

# English Through FUN

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## The Note

Dear friends

Dear colleagues,

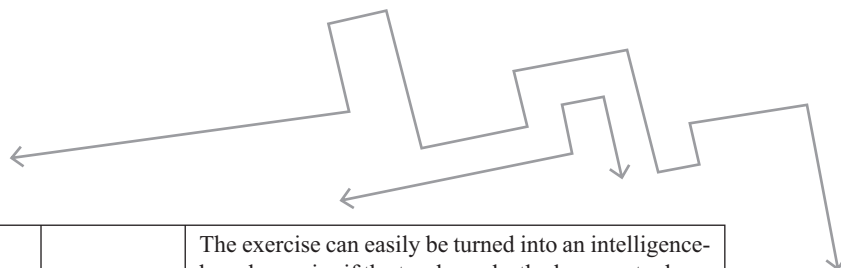
This is our 14th issue of English through Fun and we have been together for more than 3 years now! Time flies, huh!? Yep! But the reason I reminded our 3-year friendship is to ask if we have missed any crucial questions regarding our career. Well, although I cannot hear you right now(!), I think I can guess your answers!

As a matter of fact, there are some basic questions considering our career. Elsewhere, we usually hear and ask these questions when we want to know the identity of people. To the same token, the questions we, probably, could ask earlier (but we deliberately hesitated to pose because of some rationales), are related to our identity as teachers. Below, you can find some of these questions. We want you to take your time, read, think, and rethink about them. When you came up with your answers, send them to (azimi.hz@gmail.com). We will read your answers and we can come up with excellent information on our English teachers' teacher identity. We will give you no further hint now, but in our ETFun #15, in Teaching Tips section, we will talk about it. Your emails will be of much help to us!

We will be glad to hear from you.

## Questions

1. How do you define yourself as a teacher?



Pre-University, Page 51, Exercise2		⊗	The exercise can easily be turned into an intelligence-based exercise if the teacher asks the learners to do an interview with a partner and then write down some sentences comparing themselves with their partners.
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## Conclusion

MI theory maintains the idea that effective communication and effective teaching can only take place if both teachers and learners are aware of their individual differences and take various styles and strategies into consideration.

The present study can be considered as a means to help fellow teachers realize that MI-based teaching is not a far-fetched theoretical mirage only applicable to ideal laboratory-like settings; on the contrary, it is a very down-to-earth practical teaching approach which is already practiced by many reflective and creative language teachers here and there without their full knowledge of its theoretical background. We tried to show that creating an MI-based syllabus is quite plausible only if the teacher (1) is familiar with the MI theory, (2) differentiates different intelligences and their manifestations in everyday life activities, (3) uses an array of intelligence-based activities in her class, and (4) is aware of each student's weak and strong intelligences and hence can provide them with tailor-made instructional packages when necessary. In short, MI theory can empower teachers to substitute cliché activities with theory-supported tasks that can boost language learning based on their mental strengths.

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2 <sup>nd</sup> Grade, Lesson 1, Part A		☹	Learners don't need to use their intelligences at all, as all the information required is already given to them. A practical solution would be to use the pictures to answer the questions.
2 <sup>nd</sup> Grade, Page 7, Speaking 3		☹	All learners need to do is to use the words in parentheses to make new sentences. Therefore, no specific intelligence is used in the exercise.
2 <sup>nd</sup> Grade, Page 13, A, New Words	☺		This exercise can be of use to enhance the visual and verbal intelligences of the learners.
2 <sup>nd</sup> Grade, Page 19, Speaking 2		☹	Learners don't get the chance to use their intelligences, because they only substitute the words according to the pattern. A good solution could be to ask and answer questions about real objects in the classroom.
2 <sup>nd</sup> Grade, Page 20, Speaking 4	☺		This exercise gives learners the opportunity to use their verbal, visual, logical intelligences at the same time.
2 <sup>nd</sup> Grade, Page 24, Writing 2		☹	A useful change teachers can make in the exercise is to ask the learners to use the picture to ask and answer questions, or use a real-life situation, like the classroom or their own bedrooms.
2 <sup>nd</sup> Grade, Page 94, Exercise IV	☺		This exercise gives a great chance to learners to use their verbal, visual, and intrapersonal intelligences.
2 <sup>nd</sup> Grade, Page 98, Exercise VIII	☺		By doing this exercise learners are able to work on their logical, verbal, and intrapersonal intelligences.
3 <sup>rd</sup> Grade, Page I, Exercise A	☺		This exercise is a good practice for learners' verbal and intrapersonal intelligences.
3 <sup>rd</sup> Grade, Page 2, Exercise F	☺		This exercise gives a chance to learners to work on their verbal, logical, and interpersonal intelligences.
3 <sup>rd</sup> Grade, Page 10, Speaking 2		☹	All learners have to do is to substitute the words in pattern sentences and almost all answers are already given to them.
3 <sup>rd</sup> Grade, Page 13, Speaking 2		☹	This exercise could give learners the chance to work on their verbal and interpersonal intelligences if they were asked to talk about their plans in real life.
3 <sup>rd</sup> Grade, Page 20, Language Function	☺		By doing this exercise learners have a chance to work on their visual, verbal, logical, and interpersonal intelligences at the same time.
3 <sup>rd</sup> Grade, Page 43, Exercise B		☹	Asking the learners to use two-part verbs to command each other in the classroom instead of doing a substitution drill could give learners the chance to work on their bodily, interpersonal, and verbal intelligences.
Pre-University, Page 5, Exercise 2	☺		The exercise gives learners the chance to work on their logical and verbal intelligences. And the text is related to bodily intelligence as well.
Pre-University, Page 7, Exercise 2	☺		This exercise is useful for verbal, logical, and intrapersonal intelligences.
Pre-University, Page 21, Exercise 3		☹	One way to make this exercise more intelligence-based is to write the topics on the board and ask learners to make sentences using their own creativity.
Pre-University, Page 23, Exercises 1&2	☺		These two exercises work a great deal on learners' natural, logical, verbal, interpersonal, and intrapersonal intelligences all at the same time.

