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Thesis

**MULTIPLE INTELLIGENCES AND LANGUAGE
TASKS**

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ABSTRACT

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This thesis deals with multiple intelligences theory in relation to language tasks. The first part is focused on theoretical background. It provides information about Gardner's theory of MI and describes seven basic types of intelligences: verbal-linguistic, logical-mathematical, spatial, bodily-kinesthetic, musical, intrapersonal and interpersonal. Later, implementation of the MI theory into education is explained. Above all, attention is paid to language teaching and learning. The research part consists of an analysis of language tasks appearing in English textbooks in order to discover if these tasks incorporate multiple intelligences. Afterwards, the results of the research are discussed and implications of the research are suggested.

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I. INTRODUCTION

Nowadays language learning plays a significant role. Along with the development of society, the attitude to language teaching is changing, and still new approaches are emerging. Each country strives for well-educated citizens who are proficient in at least one of the world's languages. It is clear that each individual learns differently, has strengths and weaknesses in various areas and is motivated by diverse conditions.

Implication of Gardner's theory expects these learners' differences, and maybe due to this approach, this theory is popular in the area of language learning and teaching. In spite of the fact that MI theory was first published in 1983, interest in it is constantly increasing. This tendency can be seen in a number of educators that deal with and apply this theory. Mario Rinvoluceri, Herbert Puchta, Rolf Palmberg and Thomas Armstrong should be mentioned at least.

This thesis is focused on MI theory in relation to language tasks. It tries to examine whether contemporary English textbooks include such language tasks that develop multiple intelligences. In other words, attention is paid to the MI theory and its application in language learning sphere. Moreover, the aim of this thesis is to explain basic characteristics of MI theory in language learning and teaching, and the way how this theory can be implemented into language class in order to provide attractive and motivational conditions for all learners. This thesis argues in favour of the application of MI theory into language lessons.

Initially, this thesis provides theoretical background. This chapter ensures brief introduction to the subject matter. It introduces the term intelligence and its evolution during time. Above all, this part is engaged in Gardner's theory of multiple intelligences which is the core of the whole thesis. In this chapter each intelligence is defined and described. Afterwards, the MI theory in relation to education is explained. This part presents educators' opinions about this topic and how MI can be combined with Bloom's taxonomy of thinking skills. It also gives information about how to start with this theory in a class and how MI profile can be assessed. Later, this theory is applied to language learning and explains principles of incorporating MI theory into language class. In addition, examples of language tasks that develop multiple intelligences are indicated.

In this work, the research was conducted and the next chapter deals with it. The research analyzed language tasks in English textbooks in relation to MI theory. First this chapter introduces chosen textbooks, and then research tools are described. Afterwards, the

chapter dealing with results appears. Findings are presented with the aid of graphs. Results are discussed separately, and then all findings are commented. The following chapter deals with the implications of this research. Specifically, conclusions based on the research are drawn and applied in ELT. Within this chapter, shortcomings are also discussed and a suggestion for further research is presented. In the Conclusion chapter main ideas of this thesis are summarized.

II. THEORETICAL BACKGROUND

The intention of this chapter is to provide an overview of theoretical background. Firstly, it deals with the term intelligence and its development through history. Secondly, the idea of multiple intelligences is presented and eight criteria that every intelligence should comply are mentioned. Furthermore, basic seven types of intelligences according to Howard Gardner are described. The rest of this chapter focuses on MI theory in education. Especially, attention is paid to MI theory in language teaching. The chapter concentrates on benefits of involvement of MI theory into teaching, and possibilities of MI profile assessing. Further on, this chapter describes the way how to explain this theory to students. Later, this chapter deals with MI theory in English classes. It explains reasons for teaching with the perspective of MI theory and the connection between task-based language teaching/learning and multiple intelligences theory. The last part of this chapter is devoted to language tasks that develop individual intelligences.

