our estimates, I could conclude that the test results mirror the actual division of intelligences in this class quite accurately.

As far as gender differences are concerned, it is not possible to draw any valid conclusions about strengths prevalent for boys or for girls. One interesting difference I found when comparing the results of male and female students was the linked to the linguistic intelligence: amongst girls, this intelligence was either the strongest or the second strongest intelligence. Amongst boys, on the

other hand, the division of intelligences varies a lot. For a graphic representation of the MI test results in this class, see the graphic chart below.
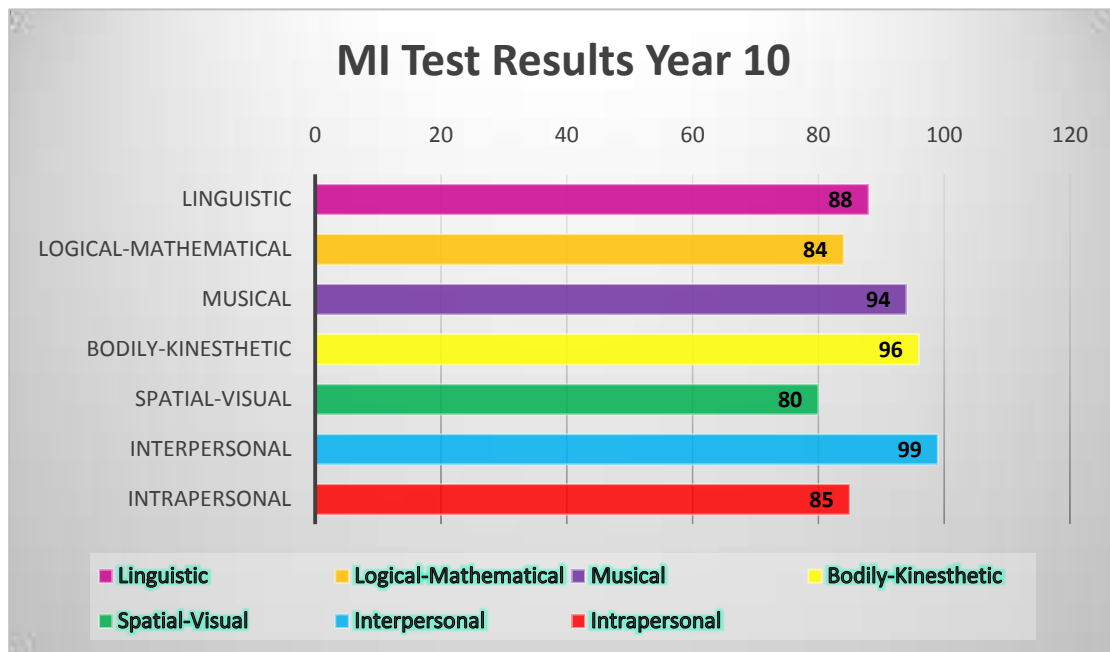

Figure 3.2: MI test results Year 10

3.3 Class 3 (Year 8H)

Context

This class took the MI test on 18 March 2013. This class consists of 7 students; all of them are boys. The students are between 12-13 years old. Before the test, I used the same PowerPoint presentation as in the previous class to introduce the MI concept and to explain the name of each intelligence. All students in this class are in a language phase 4/5, which is comparable with the upper intermediate level of language proficiency. The MI test questions were therefore easily comprehensible to this class, some students only asked for explanation of one word.

Results analysis

The MI test results analysis has shown that the strongest intelligences in this class are the bodily-kinesthetic and the interpersonal intelligence. All the other intelligences are significantly weaker. Therefore, I will base my grammar activities on the two strongest intelligences.
In order to verify the results, I asked the students to comment on the test results as to how accurate the results seem to them. Most students confirmed that they can see themselves in their results; however, one student did not agree with one of the intelligences being his strongest and one student expressed to be surprised by the results, but he agreed with them. Together with my supervisor, we took a look at the results and we felt the results correlate with the picture we have of each student, based on our teaching experience in this class (e.g. students' engagement in group/pair work, compared to their engagement while working on individual tasks).

Being an all-boys class, the by far the most prevalent intelligence is the one related to sports and movement; this fact corresponds with the popular belief about boys being physically more capable than girls. According to a contemporary research carried out by a sports department of Indiana University, there is a very small difference in bodily-kinesthetic intelligence amongst children up to the age of 11-12. However, the gap between the genders increases from that age onwards and is said to be mainly due to the boys 'experiencing accelerated growth in height, weight and strength typical of age 13 and older' (Stager, 2012, *Sex Differences in Childhood Athletic Performance*).

Subsequently, some of the strengths traditionally connected with girls are in this particular class amongst the weakest intelligences. One such example is the linguistic intelligence, which is provably higher in females. Recent research provides evidence that women has got 'improved verbal

communication skills tendencies' (Gurian & Stevens, 2011, p. 20) due to higher activity of the Broca's and Wernicke's areas (areas of a human brain, which are responsible for i.e. processing grammatical structures, word production and linking language and thought). For a graphic representation of the MI test results in this class, see the graphic chart below.

MI Test Results Year 8H

Intelligence	Score
LINGUISTIC	98
LOGICAL-MATHEMATICAL	111
MUSICAL	113
BODILY-KINESTHETIC	140
SPATIAL-VISUAL	91
INTERPERSONAL	126
INTRAPERSONAL	90

Legend: Linguistic, Logical-Mathematical, Musical, Bodily-Kinesthetic, Spatial-Visual, Interpersonal, Intrapersonal
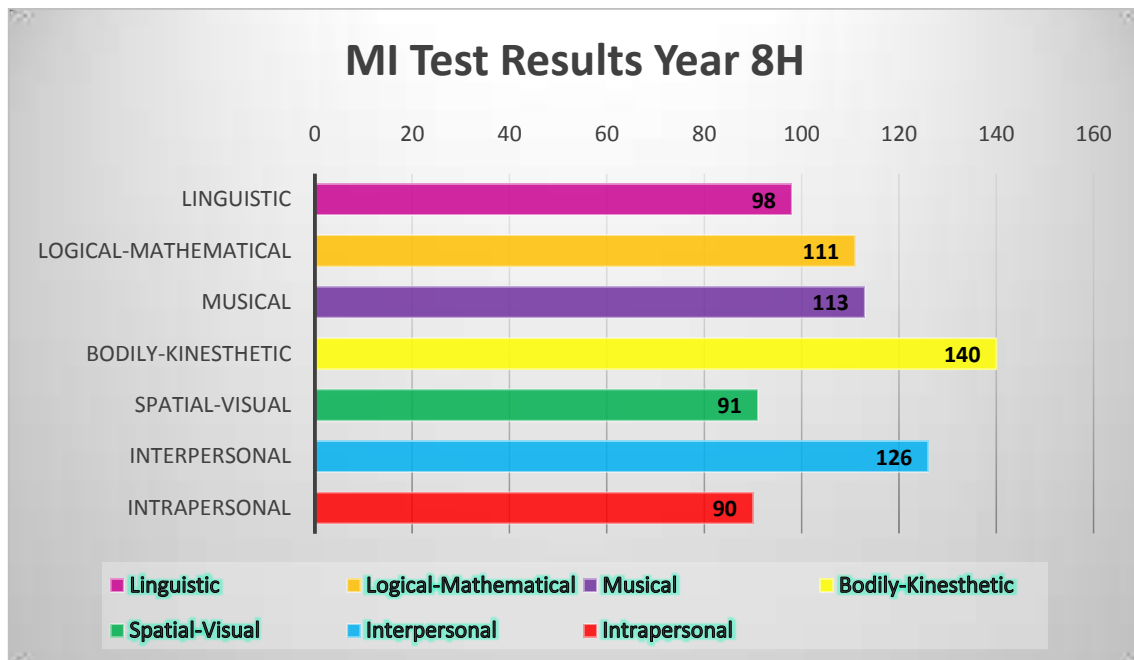
Figure 3.3: MI test results Year 8H

3.4   Class 4 (Year 8L)

Context

This class also took the MI test on 18 March 2013. The class consists of 12 students; 9 girls and 3 boys. The students are between 12-13 years old. Before the test, I used the same PowerPoint presentation as in the previous class to introduce the MI concept and to explain the name of each intelligence. All students in this class are in a language phase 4/5, which is comparable with the upper intermediate level of language proficiency. Therefore, the students experienced no difficulty in answering the MI test questions.

Results analysis

The MI test results in this class are considerably different from the parallel class, Year 8H. The analysis of the MI test results has shown that the strongest intelligences in this class are the musical, interpersonal and intrapersonal intelligence; all the other intelligences are relatively weak. In my design of suitable grammar activities, I will take into consideration the strongest intelligence.

Generally speaking, the girls in this class score higher on the intelligences closely connected with emotions and empathy: the interpersonal and intrapersonal intelligence. In her book *Sex Differences in Cognitive Abilities,* PhD*.* Diane F. Halpern, a highly acclaimed American psychologist, notes:

"*Interpersonal intelligence* is defined as the ability to determine the moods of others. By contrast, *intrapersonal intelligence* is knowledge of one's own feelings. It seems reasonable to conclude that there are sex differences in these areas as well. In a review of the literature on nonverbal communication (one measure of understanding the moods of others), Hall (1985) concluded that women, on average, are better at decoding nonverbal communication." (Halpern, 2000, p. 20)

Proving this more than a popular belief, a neurological explanation has been found for this phenomenon: in the female brain, there appear to be more neural connections between the hemispheres, which allows women to 'process more information more quickly between the two hemispheres, connecting language and emotion processing centers more efficiently' (Gurian, 2012, p. 21)

However, by far the most prevalent intelligence in this class is the musical intelligence, which cannot be simply attributed to the fact that there is a large majority of girls in this class. Since both men and

women achieve excellence in music, it can only be concluded that the high concentration of musically talented female students in this class is a coincidence. However, it is worth noting that the bodily-kinesthetic intelligence, traditionally attributed to boys, is considerably lower in this predominately female class. When asked to comment on the test results themselves, students mostly agreed with the picture of their strengths and weaknesses.