teachers differentiate between the two types of activities, and also figure out how to change the non-intelligence-based activities so that they are more related to learners' mental strengths. We have chosen two activities from the first grade English book as examples. Other activities in the table are referred to with page numbers and the grade they are chosen from.

#### IV. Answer the following questions.

1. How old are you?
2. What are you?
3. What grade are you in?
4. How many brothers and sisters do you have?
5. Where is your high school?

6. Who is your English teacher?
7. Where do you live?
8. When do you do your homework?
9. What are you doing now?
10. What do you see in your classroom?
11. What do you usually do on Fridays?

#### Speaking 5

Substitute the words in the pattern sentence.

We had to do the exercise again.

1. I/ clean the table
2. She/ close the door
3. The teacher/ ask the questions
4. The student/ answer the question
5. My sister/ turn on the radio
6. His father/ answer the telephone

Grade and Page Number	MI Based	Not- MI Based	Explanation
1 <sup>st</sup> Grade, Page 4, Exercise IV	☺		Learners have a chance to communicate and get information about each other. (Interpersonal)
1 <sup>st</sup> Grade, Page 12, Exercise III	☺		Learners are able to think logically and choose the correct option according to the reading text. (Logical)
1 <sup>st</sup> Grade, Page 15, Speaking 5		☹	Learners are not able to use any of the intelligences, as all they have to do is substitute the words following the pattern.
1 <sup>st</sup> Grade, Page 15, Speaking 6		☹	Learners are not able to use any of the intelligences, as all they have to do is rewrite the sentences following the model.
1 <sup>st</sup> Grade, Page 25, Comprehension II	☺		Learners are able to check the information given; they can also give reasons why they think each sentence is true or false. (Logical & Verbal)
1 <sup>st</sup> Grade, Page 27, Speaking 1		☹	Learners could have a better chance at using their intelligences if they were asked to talk about a real-life situation. Example: the real time and day and date.
1 <sup>st</sup> Grade, Page 28, Speaking 4	☺		This exercise can help learners work on their logical, verbal, and interpersonal intelligences at the same time, especially if they are asked to practice it with their books closed.
1 <sup>st</sup> Grade, Page 50, Speaking 2		☹	Learners don't have the chance to work on their intelligences, because all they have to do is substitute the words in the pattern sentence, when they could simply be asked to use the same words about their classmates.

other can act it out (bodily), draw or paint a picture (visual), or give definitions (verbal). The teacher can do the same thing to help them out while observing the students' performance in groups, she can even take objects to the class, like a camera or talk about her own desk in the classroom. In the end, students can open their books and answer the questions together and/or on their own (interpersonal & intrapersonal).

### ***The 3<sup>rd</sup> Grade,***

#### ***Page 12, Grammar Exercise***

##### ***Future tense with “be going to”***

After explaining this kind of future tense, the teacher can ask the students to talk about their weekend plans, and she can write some of the ideas on the board like:

*Shirin is going to watch a movie.*

*Ranaa is going to visit her grandmother.*

*Sanaz is going to catch up on her studies.*

Then, the teacher can raise a question like who is going to have an interesting weekend? and why? Next, they can do the exercises on pages 13 and 14 for more practice on the structure. After that, students can be asked to sit in different groups, according to their strong domain of intelligence. The idea is to talk about their plans for the summer holidays.

### ***Pre-University Book***

#### ***Page 11, Lesson 2***

At the beginning of the class, the teacher can ask this question “how many of you are scared of speaking in public?” Next, students

in the class can ask and answer the questions on page 12. Then, the teacher can explain that this fear is really common among all people, and that it's the number-one fear of most people. She can then ask for suggestions on ways to overcome this fear.