What Is Intelligence

What do people imagine under the term intelligence? They usually imagine a certain number called IQ (intelligence quotient). This number categorizes people according to a score on an intelligence test. This one number obtained in a pencil-paper test can affect parents and also teacher's opinion. Indeed, this single number can affect our whole life. How has the understanding of intelligence changed over time?

The level of mental ability was always important in human society. People did not know how to define this ability but they knew who was smart and who was not. Somebody who could solve problems, appropriate for society at that time, was considered smart or clever. Definitely, each society has its own measure. For instance, China had historically different criterion for ideal human being than the Ancient Greece. In the last few centuries, the concept of an intelligent person appeared in Western societies and people started to measure intelligence (Gardner, 2000, p.5).

In the 18th century, the first major effort to define human's intelligence was linked with neuroanatomist Joseph Gall. He described some connections between the size of the human skull and the level of mental ability. This theory, known as phrenology, had great success because everybody could comprehend this approach. Nevertheless, later researches

disproved this hypothesis by finding errors in the theory. In particular, scientist confirmed the fact that the brain size is not related to the level of intellect (Gardner, 2000, p.14).

In the 19th century, psychology was excluded from philosophy. Therefore, other theories dealing with intelligence and the ability to measure it started to be pursued. Research in psychology was focused either on general issues or individual description of differences between people. A representative of the second type of research in early psychology era is Sir Francis Galton (1907). He created statistical methods that classified people according to their intellectual ability, and described statistical dependency between them (Gardner, 2000, p.15).

Nevertheless, there was a demand for tests that would allow classifying all people according to their degree of intelligence. The first intelligence tests were created by French psychologist Alfred Binet and his colleague Théodore Simon in the early 20th century. Firstly, tests enabled to detect mentally retarded children in schools and replaced them by more talented classmates. Later, these tests were used in various spheres, i.e. in army or partnership sphere. Tests were appreciated by scientists as well as the public at that time. However, criticism increased with the growing popularity, and Howard Gardner was also one of the critics. He criticized the fact that that these tests were not reliable because they were convenient for people with formal education and he also denied the concept of intelligence obtained in Binet-Simon tests (Gardner, 2000, p.15).

Finally, it is important to mention the concept of intelligence associated with Jean Piaget, a significant Swiss psychologist of 20th century. He was interested in errors made by children during tests and advocated that results are not important. According to him, children's work during the process is the most important aspect. He also described the development of each individuality in connection to intelligence. Although Howard Gardner saw numerous shortcomings in Piaget's theory, he appreciated his work very much and was widely inspired by Piaget's viewpoint (Gardner, 2000, p.17).

The Idea of Multiple Intelligences

The theory of multiple intelligences was created by an American psychologist Howard Gardner. He concentrated his thoughts into the book *Frames of Mind: The Theory of Multiple Intelligences*, first published in 1983. The concept of multiple intelligences became known all over the world for several reasons.

Firstly, this theory has brought a new perspective on human intelligence itself. Gardner (2004) criticized the traditional conception of intelligence as unity, and defined the term intelligence which was crucial for his following research (p. xxiv). According to Gardner (2004), intelligence is "the ability to solve problems or to create products that are valued within one or more cultural settings"(p. xxiv). On this basis, Gardner (2004) established eight criteria that every intelligence should comply. It is the potential for brain isolation by brain damage, its place in evolutionary history, the presence of core operations, susceptibility to encoding, a distinct developmental progression, the existence of idiot-savants, prodigies and other exceptional people, support from experimental psychology, and support from psychometric findings. These criteria were significant for evidence of multiple intelligences because they prove the presence of several frames of mind (p. 62). According to Gardner (2004), the first criterion is the most persuasive one because the brain damage can identify the relative autonomy of individual intelligences. The damage of certain ability does not always mean the damage of all abilities. In other words, undamaged brain capacity is relatively independent on the brain damage area (p. 62).