In order to verify the results further, my supervisor and I compared our picture of the students (based on classroom observation since the beginning of the school year) with the test results and we felt the results provide an accurate picture of the division of the intelligences in this class. For a graphic representation of the MI test results in this class, see the graphic chart below.
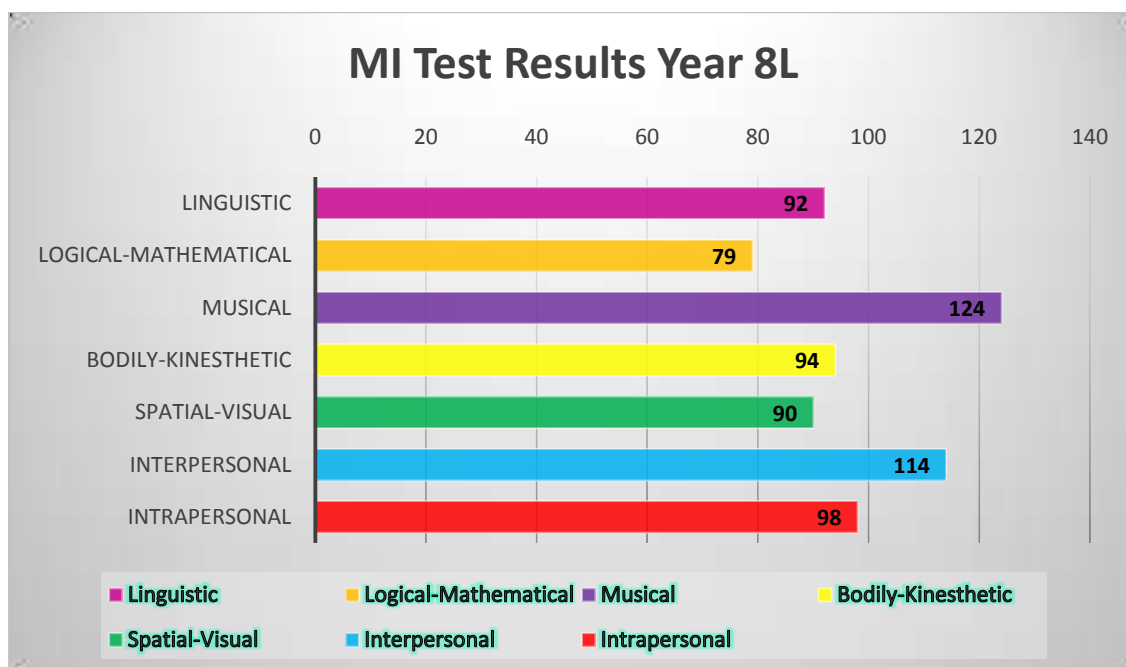

Figure 3.4: MI test results Year 8L

4. Field research part II – Designing suitable grammar lessons

4.1   Lesson 1: Year 9

Context

Date: 14 January 2013, 10:40-11:20
Supervisor: S. Fairweather
Target grammar: Relative clauses
MI focus: **Visual**, Verbal

Lesson preparation form

Lesson focus: **Relative pronouns (revision) /relative clauses (practice)**		
Grade level: Year 9 Phase 4/5		Subject: English B
Teacher: Z. Filipova		Supervisor: S. Fairweather; M. Jackson

Overview & purpose
Main objective: Check whether the students can put their knowledge of the subject (relative pronouns) into practice (making relative clauses). Sentence making exercise – open practice, visual help. Word cards game – open practice.

Teacher guide	Timing	Student guide
Quick revision of target grammar – ask the class open questions about form and use of relative pronouns	5 min	Students give answers or can ask a fellow student for help/wrong answers corrected together
Relative clauses PP presentations – explain the task & show example; allow thinking time	15 min	All students try to formulate a sentence; one student asked to give an answer
Word cards game – explain the game & ask 1 student to come in front of the class to give an example description	5 min	One student gets a word card & describes the thing with a use of a relative clause; fellow students make guesses
Make pairs & hand out the word cards; monitor & encourage each student to make use of the target grammar	10 min	Students practice the game in pairs Write down at least 5 correct sentences they created during the exercise; finish at home
Ask the students to write each 5 correct sentences they've made		
	5 min	

Verification (check understanding)
exercise with visual help – monitor how well the students demonstrate their ability to use the target grammar correctly in new situations (sentences are more complex than those shown in presentation phase)
word cards game – give example to make sure everybody understands the main aim of the game; check whether the students make correct use of the target grammar

Materials/resources
Relative clauses – PowerPoint presentation (self-made)
Word cards – self-made (adapted 'taboo'/'definitions' game)

Activity	MI Focus	Notes
The main aim of the first activity is to create relative clauses with the help of three related pictures. The students are given an example first, where a sentence is created with the help of three pictures. Then they follow the same structure to make new sentences with sets of pictures. The students get enough thinking time to make a correct sentence, using a correct relative pronoun. When the answer is wrong, the student can ask a fellow students for help/tips on how to improve the sentence (e.g. It is not a living thing, use 'that' instead of 'who')	Visual intelligence There is a set of three pictures at a time, which show a sequence of events. The pictures and situations are as realistic and as varied as possible. Each set of pictures allows a use of a relative pronoun the students are familiar with. Sometimes, there are multiple correct answer, but all require the use of the target grammar.	Give example first, in order to show the relationship among the pictures (what happened first, next, last). When the students create a correct sentence without the correct relative pronoun, encourage them to change the sentence or ask another student to help. If the relative pronoun used is wrong, ask for explanation of the choice (e.g. Why did you use 'which'? Could you use 'that' instead? Why/why not?) In case the student takes the easier way to create a correct sentence, emphasize it is a correct answer but ask him to rephrase (e.g. What if you start with the subject? How would the sentence change?)

Lesson observation & evaluation

The target grammar (the form & use of relative pronouns) was explained in a previous lesson, together with some simple examples of use. The aim of this lesson was to provide the students with a more challenging way of practising the same grammar, by offering a number of realistic situations in which the target grammar is usually used. Instead of providing the students with sentences, I designed situations expressed by sets of pictures. These pictures created a logical sequence, which allowed the students to make a relative clause. The students did very well on this exercise in all aspects – they paid attention (to the exercise as well as to each other's answers), engaged actively (e.g. improved each other, offered alternative answers, asked for further explanation) and enjoyed the exercise (laughed about funny sentences or deliberately created grammatically correct sentences with incorrect meaning). Based on my observation and my supervisor's feedback, I could thus conclude the activity was suitable for the students' level (there was enough challenge, yet it was doable for everyone) and the grammar was practised in an effective manner.

I have chosen visual aid in order to add variation to my lessons. The lesson was appealing in general, but it made me think about whether a different focus (e.g. musical or bodily) would be more effective. That was the starting point of my research, as I realised that measuring the strongest intelligences in the class first and developing tailor-made activities for each class should prove much more effective.

4.2 Lesson 2: Year 10

Context

Date: 3 April 2013, 9:00-10:20
Supervisor: S. Fairweather
Target grammar: Past Perfect, Past Perfect Continuous
MI focus: **Interpersonal**, Bodily-Kinesthetic

Lesson preparation form

Lesson focus: **Past perfect/Past perfect continuous**		
Grade level: Year 10 Phase 2/3	Subject: English B	
Teacher: Z. Filipova	Supervisor: S. Fairweather	
Overview & purpose Grammar explanation & practice based on the strongest intelligences in this class: interpersonal & bodily-kinesthetic.		
Teacher guide Introduction to a new grammar item: explain briefly the context in which the past perfect is used and show example sentences Explain the first practice activity (I had/I hadn't…before I came to UWC) and give personal example Explain the second practice activity (I wish I had….when I was younger) and give personal example Divide the class into 2 groups and explain the task (re-create a story); then hand out 2 sets of cut-up sentences; check together Encourage the students to take a look at all the sentences and explain the grammatical rule behind	Timing 15 min 10 min 10 min 20 min 10 min	Student guide Students listen to the explanation and may ask questions in case they don't understand sth Students write a set of their own sentences and make guesses about true-false in pairs Students write 3 sentences and exchange in pairs Students work in groups – read the sentences given and order them Students can ask questions about either form or use of the grammar item in the sentences used in all activities
Verification (check understanding) Monitor during pair-discussion. Before each activity, let one student summarise what's to be done. Elicit the rule from story sentences (what happened first?). At the end of the lesson, give time to reflect on what is clear and what does need more explanation.		
Materials/resources MI test results (prevailing intelligences: interpersonal, bodily-kinesthetic) Practice activities ideas based on '15 fun ways of practicing the Past Perfect' http://edition.tefl.net/ideas/games/fun-past-perfect-practice/		

Activities description

Activity	MI Focus	Notes
I had/hadn't…before I came to the UWC. The students are asked to write 3 sentences about themselves, following the above structure. Two sentences must be true, one false. Then, each student reads the sentences to his partner and the partner needs to guess which statements are true. Take turns in pairs.	Interpersonal intelligence - the students work in pairs - the students make use of knowledge about each other when making guesses -the students learn new things about each other	Give personal example first and make the class guess: I had visited 10 countries before I came to UWC. (true) I hadn't spoken any foreign language before I came to UWC. (false) I hadn't been to an English-speaking school before I came to UWC. (true)
I wish I had/hadn't…when I was younger. The students are asked to write 3 truthful sentences about themselves, following the above structure. Then, the students discuss their wishes in pairs and negotiate about 1 wish they have in common.	Interpersonal intelligence - the students work in pairs - the students make use of knowledge about each other when making guesses -the students learn new things about each other	Provide example sentences and write the structure on board: I wish I had learnt to play the piano when I was younger. I wish I hadn't started smoking when I was younger. I wish I had studied harder for the test last week.
Two short stories with jumbled sentences The students are divided into 2 groups. Each group receives a set of sentences, which they need to rearrange into a story. When done, they need to take the sentences and stand in correct order.	Bodily intelligence & interpersonal intelligence - the students work in groups - the students	Give the game a competition-like feel by counting off to start, encourage the teams and reward the winning team.