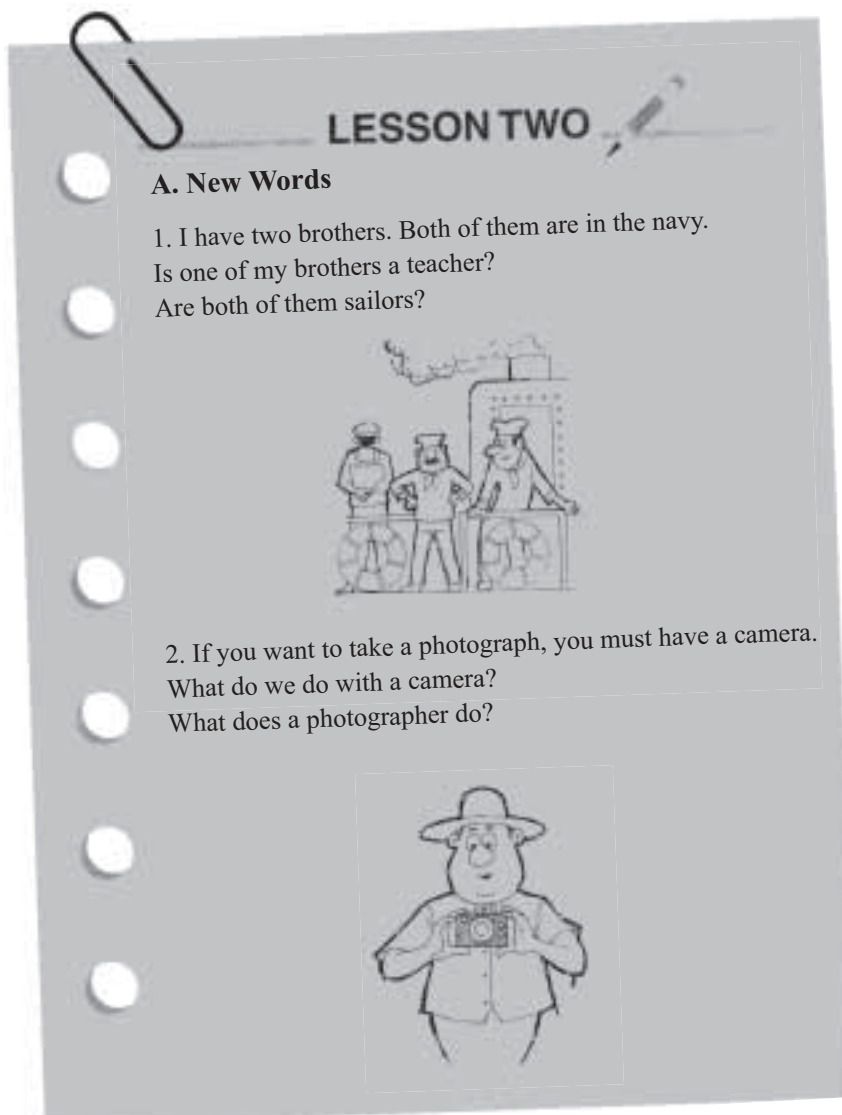
After that, the teacher can encourage the students to read the text on “How to Give a Good Speech” and compare their ideas with the ones given in the text. After they read the text, the teacher can ask the students who are logically intelligent to sit together in one group, and do the same with the verbal, interpersonal, and bodily groups. The logical group is asked to do the 1<sup>st</sup> exercise on Page 15, the verbal group is asked to do the 2<sup>nd</sup> exercise on the same page. The 3<sup>rd</sup> exercise is done by the interpersonal group, and the bodily group is asked to prepare a short speech to present it in the class later on. Students in these groups can compare their answers with each other, so that they all have the answers to all the exercises and it's a good practice for sharing and learning from each other. Also, before the students in the bodily group present their speech, it's a good idea to ask other students to do Exercise B on Page 16, and advise the presenters. They could also use a chart like the one on Page 17 to actually evaluate and score the presenters on their speech.

The next part includes two examples of activities in the four books of high school and pre-university, followed by a table categorizing sample activities into intelligence-based and not intelligence-based activities. This table can help

ask their partners in the interpersonal group comprehension questions in part C, Page 62, like an interview, and check the correct answers together. The logical group works together on the true/false statements and explains the reasons why each statement is true or false. The students in the verbal group work on Exercise Three, complete the sentences, and then check their answers together. All students are then asked to check the exercises together and also with the teacher.

It is also possible to ask students to work on an imaginary situation in a restaurant where the customer doesn't know the language and he/she tries to order a certain food either by miming (bodily), painting or drawing (spatial), and the waiter tries his best to understand the customer's need (interpersonal), by giving definition of the food (verbal), nodding in case he understands and making a confused facial expression in case he doesn't (bodily). In the end, all students and the teacher can


have a revision on why it is necessary to learn and know a foreign language.




**LESSON TWO**

**A. New Words**

1. I have two brothers. Both of them are in the navy.  
Is one of my brothers a teacher?  
Are both of them sailors?



2. If you want to take a photograph, you must have a camera.  
What do we do with a camera?  
What does a photographer do?



### *The 2<sup>nd</sup> Grade*

#### *Page 13, Vocabulary Exercise*

The aim is for the students to guess the meaning of the new words. It is a very good exercise to observe how students use their strong domain of intelligence in practice. Learners with different strong domains of intelligence can sit in the same group and work together. They are free to try and convey the meaning to each other in different ways: one can read a piece of funny poetry or sing a song (musical), the



world into the classroom (Armstrong, 2000). Taking students out for nature walks, or bringing plants and pets into the classroom can create a positive learning ambiance for natural learners.

### ***MI in Iranian High Schools***

In this section, we intend to demonstrate how some activities selected from the English course books of high school and pre university levels in Iran can be taught with an MI approach.

### ***1st Grade of High school***

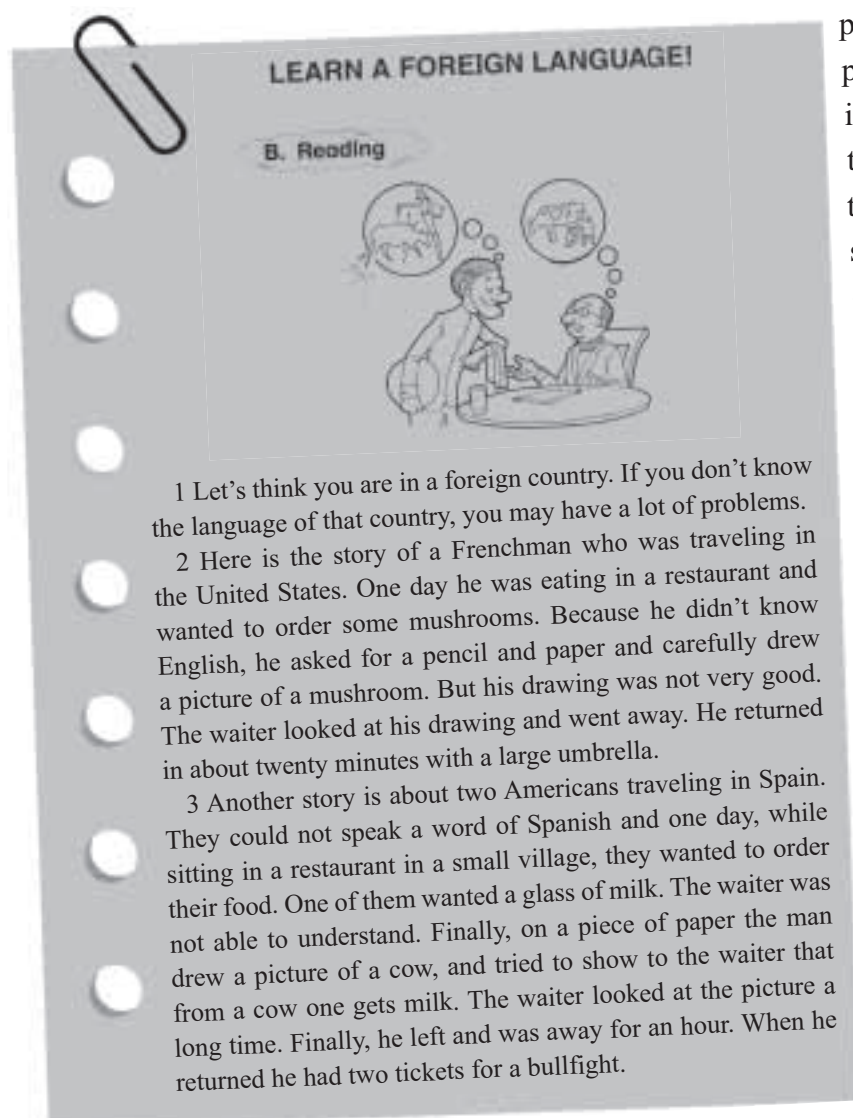
#### ***Page 61, Reading Activity***

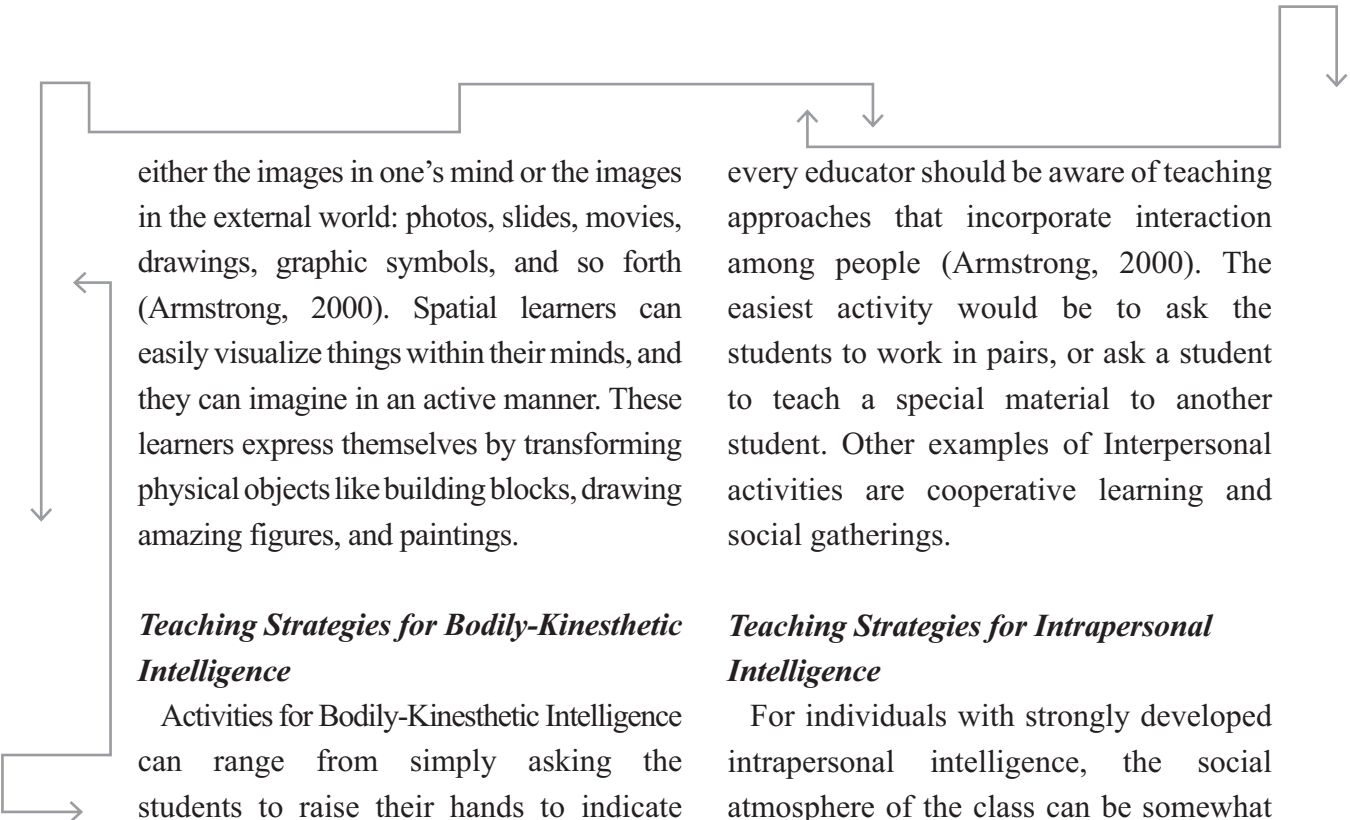
At the beginning of the class, the teacher asks all the students to think of possible problems one can face if he travels to a foreign country and doesn't know the language. After giving the class some time to think, the teacher asks a bodily student to go to the board and write down ideas as the teacher elicits ideas from the students (interpersonal & logical & bodily).

Next, the teacher asks students to work in pairs and talk about their real life experiences, and finally suggests some