Lesson observation & evaluation

First of all, I would like to comment on the increased level of interaction during the lesson, as that was the most visible difference between this lesson and other lessons I have observed in this class. The students are normally very quiet and, very often, one can only presume they are paying attention to the subject matter. However, by changing the focus of the lesson (above all, moving from a traditional teacher-centred model to a more interactive way of teaching) a considerable

change in students' behaviour occurred: on average, the students raised their hands to give answers or join discussion more often, engaged more actively in all activities and, once encouraged to do so, they appeared to be inclined to share their personal opinions and experiences than it is normally the case in this class. All these changes were confirmed by my supervisor, who expressed her surprise about how active the students can be. Therefore, it seems that activities I developed for this lesson (bearing in mind that the interpersonal intelligence is the strongest one in this class) had a very positive influence on the overall engagement and motivation of the students. It is, indeed, difficult to judge whether other (external) factors played a role in increasing students' motivation. However, assuming that people with a strong interpersonal intelligence enjoy social contacts and interacting with others, the use of activities based on this intelligence could very likely cause the students to become more inclined to share more personal information (in this case wishes and dreams) with their fellow students.

What is more, according to several contemporary studies, interaction is one of the main pre-requisites for effective language learning: "conversational interaction is an essential, if not sufficient, condition for second language acquisition" (Lightbown & Spada, 2006, p.43). It can thus be argued that increased level of interaction in the lesson could have a positive influence on students' acquisition of the practised grammar item.

In general, I have a reason to believe that this lesson allowed the students to practise the target grammar in a way which contributed to their acquisition of the target grammar. Moreover, the students were very much engaged and active during this lesson, which seems to be a desirable side effect of the use of MI-based activities and lesson materials.

4.3   Lesson 3: Year 8H

Context

Date: April 2013
Supervisor: N. Baumann
Target grammar: Noun suffixes
MI focus: **Bodily-kinesthetic**

Lesson preparation form

Lesson focus: **Noun suffixes**		
Grade level: Year 8 Phase 4/5	Subject: English B	
Teacher: Z. Filipova	Supervisor: N. Baumann	

Overview & purpose
Vocabulary game based on the strongest intelligences in this class: bodily-kinesthetic intelligence.

1. Introduce the activity with a link to a previous lesson; explain the aim and the rules of the game (only pen and paper needed; the winner will be rewarded)	10 min	1. The students prepare to start the game
2. Start the game and monitor	5 min	2. The students start collecting nouns and write them on their sheet of paper
3. After 5 minutes, stop the game and ask the students to finish their last word and get back to their seats	5 min	3. When the time is up, all students return to their seats
4. Ask the students to exchange their sheets with a neighbour and correct the answers; check the answers together – 1 person at a time can give the answer (raise hands)	15 min	4. Students exchange their sheets, give answers in turns and correct each other's work
5. When all words are explained on board, ask the students to count the points	5 min	5. The winner receives a chocolate bar

Verification (check understanding)

After giving instructions, ask one student to summarise the aim and the procedure
During the word check, ask regularly for examples of use, definitions, related words, word origin, spelling, etc.

Materials/resources

Post it!-notes in two colours: yellow notes with noun beginnings and blue notes with noun endings. Place the sticky notes around the classroom. Put all nouns into a table according to their ending.

Activities description

Activity	MI Focus	Notes
The main aim of the game is to create/collect as many correct nouns as possible. There are sticky notes with noun beginnings and noun endings placed all over the room (at some unexpected places or hidden as well), so that the students need to search the room and move around a lot. The students write down the words they discovered on their sheet of paper.	Bodily-kinesthetic intelligence -in order to fulfill the task requirements, a lot of movement is needed -the motivation to move around quickly is increased by competitive nature of the game (a sweat treat for the winner, time limit, starting the game by counting off)	To make it easier, give the two categories different colours. Yellow notes: noun beginnings (e.g. PERFORM-) Blue notes: noun endings (e.g. –ANCE) The endings can be used multiple times!

Lesson observation & evaluation

As the bodily-kinesthetic intelligence is by far the strongest intelligence in this class, it was not surprising to observe that the students enjoyed the game of collecting nouns a lot – once the game started, they started running around with a great deal of enthusiasm and clearly did their best to win the game. I noticed that the students tried to use the time given as effectively as possible, by e.g. writing down the noun endings they came across to use them later on, or by simply trying to guess the right combination before the time was up. My supervisor confirmed after the lesson that the students engaged in the game actively and with a great deal of enthusiasm. This might have been caused by several factors: first, I believe the students appreciated the nature of the game, as it allowed them to move around; second, the element of competition probably increased their motivation to win, just as the promised reward did.

What I find important is that there was a great level of interaction during the game; surprisingly, the students did their best to win the game, but tried to help each other at the same time, by e.g. providing directions to find a well-hidden noun ending note or quickly checking the number of items the others had collected. This type of interaction increased the amount of language being used and practiced, which I think is a very positive result. As stated above (see 4.2), interaction is believed to play a significant role in overall effectiveness of second language learning. It can thus be argued that

increased level of interaction had a positive influence on learners' acquisition of new language structures.

Even though no conclusions can be drawn yet about the effects of using the noun game activity on the students' knowledge of the target grammar, it seems that the MI-based activity had a positive effect on students' motivation and the level of interaction in the classroom.

The second part of the lesson – writing all the nouns on board and discussing them together – involved the linguistic intelligence mainly and no movement was involved. Interestingly enough, the students did not seem to mind that, probably because it was balanced by the very active beginning of the lesson. This fact suggests that even students with a strong need to move around and to be active can work very quietly and sit still, provided they are given a chance to be active in at least a part of the lesson. After the lesson, my supervisor was very positive about the activity, because it seemed highly enjoyable for the students and it ensured direct involvement of all students at the same time. I believe the last point is of a great importance, since being involved directly means being 'pushed' to produce language - which, allegedly, plays a significant role in the process of second language learning. Based on the results of an extensive piece of research carried out in 1985, Merrill Swain argues that one can learn a language more effectively when being push to provide (comprehensible) language output. What became known as the 'Output Hypothesis' is a theory which states that "We acquire language when we attempt to transmit a message but fail and have to try again. Eventually, we arrive at the correct form of our utterance, our conversational partner finally understands, and we acquire the new form we have produced" (Krashen, 1998, p. 175). Clearly, the direct involvement in communicative situations, and thus having a conversational partner, is an important pre-condition of acquiring new language. Therefore, I can conclude that the noun game activity used in this lesson is an example of an interactive and effective lesson activity.

4.4   Lesson 4: Year 8L

Context

Date: 23 May 2013
Supervisor: R. McCracken
Target grammar: Passive Voice (Past Participles)
MI focus: Musical

Lesson Preparation Form

Lesson focus: **Passive Voice (Past Participles)**		
Grade level: Year 10 Phase 2/3	Subject: English B	
Teacher: Z. Filipova	Supervisor: R. McCracken	
Overview & purpose Use of passive in newspaper headlines. Practice of the passive voice in media. Past participles – explanation & practice with rhyming groups of verbs.		
Teacher guide	Timing	Student guide
1. Introduction: in a whole class discussion, elicit what makes a catchy headline 2. Show examples to make a link to the grammar item: explain briefly the form of the passive & discuss how it makes the headlines more appealing 3. Practice with examples from the media (identify the verb, the form, reasons for suing/not using the passive) 4. Show the students the rhyming groups & explain how to study the past participles; encourage them to use the sheet actively (e.g. add new/difficult verbs) 5. Handout the rhyming groups sheets & the exercise (Breaking News); give instructions & ask the students to finish the exercise for homework	5 min 10 min 10 min 5 min 10 min	1. Students mention a number of techniques of making the newspapers look appealing (e.g. font, colour, sensational content) 2. Students look at the example and discuss who's the doer of the action and whether it is important to know/mention 3. Students identify the doer of the action & discuss why is it left out 4. Students read the rhyming groups for themselves and then out loud together 5. Students glue the sheets in their books & use them for reference when working on the Breaking News exercise
Verification (check understanding) Throughout the discussion, ask for justification of opinions (What makes it attractive? How do we know it is important?). With examples, ask students to rephrase/explain in their own words. Encourage the students to provide their own examples (e.g. a sentence in the active voice).		
Materials/resources MI test results (prevailing intelligence: musical) 'Media Language' PowerPoint presentation (self-made) Rhyming verbs sheet (self-made) 'Breaking News' worksheet (self-made)		

Activities description

Activity	MI Focus	Notes
The main aim of the lesson is to enable the students to revise or memorise the past participles as quickly as possible. The grammar focus is on the passive voice; a thorough explanation of why the past participles are important to know precedes the actual practice. The students are given a sheet with the rhyming groups (differentiated by colour) and are encouraged to use the sheet when working on the exercise.	*Musical intelligence* -in order to make learning the past participles easier, the verbs are arranged into groups according to their endings, thus creating 'rhyming groups' - suitable for students with a good sense of rhythm	Emphasise the similarities of verbs in each 'rhyming group' (as some students might not notice it straight away). Let the students to read the rhyming groups out loud, in order to allow them to discover the rhythm. Encourage the students to add new verbs to the groups as they come across them and think they would fit into one of the rhyming groups, or, alternatively, create new groups.