practical solutions for these problems (verbal, logical & interpersonal). After that, the teacher asks students to read the text. The intrapersonal students can read on their own (intrapersonal), while the interpersonal students are asked to sit in pairs, half of them read the first story, the other half, the second story, and then tell each other a summary on what they have read (interpersonal & verbal).

After reading the text, the teacher can arrange groups in a way that the interpersonal group and the bodily group work together. The students with high bodily intelligence can walk around the class and





either the images in one's mind or the images in the external world: photos, slides, movies, drawings, graphic symbols, and so forth (Armstrong, 2000). Spatial learners can easily visualize things within their minds, and they can imagine in an active manner. These learners express themselves by transforming physical objects like building blocks, drawing amazing figures, and paintings.

### ***Teaching Strategies for Bodily-Kinesthetic Intelligence***

Activities for Bodily-Kinesthetic Intelligence can range from simply asking the students to raise their hands to indicate understanding to dance and sport classes (Armstrong, 2000). Even relaxation can be a tool to practice how to treat their bodies well. One other useful activity would be to ask learners to dramatize or role play the content of the lesson.

### ***Teaching Strategies for Musical Intelligence***

Activities like rhythms, songs, and chants can help teachers integrate music within their curricula. Teachers can put the content of what they are teaching into a rhythmic format. In a reading activity for instance, the teacher can put the main idea in a rhythmic format and ask the learners to do the same (Armstrong, 2000).

### ***Teaching Strategies for Interpersonal Intelligence***

Since all children have inter-personal intelligence to one degree or another,

every educator should be aware of teaching approaches that incorporate interaction among people (Armstrong, 2000). The easiest activity would be to ask the students to work in pairs, or ask a student to teach a special material to another student. Other examples of Interpersonal activities are cooperative learning and social gatherings.

### ***Teaching Strategies for Intrapersonal Intelligence***

For individuals with strongly developed intrapersonal intelligence, the social atmosphere of the class can be somewhat claustrophobic. Hence, teachers need to build in frequent opportunities for students to experience themselves as autonomous beings with a deep sense of individuality (Armstrong, 2000). Intrapersonal activities can be used as strategies to boost learners' self-esteem. Giving students the opportunity to make decisions about their own learning and to have independent study can help intrapersonal students digest the information better.

### ***Teaching Strategies for Naturalist Intelligence***

Most classroom instruction takes place inside a school building. For children who learn best through nature, this arrangement cuts them off from their most valued source of learning. There are two primary solutions to this dilemma: one is to take the students outside in natural settings and the other is to bring some parts of the natural



with their educational philosophy:

**Table 2. MI-Based Classroom Activities (Adopted from Armstrong, 2000)**

INTELLIGENCE	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
<b>Linguistic</b>	Lectures, discussions, word games, storytelling, journal writing	Books, tape recorders, type writers, stamp sets	Read about it, write about it, talk about it, listen to it
<b>Logical-Mathematical</b>	problem solving, science experiments, mental calculation, number games	Calculators, science equipment, math games	Quantify it, think critically about it, put it in a logical framework, experiment with it
<b>Spatial</b>	art activities, imagination games, metaphor, visualization	maps, videos, LEGO sets, art materials, cameras, picture library	See it, draw it, visualize it, color it,
<b>Bodily-Kinesthetic</b>	drama, dance, sports that teach, relaxation exercises	Building tools, clay, sports equipment,	Build it, act it out, touch it, get a “gut feeling” of it
<b>Musical</b>	Rhythmic learning, rapping, using songs that teach	Tape recorder, tape collection, musical instruments	Sing it, rap it, listen to it
<b>Interpersonal</b>	Cooperative learning, peer tutoring, social gatherings	Board games, props for role plays	Teach it, collaborate on it, interact with respect to it
<b>Intrapersonal</b>	independent study, options in the course of study, self-esteem building	Self-checking materials, journals, materials for projects	Connect it to your personal life, make choices with regard to it
<b>Naturalist</b>	Nature study, care of animals	Plants, animals, naturalists’ tools (e.g., binoculars), gardening tools	Connect it to living things and natural phenomena

### ***Teaching Strategies for Linguistic Intelligence***

Linguistic intelligence is perhaps the easiest intelligence to develop strategies for. Linguistic intelligent learners rely on descriptive language and definitions to take new information (Makofsky, 1999). According to Lazear (1994), these students have highly developed verbal skills and think in words. They tend to be precise in expressing themselves, and love learning new words. That is why word games, storytelling, and journal writing are vital teaching tools for these kind of learners. Verbal learners enjoy getting involved in discussions and creative writing.

### ***Teaching Strategies for Logical Mathematical Intelligence***

Typically, logical-mathematical thinking is restricted to math and science courses. There are components of this intelligence; however, that are applicable throughout the curriculum (Armstrong, 2000). Mathematical intelligence involves a process through which a problem is identified, recognized, and solved (Hirsh, 2003). Problem solving, science experiments, and number games are activities that help learners realize the use of mathematics and logic work in the real world.

### ***Teaching Strategies for Spatial Intelligence***

Spatial intelligence responds to pictures,

## Key Material and Methods of MI-Based Teaching

It might be very helpful for teachers to know that creating an MI-based lesson plan is not an unusual or extra ordinary procedure, as even in everyday activities, an individual subconsciously resorts to their different intelligences. Therefore, being aware of the amount of application of these different areas gives confidence to people, since it makes people realize that most probably they are enjoying a satisfactory quotient in each area. These everyday activities can help teachers design tasks or lesson plans that include or require various dimensions of intelligences.

The following list, proposed by Armstrong (2000) provides a broad, but still incomplete, survey of the techniques and materials that can be employed in teaching through the multiple intelligences. Following him, the more commonly used techniques are CAPITALIZED.

## MI in Language Classrooms

Educators can create new curricula by implementing the theory of Multiple Intelligences. Whatever it is that they are teaching can be developed into eight different ways in the context which is provided by this theory. Therefore, all strong intelligences of all learners will be addressed. Through applying the theory of Multiple Intelligences, educationalists can create MI learning centers, design MI lessons and theme units, and tailor special learning programs to individuals in order to boost their weak intelligences and/or deliver the curriculum through their stronger intelligences (Kagan, 1998).