Lesson observation & evaluation

In order to introduce the target grammar in context, I designed a short PowerPoint presentation on the use of passive in newspaper headlines, with the aim of helping the students become familiar with the natural use of this grammar item. I noticed that the students did not welcome the transition to the more explicitly grammatical part of the lesson, but they became visibly more enthusiastic once I presented the colourful rhyming groups of past participles to them – for example, a few students started reciting the groups directly and the way the verbs were grouped seemed to appeal to the majority of students a lot. I explained that the reason I had grouped the irregular verbs in this way was in order to make learning them easier, compared to the alphabetical list of words the students are usually presented with. Each student received a copy of the 'rhyming groups' sheet and I challenged the students to learn them all by heart in one week. The following week, I measured how well they remembered the target grammar item with a short grammar test.

In order to conform to the requirements of the communicative approach, the grammar item was presented in context, in this particular case in authentic newspaper headlines. The requirement of the lesson materials being purposeful was fulfilled, as the students were asked to come up with suitable headlines for a few sets of pictures. There was enough room for interaction as well, as I invited the students to discuss the headlines in pairs first (e.g. deciding together who is the doer of each action) and to contribute then to a classroom discussion of the topic.

5. Field research part III – Grammar tests results analysis

5.1 Lesson 1: Year 9

Date: 14 January 2013
Supervisor: S. Fairweather
Target grammar: Relative clauses
MI focus: **Visual**, Verbal

Analysis of grammar test results

In the following table (Figure 5.1), there is a test score given in the second column per student, ordered from the highest score to the lowest score. In the next column, the strongest intelligence is mentioned per student (the third column) and the score of every student for the visual intelligence (the fourth column), at which the grammar lesson was focused on.

Student #	Grammar test result (out of 28)	Strongest intelligence (score out of 20)	Visual intelligence (score out of 20)
Student 1	27	Bodily-Kinesthetic (17)	12
Student 2	27	Bodily-Kinesthetic (15)	8
Student 3	26	Bodily-Kinesthetic, Interpersonal (18)	12
Student 4	26	Bodily-kinesthetic (18)	10
Student 5	25	Musical, Interpersonal (18)	13
Student 6	23	Bodily-Kinesthetic, Interpersonal (17)	11
Student 7	22	Bodily-Kinesthetic (17)	10
Student 8	22	Bodily-Kinesthetic (18)	12
Student 9	21	Bodily-Kinesthetic (19)	12
Student 10	21	Bodily-Kinesthetic (19)	16
Student 11	21	Musical (20)	12
Student 12	21	Bodily-Kinesthetic (20)	10
Student 13	19	Bodily-Kinesthetic (20)	17
Student 14	9	Interpersonal (20)	14

Figure 5.1: Grammar test results Year 9

In order to provide a visual interpretation of the results, I transformed the data into two separate graphic charts. The first graphic chart (see below, Figure 5.2) shows the division of grammar test scores in the classroom, ordered from the lowest score to the highest score. The second graphic chart (see below, Figure 5.3) shows the strength of the visual intelligence per student (students being ordered in the same way as in Figure 5.2).

From comparison of these two graphic charts becomes clear that there is no direct link between the student's grammar test score and the strength of the student's visual intelligence. In other words, teaching the particular grammar item with the focus on visual intelligence did not lead to the

student's improvement of his grammar knowledge. However, the visual intelligence was not particularly strong in the class as a whole, and it was not amongst the two strongest intelligences for any of the students. Therefore, I can conclude that teaching a grammar item with the focus on a weak intelligence does not prove effective in terms of improvement of results.

As I have stated before, the focus on visual intelligence in the lesson was chosen randomly, before the MI test results were obtained in this class. Therefore, I believe I can conclude that if a teacher simply chooses particular focus for the lesson (e.g. visual, auditory, kinesthetic, or other) in order to 'liven up' the lesson (that is, for the sake of providing more variation) it does not necessarily make the learning process more effective.
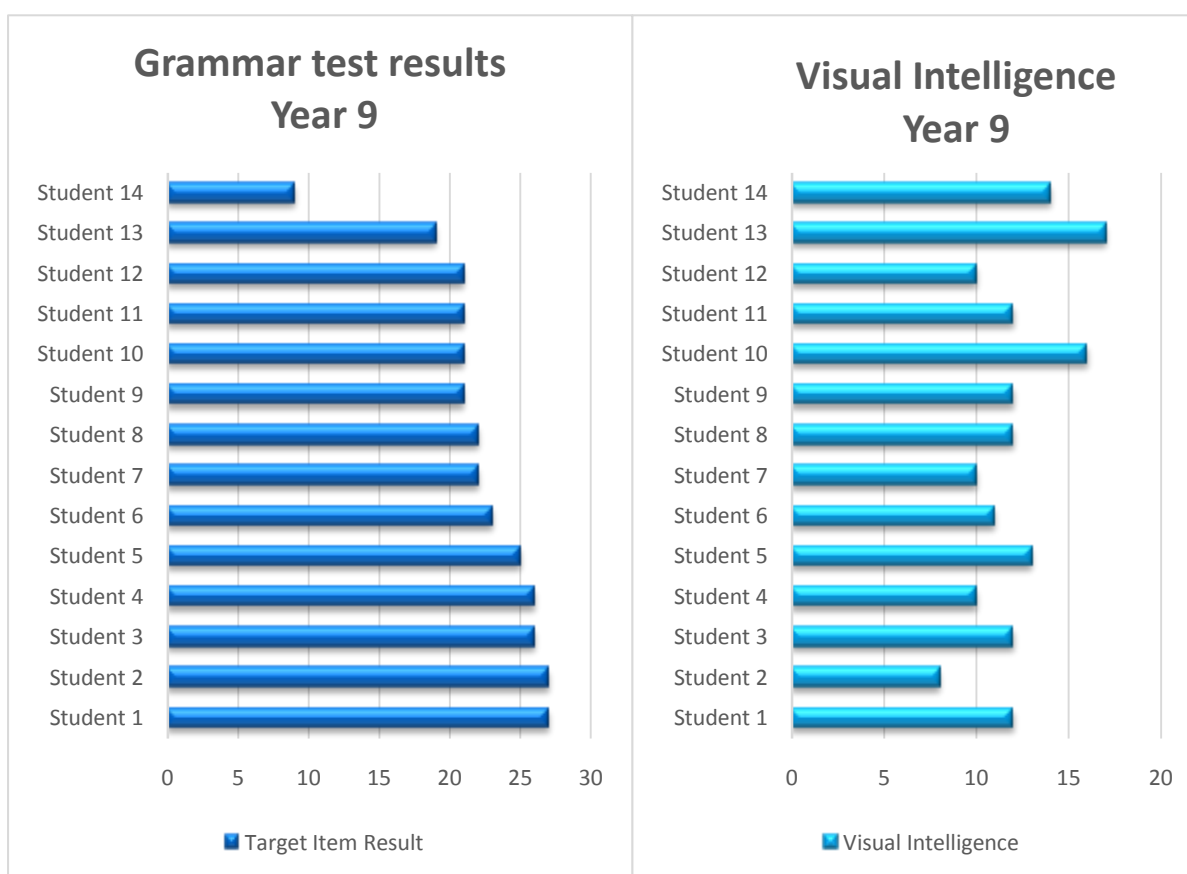

Figure 5.2: Grammar test results Year 9   *Figure 5.3: Visual Intelligence Year 9*

5.2   Lesson 2: Year 10

Explanation of the results

Target item: Past Perfect

Taught in: Year 10 (7 students)

Grammar test results

As you can see from the grammar test ([Appendix 4](#)), there were 6 questions aimed at testing the target grammar item. The table below (Figure 5.4) shows how the students scored for the target item and for the other items included in the test. The first column shows the score per student for the target item; the last column shows the score per student for all other items.

Student	Target item (score out of 6)	Present Tense (score out of`11)	Past Tense (score out of 15)	Present Perfect Tense (score out of 15)	Future Tense (score out of 6)	Other items total score (out of 53)
Student 1	0	5	7	10	1	23
Student 2	1	9	14	10	6	39
Student 3	3	5	10	9	2	26
Student 4	4	7	13	11	4	35
Student 5	4	11	13	10	4	37
Student 6	6	5	5	13	5	28
Student 7	6	8	14	13	6	41

Figure 5.4: Grammar test results Year 10

Analysis of the test results

The following graphic chart (Figure 5.5) shows the strength of the interpersonal intelligence per student. I decided to focus my grammar lesson on this intelligence, since it is the strongest intelligence in this class. However, as this graphic chart shows, there are considerable differences in the strength of the interpersonal intelligence per person.
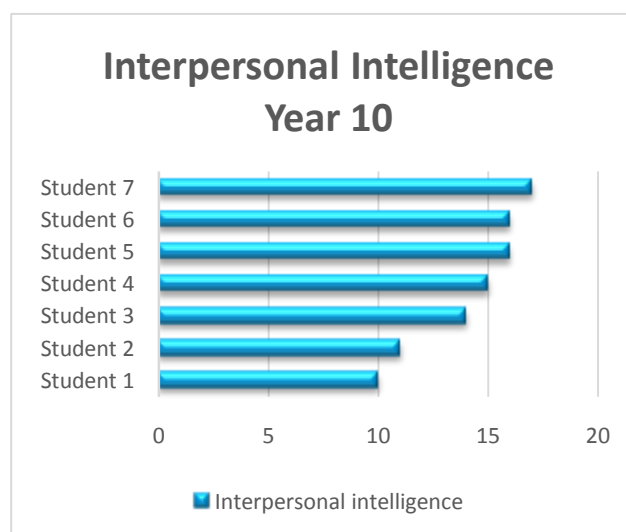

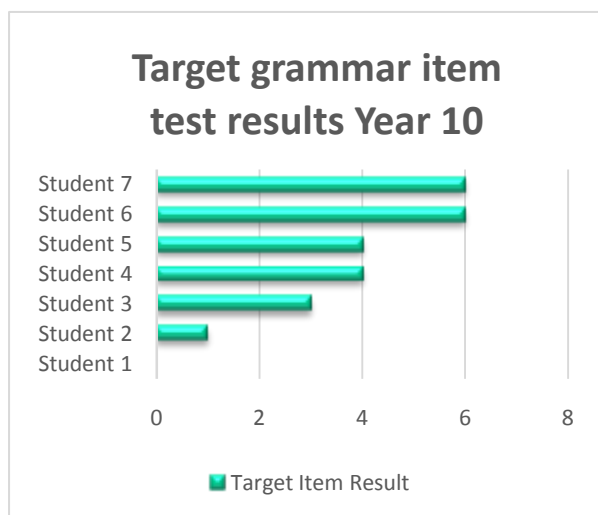Figure 5.5: Interpersonal Intelligence Year 10

Target grammar item test results Year 10

Figure 5.6: Target item results Year 10

The second graphic chart (Figure 5.6) gives a picture of how the individual students scored on the target grammar item in their final grammar test. The target grammar was tested together with other items. However, I isolated the target grammar and analysed the scores. The maximum score was 6.