Teachers aware of MI theory can provide their students with a variety of activities based on different intelligences. Armstrong (2000) has made a comprehensive list of MI-based activities, materials, and strategies that teachers can pick and choose from suiting to their own unique teaching style and congruent

Table 1. MI-based Techniques and Materials (Adopted from Armstrong, 2000)

<b>Linguistic Intelligence</b> <ul style="list-style-type: none"> <li>● Large-and small-group discussions</li> <li>● STORY TELLING</li> <li>● JOURNAL KEEPING</li> <li>● PUBLISHING (e.g., creating class newspapers)</li> </ul>	<b>Musical Intelligence</b> <ul style="list-style-type: none"> <li>● Playing live music on piano, guitar, or other instruments</li> <li>● Group singing</li> <li>● RHYTHMS, SONGS, RAPS, AND CHANTS</li> <li>● Creating new melodies for concepts</li> </ul>
<b>Logical-mathematical Intelligence</b> <ul style="list-style-type: none"> <li>● Logical problem-solving exercises</li> <li>● CLASSIFICATIONS AND CATEGORIZATIONS</li> <li>● Logical puzzles and games</li> <li>● QUANTIFICATIONS AND CALCULATIONS</li> </ul>	<b>Interpersonal Intelligence</b> <ul style="list-style-type: none"> <li>● COOPERATIVE GROUPS</li> <li>● Interpersonal interaction</li> <li>● Conflict mediation</li> <li>● Peer teaching</li> </ul>
<b>Spatial Intelligence</b> <ul style="list-style-type: none"> <li>● Charts, graphs, diagrams, and maps</li> <li>● VISUALIZATION</li> <li>● Imaginative story telling</li> <li>● Painting, collage, and other visual arts</li> </ul>	<b>Intrapersonal Intelligence</b> <ul style="list-style-type: none"> <li>● Independent study</li> <li>● ONE-MINUTE REFLECTION PERIODS</li> <li>● Options for homework</li> <li>● Journal keeping</li> </ul>
<b>Bodily-Kinesthetic Intelligence</b> <ul style="list-style-type: none"> <li>● THE CLASSROOM THEATRE</li> <li>● Cooking, gardening, and other "messy" activities</li> <li>● Physical education activities</li> <li>● Using body language/hand signals to communicate</li> </ul>	<b>Naturalistic Intelligence</b> <ul style="list-style-type: none"> <li>● NATURE WALKS</li> <li>● PET-IN-THE-CLASSROOM</li> <li>● Nature videos, films, and movies</li> <li>● Nature study tools (binoculars, telescope, microscope)</li> </ul>

**3. Spatial intelligence** is the ability to perceive the visual-spatial world accurately and to perform transformations on those perceptions (e.g. as an interior decorator, architect, artist, or inventor). It includes the capacity to visualize, to graphically represent visual or special ideas, and to orient oneself appropriately in a spatial matrix.

**4. Bodily-kinesthetic intelligence** makes individuals expert in using their whole body to express ideas and feelings and gives them facility in using their hands to produce or transform things (e.g. as a craftsman, a sculptor, a mechanic, or a surgeon).

**5. Musical intelligence** is the capacity to perceive, discriminate, transform, and express musical forms. One can have a figural or “top-down” understanding of music (global, intuitive), a formal or “bottom-up” understanding (analytic, technical), or both.

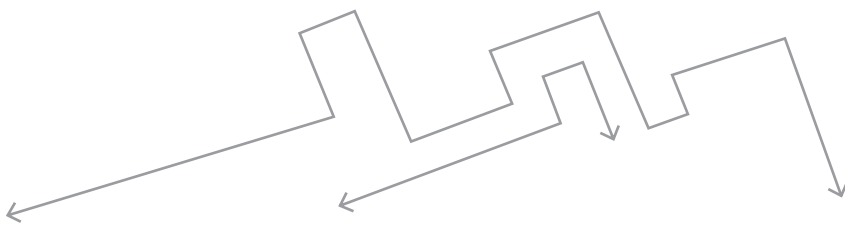
**6. Interpersonal intelligence** is the ability to perceive and make distinctions in the moods, intentions, motivations and feelings of other people. This can include sensitivity to facial expressions, voice, and gestures; and the ability to respond effectively to those cues in some pragmatic way (e.g. to influence a group of people to follow a certain line of action).

**7. Intrapersonal intelligence** is self-knowledge and gives the ability to act adaptively on the basis of that knowledge.

This intelligence includes having an accurate picture of oneself (one’s strength and limitations), awareness of inner moods, intentions, motivations, temperaments, and desires; it also refers to the capacity for self-discipline, self-understanding, and self-esteem.

**8. Naturalistic intelligence** is the expertise in the recognition and classification of the numerous species of an individual’s environment. This also includes sensitivity to other natural phenomena (e.g. cloud formations and mountains) and the capacity to discriminate among nonliving forms such as cars, sneakers, and music CD covers.

The intelligences described above work together tightly. Although the intelligences are anatomically separated from each other, Gardner (1993) claims that the seven intelligences very rarely operate independently. Rather, the intelligences are used concurrently and typically to complement each other as individuals develop skills or solve problems. For example, an architect can excel in his art if he has (1) mathematical intelligence to do the calculations needed for the plan of a building, (2) spatial intelligence to have the ability to visualize the building before the actual action, (3) interpersonal intelligence to be aware of the needs and taste of people he’s making the building for, and (4) bodily intelligence to be able to work with his hands and draw a plan that matches the plan he has in his head.



bringing out the individual's potential. Until recently, this view was considered utopian and unrealistic (Carvin, 1999); but now a new theory of learning and intelligence has finally forced educators and policy makers to consider the pedagogical methods of the last century – the theory of Multiple Intelligences.

The idea for investigating multiple intelligences came from Gardner's experience as a teacher. He noticed that while an individual may be highly proficient in one skill or ability, similar competence in another skill may be greatly lacking (Gardner, 1987). A talented musician, for instance, might encounter difficulty in learning the lexicon or mastering even the rudiments of syntax in a second language, though it had once been thought that the abilities to create music and to write both emerged from the same hemisphere of the brain (Snider, 2001). This pragmatic view of intelligence has helped to make Multiple Intelligences (MI) theory accessible to classroom teachers for use in curricular planning (Snider, 2001).

Gardner also noticed that the current psychometric tests only examined the linguistic, logical and some aspects of spatial intelligence, whereas the other facets of intelligent behaviour such as athleticism, musical talent, and social awareness were not included (Neisser, 1996). Gardner found seven different areas of the brain, and so his theory consisted of seven different intelligences including Musical, Mathematical, Linguistics, Spatial,

Kinesthetic, Interpersonal and Intrapersonal, each related to a specific portion of the human brain (Li, 1996). Later, Gardner added an eighth one, naturalistic, to his list of multiple intelligences (Gardner, 1995). Hence, a human intelligence must entail both the potential for identifying a need and filling it, and is recognized to a certain extent by the pragmatic manifestation of its various products.

## **I**ntelligences in MI Theory

Gardner's theory of multiple intelligences posited that human beings possess at least eight intelligences, to a greater or lesser extent. Armstrong (2002) summarizes Gardner's theory as the following:

1. ***Linguistic intelligence*** is the capacity to use words effectively, whether orally or in writing. This intelligence includes the ability to manipulate the syntax or structure of language, the phonology of sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language.

2. ***Logical-mathematical intelligence*** is the capacity to use numbers effectively (e.g. as a mathematician, tax accountant, or statistician) and to reason well. The kinds of processes used in the service of logical-mathematical intelligence include: categorization, classification, inference, generalization, calculation, and hypothesis testing.

## Abstract

While intelligence is one of the most talked about subjects in psychology and education, there has never been a fixed definition of what exactly constitutes “intelligence”. Despite the fact that the notion of general intelligence had long been broadly accepted by psychologists, it was replaced by Multiple Intelligences (MI) theory proposed by Howard Gardner in 1983. MI theory emphasizes the necessity of acknowledging and developing multiple dimensions of human intelligence and suggests that learners possess individual learning styles, preferences, or intelligences. The present paper is an attempt to promote the use of MI-based activities in English classes particularly in Iranian secondary schools.

**Key Words:** Multiple Intelligences theory, MI-based techniques, MI-based activities, Iranian high school English textbooks

## Introduction

It is the right of every human being to discover his/her innate strengths, to develop new ones, and to use these strengths to learn, unlearn, and relearn in a rapidly changing world (Dickinson, 1980). Among these strengths, there is a very general mental capability that involves the ability to reason, plan, solve problems, think abstractly, comprehend complex ideas, learn quickly, and learn from experience, and that is called “Intelligence”.

The concept of intelligence has been a cornerstone in all educational theories and practices, as intelligence is modifiable at every age and ability level (Feuerstein et al., 1980). In recent years, programs teaching intelligence are being applied in every setting from homes to schools to board rooms, at every ability level, and at every age (Dickinson, 1998). The objective of these programs is to recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences (Gardner, 1989).

In the traditional view of intelligence, it was believed that people are born with a fixed amount of intelligence, and that this intelligence level does not change over time. This type of intelligence consisted only of ability in logic and language (Hampton, 2009). As a result, teachers who believed in the traditional practice taught the same material to everyone. Because the traditional understanding of intelligence assumes that our ability to learn and do things comes out of a uniform cognitive capacity, some researchers such as Binet began to experiment with the possibility that such an intelligence would be fairly easy to measure – and thus be very useful in assessing students in order to place them at an appropriate academic level. At the turn of the century, Binet formulated a test that could be used to analyze a child’s intelligence in order to uncover his or her weaknesses.

However, students should not be judged by what they cannot do, but what they can do, and education should focus on