The third graphic chart (Figure 5.7) shows what the total scores for all other grammar items were. The maximum score for all other items was 53.
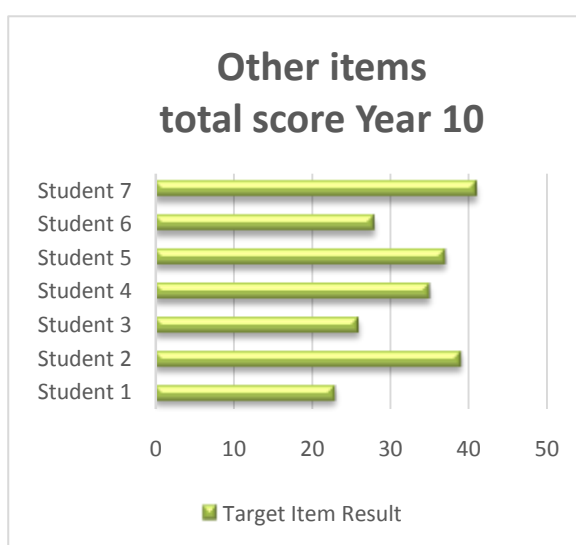

Other items total score Year 10

Figure 5.7: Other items results Year 10

Conclusion

If we compare both graphic charts, there is a visible correlation between the strength of the interpersonal intelligence of each student and the student's score for the target grammar item. In other words, students with a strong interpersonal intelligence scored considerably better for the target grammar item than students with a relatively weak interpersonal intelligence. This comparison suggests that teaching the target grammar with the focus on the interpersonal intelligence resulted in higher grammar test scores for those students who have this intelligence strongly developed. Furthermore, the third graphic chart (Figure 5.7) shows the division of students' scores for other items in the test (which were mainly taught with the focus on the linguistic intelligence - one of the least developed intelligences in this class). There, the scores per students are extremely varied, which further confirms my conclusion drawn from the first lesson I taught (see 5.1): in cases where the teacher chooses a relatively weak intelligence to be central in the grammar lesson, the use of this intelligence does not result in visible influence on the students' grammar test results.

5.3　Lesson 3: Year 8H

Explanation of the results

Target item: Nouns

Taught in: Year 8H (10 students)

Control groups: Year 8L (10 students)

The target item, noun endings, was taught in Year 8H with the focus on the bodily-kinesthetic intelligence, which is the strongest intelligence in this class. The other items (adjectives and verbs) were discussed in class (focus on the linguistic intelligence) and therefore serve as a tool to control that the level of language proficiency is comparable in both classes. The control group, Year 8L, studied all items in class, with the focus on the linguistic intelligence only.

The following graphic chart (Figure 5.8) shows how the students in both classes scored for the target item and the two control items respectively. To show the total amount of correct answers per item per class, I counted the scores of all students in both classes together. The maximum amount of points was 180 for nouns, 90 for adjectives and 90 for verbs (maximum number of points per item per student multiplied by the number of students in the class).

Maximum number of points:

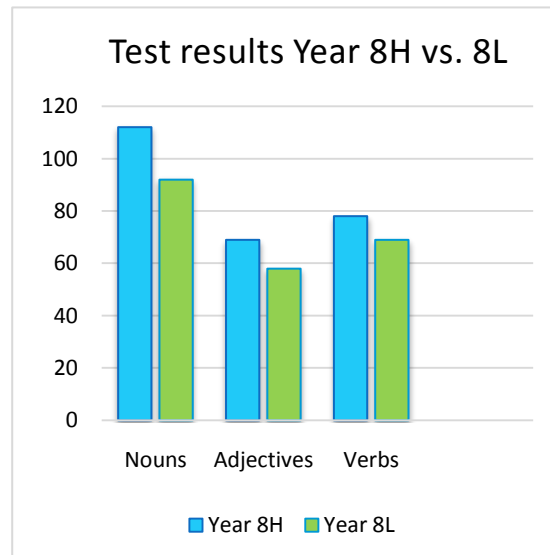Nouns: 18 x 10

Adjectives: 9 x 10

Verbs: 9 x 10

Figure 5.8: Test results Year 8H vs. 8L

Grammar test results

The following table (Figure 5.9) shows how many correct answers the students in both classes had in the categories nouns, verbs and adjectives respectively. The scores were a bit lower in each category, but the gap between the scores in the category of Nouns was the most striking.

Class	Total score per class		
	Nouns	Verbs	Adjectives
Year 8H	112	78	69
Year 8L	92	69	58

Figure 5.9: Grammar test scores Year 8H vs. 8L

Conclusion

In general, the control group scored lower on all three items, which shows their level of language proficiency is slightly lower. However, there is a considerable gap between the score for the target item (nouns) in the Year 8H, where the item was taught with the focus on the strongest intelligence, than in Year 8L, where the students studied all items with the focus on the linguistic intelligence (which is not the strongest intelligence there). Therefore, I can conclude that teaching the item with the focus on the prevailing intelligence (in this case the bodily-kinesthetic intelligence) resulted in a higher score in the test, while the scores for the control items are comparable in both classes.

5.4   Lesson 4: Year 8L

Explanation of the results

Target item: Passive Voice (Past Participles)

Taught in: Year 8L (12 students)

Grammar test results

The target item, the past participles, was taught in this class with the focus on the strongest intelligence in this class – the musical intelligence. Afterwards, the students were asked to study the target item at home in the form of the so-called 'rhyming groups' (see Appendix 6) and they were given a test a week later.

The following table (Figure 5.10) shows how the students scored on the target item (the second column). It also shows the strongest and the second strongest intelligence per person (the third and the fourth column respectively). Where there the musical intelligence was not amongst the two strongest intelligences of the student, its strength is given in the fourth column (in italics).

Student #	Grammar test result (out of 12)	Strongest intelligence (out of 20)	2nd strongest intelligence
Student 1	12	Musical (20)	Intrapersonal
Student 2	12	Musical (19)	Interpersonal
Student 3	12	Bodily-Kinesthetic, Interpersonal	Musical (18)
Student 4	11	Musical (17)	Interpersonal, Intrapersonal
Student 5	10	Musical (19)	Logical-Mathematical
Student 6	10	Bodily-kinesthetic, Musical (20)	Interpersonal, Intrapersonal
Student 7	10	Intrapersonal	Linguistic *Musical (7)*
Student 8	9	Musical (18)	Interpersonal
Student 9	9	Intrapersonal	Linguistic *Musical (13)*
Student 10	8	Interpersonal	Logical-Mathematical *Musical (12)*
Student 11	7	Interpersonal	Spatial-Visual *Musical (12)*
Student 12	7	Intrapersonal	Bodily-kinesthetic *Musical (10)*

Figure 5.10: Grammar test results Year 8L

Analysis of the results

The following graphic charts make it possible to compare the grammar test score of each student with the strength of his musical intelligence. The first graphic chart (Figure 5.11) shows the division of grammar test scores in the classroom, ordered from the lowest score to the highest score. The second graphic chart (Figure 5.12) shows the strength of the musical intelligence per student (students being ordered in the same way as in Figure 5.11).
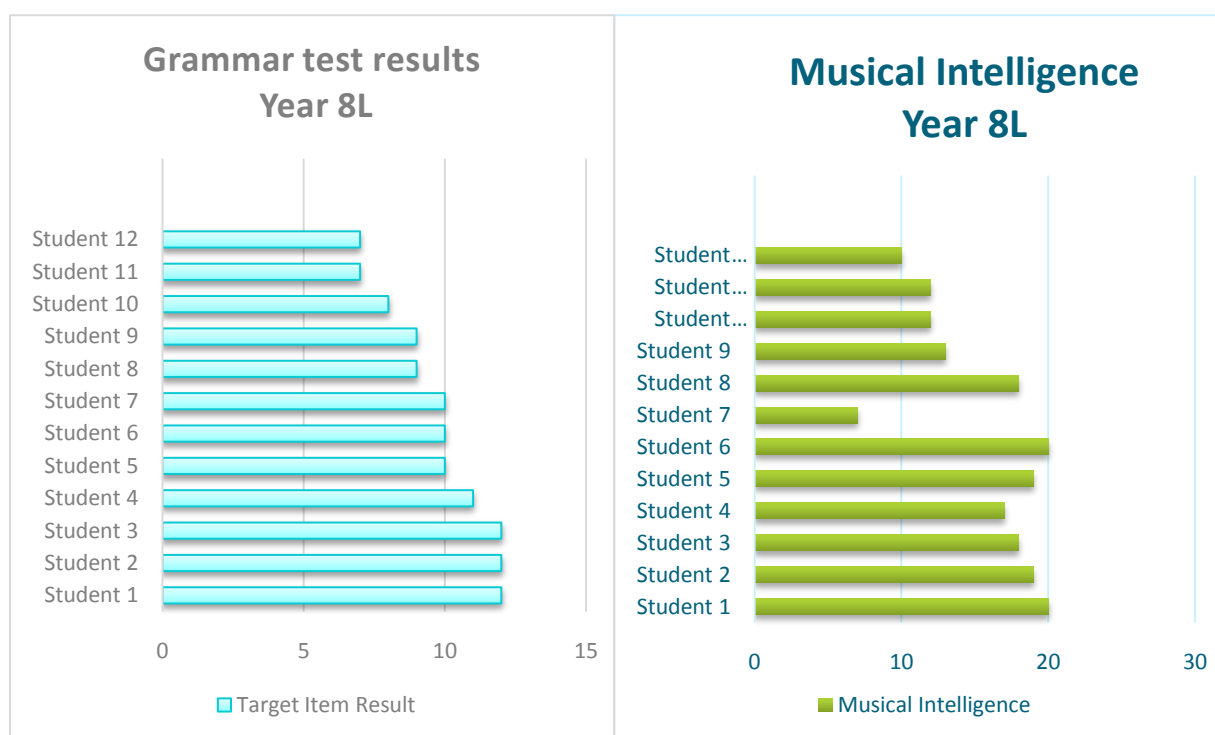

Figure 5.11: Grammar test results Year 8L   Figure 5.12: Musical Intelligence Year 8L

Conclusion

The focus on the musical intelligence was chosen on the basis of the MI test results obtained in this class. Even though the musical intelligence appeared to be predominant in this class, it was not the strongest intelligence of every single student in this class; therefore, I've compared the grammar test results of every student with his or her strength of musical intelligence. Both variables are shown in the graphic charts above.

Judging from these two graphic charts, there appears to be a direct link between the grammar test score and the strength of the musical intelligence. Namely, the students whose strongest intelligence is the musical intelligence scored between 9 -12 points in the test (where 12 was the maximum score). On the other hand, the students whose musical intelligence is not amongst their two strongest intelligences scored between 7-9 points in their grammar tests. This implies that the

musical focus of the grammar lesson helped the musically strong students to learn the target item more effectively. However, there was one exception to this: as the second chart (Figure 5.12) shows, Student 7 scored well on the grammar test (10 out of 12 points), even though his musical intelligence is not one of his strongest intelligences. I believe that this could be explained by the fact that this student has got a strong linguistic intelligence. As explained in Chapter 1, people with strong linguistic intelligence tend to learn foreign languages more easily, thanks to their good verbal memory (see section 1.3.2 of this paper). Besides, multiple studies have shown that "[linguistic and logical-mathematical] are typically the abilities that contribute to strong performance in traditional school environments" (Gilman, 2001, *The Theory of Multiple Intelligences*). Therefore, I have a reason to believe that the student with a well-developed linguistic intelligence scored high on the grammar test because of his ability to learn languages easily.

I believe that the analysis of the grammar test results in this class provides some evidence to support my hypothesis. In most cases, the focus on the musical intelligence while teaching the target item resulted in higher grammar test results for those with a strong musical intelligence. However, there is also some evidence that the students can score well on the test even if their musical intelligence is not very strong. In other words, teaching with the MI-focus can be useful, but not necessary for achieving high test scores. The grammar test results provide some evidence that people with a well-developed linguistic intelligence may learn and thus perform well, no matter what other focus is chosen, simply because they are very well able to work with and remember new language. It is thus important to note that, however helpful, teaching with the MI-focus is not necessarily the only effective way of teaching in this class.

One question that is arises is whether teaching with the musical focus would be the only effective way of teaching for those who have the musical intelligence well-developed, while their linguistic intelligence were amongst their weakest ones. Unfortunately, to measure that and draw a valid conclusion is beyond the scope of this research.

6. Conclusion

In this conclusion of my research findings, I would first like to review the pre-requisites of an effective lesson, as formulated at the first part of my research paper. Based on my revision of some contemporary literature on the language learning and language teaching, I concluded that there seem to be three important pillars of an effective grammar lesson: *purposefulness*, *interaction* and *differentiation*. As I have stated in the introduction, the first two requirements, *purposefulness* and *interaction*, can be achieved through teaching grammar in a communicative setting. In order to achieve this, all the lessons I designed included elements of direct interaction – e.g. team work, pair work or negotiation in a group. Furthermore, the interaction was often necessary for fulfilling the given task, which made the communication purposeful at the same time. As to the last requirement, *differentiation*, this was ensured by adapting the lesson materials according to the students' strengths, as established by the MI test taken in each class.

The idea of my research originated from my observation of a lesson, in which a grammar item was taught with a MI-focus (on visual intelligence in this case), but the focus was chosen randomly, without any substantial knowledge of the students' strengths. When I analysed the grammar tests results later on, I could tell there was no direct link between the students' grammar test score and their strength of his visual intelligence – in other words, focusing a lesson on a relatively *weak* intelligence did not result in the desirable increase of students' grammar knowledge.

However, once I measured the intelligences in my other classes and taught several grammar lessons there with the focus on their *strongest* intelligence, the results showed the complete opposite. My analysis of the grammar test scores confirmed that, in a vast majority of cases, there is a direct link between the strongest intelligence of each student and his grammar test score. In other words, when the student's strongest intelligence was the same as the MI-focus of the lesson, the student's grammar test score was visibly higher than that of a student whose strongest intelligence was a different one. As an exception that proves the rule, there was one student who scored high on the grammar test despite having a weak musical intelligence, which was the focus of the grammar lesson preceding the test. From this, I concluded that not only the strongest intelligence, but also the extent of development of the other intelligences is an important factor influencing the student's performance. However, that does not mean the use of grammar teaching activities which appeal to the strongest intelligence is not effective. In short, I believe the overall results provide a convincing evidence that the grammar lessons with the right MI-focus (i.e. focusing on the strengths of the majority of students in the class) had a positive effect on the student's knowledge of the target grammar. From this, I conclude that the Multiple Intelligences theory can serve as a good means of

creating suitable and effective grammar teaching materials, even though it is important to take into account other factors influencing students' performance.

Besides the results acquired through the grammar test, that is, measuring the effects of MI-based teaching, I also acquired another set of results. During the lessons taught with the MI-focus, I observed the effect the MI-based materials have on the classroom interaction and on students' engagement. The effect on interaction was logically most visible in the lessons where the interpersonal intelligence was central. However, I noticed better student interaction in the lesson with the bodily-kinesthetic elements (since moving around the classroom allowed much more direct interaction than the classical classroom setting) and even in the lesson with the musical focus. Rather than being a direct result of the use of MI-based activities, the increased level of interaction might actually be a result of increased motivation and engagement in the lesson. I believe that my and my supervisor's observations of all MI-based lesson show that the students were generally more active, more enthusiastic and thus more engaged in the lesson. In my view, this might be an even stronger argument for using the MI-theory in the classroom – the reason is that offering a motivating and enjoyable lesson positively influences student involvement, which, in turn, results in a more active use of the target language. As explained in Chapter 4, involving actively in communicational situations is arguably one of the most important pre-requisites of language acquisition (see section 4.3 of this paper); therefore, I believe that the increased level of interaction (and thus language input and output) is a very important positive effect of the MI-based teaching. To sum up, the use of MI-based activities seemed to have a positive influence on several important 'ingredients' of an effective language lesson: knowledge transfer, student motivation and classroom interaction.

6.1   Recommendations

During this project, I encountered various reactions regarding the main topic of my research. Most of my colleagues were familiar with the Multiple Intelligences theory, even though they have never tested themselves or their students. Only one member of the English department team knew more about the main principles of the theory and she even took a simplified MI test in one of her classes every year. On the other hand, another colleague of mine was rather skeptical about the whole concept, admitting he regards this model to be something from the family of crystal pendants and healing stones. However, everyone was very supportive when it came to carrying out the lessons I prepared with the MI-focus. I informed my colleagues about the effects I measured and I could tell some were quite enthusiastic about the idea of developing lesson materials in accordance with the MI test results. Personally, I would definitely recommend every language teacher to consider this as a way of making their grammar instruction more effective, because the results suggest that there are

visible positive effects. Moreover, I believe that using the MI test results for developing lesson materials for each particular class would prove effective in any other department, be it Sciences, Humanities, or Arts.

I was able to develop a better relationship with every class that took the MI test, as I better understood the dynamics in the classroom (such as, 'Why can Johnny never sit still?' and 'Why does Molly keep chatting with her neighbour?') and it provided me with a much better insight into some learning difficulties in the class. It also helped me learn more about and appreciate the various talents my students have (and, eventually, accept the fact that the ability to write a good essay just cannot be the strength of every single person in my class). Therefore, I am convinced that even taking the MI test in one's class, without making use of the results in any way, can still be extremely useful for every teacher, as it provides him with a better insight into the class as a group as well as into each student as an individual.

6.2   Final note

I believe that there is one thing which is very important to bear in mind when putting the MI theory into teaching practice: it should by no means become another tool for stringently labeling or categorising students. Rather, the MI theory should be viewed as a helpful tool for making the lessons more varied and better aligned with the students' needs.

Even though the results I obtained during my research suggest that developing grammar teaching activities based on the students' strongest intelligence has a positive effect, the research was carried out on a very small scale; therefore, more extensive research would be necessary for proving my hypothesis beyond any doubt. However, even from the small-scale research I carried out became clear that choosing one particular focus *randomly* – be it a visual, musical, interpersonal or any other focus – simply in order to bring variety to the classroom, does not increase the effectiveness of grammar teaching. It may increase the amount of interaction and engagement, but the effectiveness of the grammar teaching is not directly affected.

It was beyond my possibilities to repeat the measurements, in order to comment on how well the students remember each particular item after some period of time. However, I believe that the grammar item taught with the MI focus made the lesson generally more appealing for the students, which could results in better ability to remember (or recall) the item after some time. In general, I strongly believe that there is still a lot to be discovered in regard to the use of multiple intelligences for educational purposes.

In my view, more research into this topic could be very beneficial for all types of learners, for teachers in the field of second language teaching and, in fact, for any teachers or instructors who strive for a better, more effective way of transferring their knowledge.

Epilogue

Now my research project has come to its end, I have to say that the whole process of writing, measuring, comparing and analysing was by no means as painful as I had anticipated. On the contrary – it was, generally, extremely interesting and informative, as I was constantly learning new things both from the field of language learning and teaching and, even more importantly, about my students and my own teaching strategies. Besides, working on the theoretical background for my research contributed a great deal to my knowledge of the ELT principles and increased my ability to think critically about effective ways of providing optimal conditions for learning in a second language classroom. Doing research positively influenced my ability to look critically at my own teaching, but it also provided me with a greater insight into the learners' needs and it taught me to appreciate their individuality. Moreover, as there is a lot more yet to be discovered within the field, this research project made me enthusiastic about research in general and inspired me to continue working on this topic in the future. Since I would like to continue my studies in a Master's Degree programme next year, I would like to carry out further research on this topic, on a much broader scale.

During the whole process, I did not come across any obstacles, nor did I experience any major difficulties. Due to a careful planning of different stages of the research project and the valuable feedback I received throughout the project, I was able to finish my work without undesirable time pressure. That, in turn, allowed me to reflect upon my teaching experience as a whole and how it was influenced by my research. I realised that being open to less traditional teaching strategies really means opening new doors – it forced me step outside my comfort zone by trying out completely different ways of teaching, but it resulted in greater understanding of my students' needs and learning preferences, which I believe to be of a great value.

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http://www.businessballs.com/freepdfmaterials/free_multiple_intelligences_test_young_people.pdf
[Accessed January 9, 2013]

Gardner's Multiple Intelligences – descriptions, preferences, personal potential, related tasks and test.

http://www.businessballs.com/freepdfmaterials/MI-test-intelligences-descriptions.pdf [Accessed January 9, 2013]

Appendices

Appendix 1 – MI test (young people's version)

Multiple Intelligences Test - based on Howard Gardner's MI Model

(young people's version - see businessballs.com for adults and self-calculating versions)

Score the statements: 1 = Mostly Disagree, 2 = Slightly Disagree, 3 = Slightly Agree, 4 = Mostly Agree.

Alternatively for speed or ease—tick the box if the statement is more true for you than not. This is page 1 of 2.

Longer manual and self-calculating versions for people over 16 years of age are available free from businessballs.com.

Score or tick the statements in the white-out boxes only	Score	
I can play a musical instrument		1
I often have a song or piece of music in my head		2
I find it easy to make up stories		3
I have always been physically well co-ordinated (run, jump, balance, etc)		4
Music is very important to me		5
I am a good liar (if I want to be)		6
I play a sport or dance		7
I am a very social person and like being with other people		8
I find graphs, charts and diagrams easy to understand		9
I find it easy to remember quotes or phrases or poems or song lyrics		10
I can always recognise places that I have been before, even when I was very young		11
When I am concentrating I tend to doodle		12
I find mental arithmetic easy (sums in my head)		13
At school one of my favourite subjects is / was English		14
I like to think through a problem carefully, considering all the consequences		15
I love adrenaline sports and scary rides		16
I enjoy individual sports best		17
I find it easy to remember telephone numbers		18
I set myself goals and plans for the future		19
I can tell easily whether someone likes me or dislikes me		20
To learn something new, I need to just get on and try it		21
I often see clear images when I close my eyes		22
I don't use my fingers when I count		23
At school I love / loved music lessons		24
I find ball games easy and enjoyable		25
My favourite subject at school is / was maths		26
I always know how I am feeling		27
I keep a diary		28
My favourite subject at school is / was art		29
I really enjoy reading		30
It upsets me to see someone cry and not be able to help		31
I prefer team sports		32
Singing makes me feel happy		33
I am happy spending time alone		34
My friends always come to me for emotional support and advice		35

Add the scores or ticks in each column and write the total for each column in the boxes on the right.

The highest scores indicate your natural strengths and potential - your natural intelligences.

There are no right or wrong answers.

My strongest intelligences are (write them here):

Intelligence type	your totals
Linguistic	
Logical-Mathematical	
Musical	
Bodily-Kinesthetic	
Spatial-Visual	
Interpersonal	
Intrapersonal	

MULTIPLE INTELLIGENCES THEORY

*It's not how smart you are –
it's how you are smart!*
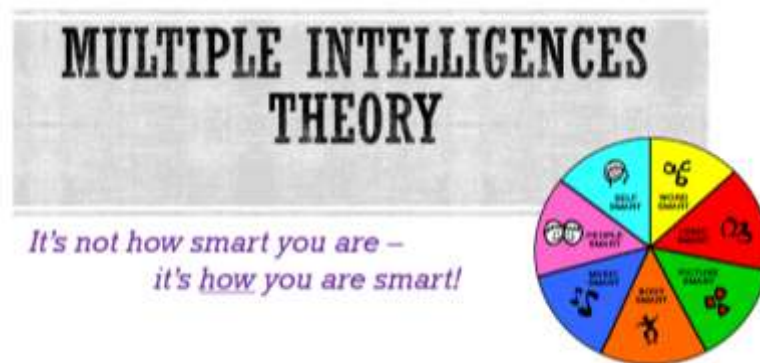
WHAT IS THE MULTIPLE INTELLIGENCES THEORY ABOUT?

→ The 'Multiple Intelligences' theory offers an explanation of the fact that people tend to have different strengths

→ first published in 1983 in the US

→ developed by an American psychologist and a prominent Harvard professor, Howard Gardner

Nature Smart
(Naturalist)

People Smart
(Interpersonal)

Humber Smart
(Logical/Mathematical)

Picture Smart
(Spatial/Visual)

Self Smart
(Intrapersonal)

Body Smart
(Bodily-Kinesthetic)

Music Smart
(Musical)

Word Smart
(Linguistic)

Dr. Howard Gardner

Hobbs Professor of Cognition and Education,
Harvard University

Boston, USA

WHAT INTELLIGENCES ARE THERE?

✓ Verbal – Linguistic

✓ Mathematical – Logical

✓ Musical

✓ Visual – Spatial

✓ Bodily – Kinesthetic

✓ Intrapersonal

✓ Interpersonal

Multiple Intelligences

Appendix 3 –Lesson 1 (Year 9)

Lesson materials

The cat that climbed on the tree was saved by the she...

PRACTICE   ACTIVITY

Take one card and try to describe/explain the word in bold, <u>without using the actual word or any of the words written on the card</u>. Don't use simple sentences – try to use relative clauses instead!

HARRY POTTER
MAGIC
GLASSES

DAVID BECKHAM
FOOTBALL
PLAY

STATUE OF LIBERTY
UNITED STATES

GUITAR
PLAY
INSTRUMENT

LITTLE RED RIDING HOOD
FAIRY TALE
WOLF

SCISSORS
CUT

EIFFEL TOWER
PARIS
BUILDING

POTATO
VEGETABLE

KANGAROO
SKIP
AUSTRALIA

SCRIPTWRITER
FILM
WRITE

Grammar test
Year 9 English B Phase 4/5   Name: _____

Grammar test – Relative clauses KEY   Date: _____

A. Complete the following sentences with the correct relative pronoun.

1. The car ___which/that_____ hit me was red.

2. The person _____who_____ phoned me yesterday is my cousin.

3. The car _____-/which/that_____ I drive is very old.

4. The bed _____-/which/that_____ I slept in, was too soft.

5. The teacher ____who_____ left the school, has got married.

6. At school, I met a new girl ____whose_____ parents live in France.

7. I recently visited the island ___where_____ I always spent my holidays as a child.

8. We passed a girl __whose_____ bike had a flat tyre.

9. Is there a restaurant near here ___which/that_____ allows dogs?

10. The reason ___that/why_____ I can't come is that I've already got plans that evening.

11. Yesterday we saw a film ___-/which/that_____ we didn't enjoy very much.

12. She gave me a piece of cake ____which/that_____ I ate immediately.

12 points

B. Rewrite the following sentences with a relative clause.

1. The car exploded. (The car was a taxi).

   The car which/that exploded was a taxi._____

2. I went to the dentist. (The dentist told me I needed a filling)

   I went to the dentist, who told me I needed a filling._____

3. He looked across the fields. (The fields were full of flowers)

   He looked across the fields, which were full of flowers._____

4. Thank you for your present. (I was really surprised to get a present.)

   Thank you for your present, which I was really surprised to get. _____

5. Next weekend I'm going to visit my sister. (My sister's family lives in England.)

   Next weekend I'm going to visit my sister, whose family lives in England. _____

6. She gave me her phone number. (I wrote down her phone number on a piece of paper)

   She gave me her phone number, which I wrote down on a piece of paper. _____

6 points

78

C. Rewrite the following sentences with a relative clause.

1. We cycled ten kilometres. (Four of them were uphill)

   We cycled ten kilometres, four of which were uphill. _____

2. I've bought a book about ancient Rome. (I am interested in ancient Rome)

   I've bought a book about ancient Rome, which I am interested in/in which I am interested.

3. They gave us a lot of information. (Some of it was helpful)

   They gave us a lot of information, some of which was helpful._____

4. Mary wants to bake a birthday cake on her own. (She has never baked a cake before)

   Mary wants to bake a birthday cake on her own, which she has never done before.

5. I've got 400 Facebook friends. (Most of them are not real friends)

   I've got 400 Facebook friends, most of whom are not real friends. _____

   5 points

D. Rewrite the following sentences with a relative clause. Decide whether you need to include commas!

1. The Globe Theatre   It was destroyed by fire in 1613   It was reconstructed in 1997.

   The Globe Theatre, which was destroyed by fire in 1613, was reconstructed in 1997.

2. The man   Everybody calls him 'The Clown'   He wears very colourful clothes.

   The man whom everybody calls 'The Clown' wears very colourful clothes.

3. My neighbour   His dog wakes me up every night   He apologised to me today.

   My neighbour, whose dog wakes me up every night, apologised to me today.

4. The house   I consider buying the house this week   The house has got a beautiful garden.

   The house which I consider buying this week has got a beautiful garden.

5. Our apartment   It is on the 10th floor   It has got a wonderful view.

   Our apartment, which is on the 10th floor, has got a wonderful view.

   5 points

   Score: _____ points

   Total: 28 points

Appendix 4 –Lesson 2 (Year 10)

Lesson materials

Activity 1 (Interpesonal Intelligence)

Task: Finish the following sentence with 3 different statements about yourself – 2 statements being true, 1 statement being false (but keep it secret!) When done, exchange your sentences with a partner and try to guess what's the truth!

> ***Before I moved to the Netherlands, I ...***

Example:

1. Before I moved to the Netherlands, I had visited 8 different countries.

2. Before I moved to the Netherlands, I hadn't spoken any foreign language.

3. Before I moved to the Netherlands, I hadn't seen a real windmill.

Activity 2 (Interpesonal Intelligence)

Task: Finish the following sentence with 3 different statements and discuss them with your partner. Can you agree on a wish you both have?

> I wish I had … / I wish I hadn't …

Example:

I wish I had learnt how to play the piano when I was young.

I wish I hadn't started smoking when I was younger.

Activity 3 (Interpesonal Intelligence, Bodily-Kinesthetic Intelligence)

Task: Make two groups (4 students per group) and give each group a cut-up story (6 parts). The students in both groups need to negotiate and stand in the correct order to make a logically ordered story. Teacher decides whether the story is correct.

Story group 1:   Yesterday was an awful day. / I went out just to get the newspaper and I left the door open. / When I got back to my flat, I found that the door was closed. / The wind had blown it shut! / I reached in my pocket, but it was empty. / I had left my keys inside!

Story group 2: Last Friday, I woke up at 9 o'clock in a quiet, empty flat. / While I was sleeping, all of my family had gone to work already! / I wanted to get dressed quickly and have some breakfast. / Unfortunately, I realised I had not ironed my shirt the previous day. / Moreover, there was no bread left as I had forgotten to go and get some. / I grabbed the rest of the sandwiches I had made the night before and ran to catch the bus.

Year 10 English B Phase 2/3

Name: _____

Grammar

Date: _____

Test on present, past and future tenses

Put the verb into the correct tense in the following sentences.

1. We usually eat (eat) dinner at 6:00 pm but today we are eating (eat) a bit later.

2. I was born (born) in Dublin and I lived (live) there for 20 years. Then I moved to Africa.

3. A: Can you play tennis on Monday evening?

   B: I'm sorry but I am going (go) to the cinema then.

4. At what time does the bus leave (the bus / leave)?

5. I am going (go) to town with my mother this afternoon. Do you want to come?

Write what you think will happen in this situation.

6. Mary is driving to school. She is stuck in a traffic jam. She is going to be late (late)

Write what John's intention is in the following sentence.

7. Has John talked to Anne? Not yet. He is going to talk to her this evening (talk/this evening)

Put the verb into the correct tense in the following sentences.

8. A: Why are you getting so dressed up?

   B: Because we are going out (go out) this evening.

9. A: Did you clean your bedroom?

   B: Oh no, I forgot! I'll clean it now. (clean) it now.

10. When you (meet) meet Jane, you'll see (see) how much she has changed.

11. If I want (want) any advice, I'll contact (contact) you.

12. I started playing tennis at 2:00 this afternoon. It is now 4:00 pm and we are still playing tennis. At 5:00 pm I will have been playing (play) tennis for three hours.

13. Henry came to London to study for his Master's Degree three years ago. He will complete it next year. After that he will return to France. By the time he returns to France he will have completed (complete) his Master's Degree.

14. Henry started studying three years ago. He will complete his degree next year. By then, he will have been studying (study) for four years.

15. James is driving from Cologne to China. He left on Monday and drives 600 kilometres every day. By Friday, he will have driven (drive) 3000 kilometres.

16. I broke (break) a plate last night, while I was doing (do) the washing up.

17. While we were (be) at the zoo last week, one of the children fell (fall) and hurt (hurt) her leg.

18. Where were you (you/be) when I phoned (phone) yesterday?

19. When the fire alarm rang (ring) two days ago, the students were writing (write) an essay.

20. We saw (see) an accident while we were waiting (wait) for the bus last Tuesday.

21. Since I last wrote (write) to you, a lot has happened (happen).

22. Have you already paid (you/ already/ pay) the waiter?

23. This is the first time I have driven(drive) a car.

24. Have you ever smoked (you / ever / smoke)?

25. Maria is in England. She has just arrived (just/arrive) and it's very new for her.

Make sentences using the words in brackets.

26. The children are very tired. (They / go to bed / too late / this week) They have been going to bed too late this week.

27. The boys are hungry and thirsty. (They / play outside / all afternoon) They have been playing outside all afternoon.

28. You look tired. How long have you been running (you / run)?

Read the following situations and write the correct question.

29. John is reading a book.
    a. How long have you been reading (you / read)?
    b. How many pages have you read (pages / you read)?

30. Paul is a champion racing driver.
    a. How many races have you won (you / win)?
    b. Have you been training a lot this year? (you / train / a lot / this year)?

Put the verb into the correct form in the following sentences.

31. When did you give up (you / give up) smoking? Was it last year or the year before?

32. The windows look very clean. Have you washed them (you / wash) them recently?

33. Jane bought (buy) a new computer two weeks ago.

34. The weather has been (be) awful this summer, hasn't it?

35. I was very nervous as I had never flown (never / fly) before.

36. Margaret was late for school. The teacher was very surprised as she had never been (never / be) late before.

37. I rang Tom to see if he wanted to go to the cinema but he had already made (already / make) other plans.

38. My Mother was annoyed that I was late home, as she had been waiting (wait) for a long time.

39. The girls came back from the beach looking very red. They had been sunbathing (sunbathe) all afternoon.

40. My brother was jumping up and down with excitement. His favourite team had scored (score) a goal.

Total 53 points

Lesson materials

IMAGINA-

EXPLO-

PERFORM-

PERSUA-

DESCRIP-

ADMIRA-

PRODUC-

VALID-

-MENT

MEASURE-

-ANCE

TOLER-

-SION

ENJOY-

-TION

-ITY

ENTERTAIN-

APPEAR-

PROSPER-

PUR-

DECEP-

DEPEND-

DECORA-

NOUN SUFFIXES

Complete the following table:

NOUN	VERB	ADJECTIVE
		persuasive
	deceive	
		tolerant
	explode	
		dependent
	enjoy	
		valid
	describe	
		performing
	appear	
		decorative
	purify	
		measurable
	produce	
		entertaining
	prosper	
		admirable
	imagine	

Lesson materials

MEDIA LANGUAGE

TAKE A LOOK AT THE FOLLOWING EXAMPLE:

Golden Globes
winners revealed

➢ Can you identify the verb?

➢ Can you identify who's doing the action? Is it important to know that?

➢ How do we call this in English?

THE PASSIVE VOICE - USE

In English, we use the passive voice when we:

o don't know the doer of the action
o don't consider the doer of the action important
o don't wish to mention the doer of the action

Example:

o *Three stores were robbed last night.* (the doer of the action is unknown)
o *A new cancer drug has been discovered.* (the doer of the action is not important in the context)
o *Mistakes have been made on this project.* (the speaker may not wish to identify the doer of the action)

THE PASSIVE VOICE - FORM

The usual form uses the verb be (or get) together with the 3rd form of the main verb.

Example:

The town was destroyed by a tornado. (regular verb)

A baby born in a taxi because of traffic jams. (irregular verb)

Chicago Tribune
NEWS
Baby born while taxi stuck in traffic jam

RHYMING VERBS – EASY TO REMEMBER!

sleep-slept-slept
keep-kept-kept
sweep-swept-swept
leap-leapt-leapt
weep-wept-wept
dream-dreamt-dreamt

cost-cost-cost
lose-lost-lost

blow-blew-blown
flow-flew-flown
know-knew-known
throw-threw-thrown

break-broke-broken
speak-spoke-spoken
awake-awoke-awoken

write-wrote-written
bite-bit-bitten
hide-hid-hidden
drive-drove-driven
eat-ate-eaten
beat-beat-beaten

swim-swam-swum
drink-drank-drunk
ring-rang-rung
sing-sang-sung

teach-taught-taught
catch-caught-caught
think-thought-thought
bring-brought-brought
seek-sought-sought

Breaking News

1. Mayor's house _____ by a huge fire

2. City Bank _____ by a _____ man in black

3. Kitten _____ from a tree by the fire brigade

4. History teacher _____ because of exam fraud

5. Academy Awards winners _____ last night

6. Brooklyn Zoo _____ when two tigers escaped

7. Drunk driver _____ _____ after a long chase

A. Fill in a correct form of the verb (given in brackets):

1. After a false fire alarm, the school was _____*closed*_____ (*to close*) for a couple of hours.

2. My daughter did not come home last night – I checked her bed this morning, but it wasn't

   _*slept*____ (*to sleep*) in at all!

3. The book became well- ____*known*_____ (*to know*) after it had been __*turned*___ (*to turn*)
   into a movie.

4. He was really afraid of being __*robbed*___ (*to rob*) – he always made sure his money was

   ___*kept*____ (*to keep*) in a safe place.

5. The treasure hunters did not find anything – the treasure was ___*hidden*__ (*to hide*) really
   well!

B. Transform the sentences according to the example:

Underline: Example:

The taxi hit the old lady. → *The old lady __was hit___ by the taxi.*

1. The cat caught the mouse. → The mouse _____*was caught*_____ by the cat.

2. A famous singer sang the national anthem. → The national anthem ___*was sung*_____

   by a famous singer.

3. Everybody thought she would become the winner this year. → She ____*was thought*_____

   to become the winner this year.

4. The little boy broke the window. → The window _____*was broken*_____ by the

   little boy.

5. His friends ate the whole birthday cake. → The whole birthday cake ____*was eaten*_____

   by his friends.