Secondly, he divided seven different types of intelligence which was a turning point in the perception of intelligence. By this time intelligence was understood as unity. This traditional view was represented by Charles Spearman's concept of general intelligence (known as g-factor). Spearman perceived intelligence as a single, general capacity for conceptualization and problem solving. Actually, according to him, general intelligence includes all abilities within a person (Gardner, 2004, p. xxvi). Howard Gardner (2004) opposed this traditional approach to intelligence and came with a new theory of multiple intelligences. In contrast to the general intelligence, Gardner based his theory on the idea of existence of more intelligence within each personality. He also stated that the list of different intelligences can be extended in the future (p. 9).

Gardner (2004) has defined these types of intelligences:

- Verbal-Linguistic
- Math-Logic Intelligence
- Spatial Intelligence
- Musical Intelligence
- Bodily-Kinesthetic Intelligence
- Interpersonal Intelligence
- Intrapersonal Intelligence

Thirdly, he suggested that the theory of multiple intelligences can be applied in education. Gardner perceived the increasing requirements in society for the level of mental abilities. He was also convinced that these requirements are reflected in education. Gardner pointed out that teachers creating educational system can have erroneous views in the area of intelligence. He claimed that, "Too often practitioners involved in efforts of this sort have embraced flawed theories of intelligence of cognition and have, in the process, supported programs that have accomplished little or even proved counterproductive" (Gardner, 2004, p.10). Therefore, he was also devoted to the application of multiple intelligences theory to educational system. The idea of practical use of MI theory has inspired many people around the world in spite of the fact that Gardner did not expect such interest (Gardner, 2004, p. xvi).

Finally, this theory has got a great multicultural value. Gardner was aware of the fact that each society has its own specific characteristics, needs and problem solving strategies. Indeed, differences between cultures are apparent in all areas of human existence and also in the field of education. Thus, this multicultural thinking was widely appreciated. Jie-Qi Chen (2008), a development specialist whose work focuses on cognitive development and multiple intelligences theory, stated, "I believe that MI theory has been well received by cultures around the world precisely because the eight intelligences embody capabilities that are found in virtually all cultures" (p. 18).

To sum up, Howard Gardner's theory of multiple intelligences became and still is popular all around the world for the reasons given above. Despite the criticism, MI theory is one of the most significant theories in the education area and influences teachers in their view of intelligence.

Seven Types of Intelligences

As mentioned, Howard Gardner described several kinds of intelligences. At first he established seven basic types of intelligence, but then he expanded the amount of intelligences. The following section discusses the individual characteristics of the basic set of intelligences and provides basic differentiations within each intelligence.

Verbal-Linguistic Intelligence

According to Gardner (1997), "linguistic intelligence is the capacity to use language, your native language, and perhaps other languages, to express what's on your mind and to understand other people"(as cited in Nardi, 2001, p. 54). It means that anyone who masters a language has got a certain level of linguistic intelligence.

However, the language can be developed at various levels, and this diversity has been proved by many scientists. They researched the development of the verbal ability, characteristics and also differences between people. It has been discovered that language is heterogeneous and changing over time. Due to these researches, the verbal-linguistic intelligence is the most described area (Gardner, 2004, p. 80).

Principally, this intelligence includes the ability in areas of syntax, phonology, semantics and pragmatics. These skills are absolutely essential for living and survival. Gardner (2004) stated that this intelligence "seems most widely and most democratically shared across the human species" (p. 78). Among others, there are four major operations of the language use that are fundamental for human existence. It is the rhetorical function, the mnemonic potential of language, the role in explanation and the ability of language to explain its own activity. The rhetorical function is the ability to persuade people to do or not to do something. The mnemonic potential of language is the ability of language to remember information. The role in explanation is the third and also crucial operation of the language because teaching and learning are provided mainly through a language, whether in a spoken or written form. Finally, the ability of language to explain its own activity is also one of the major operations, and the language when describing language is called metalanguage. Nevertheless, this metalinguistic analysis is not the phenomenon of the whole society but it has its basis in scientifically oriented cultures (Gardner, 2004, p. 78).

Obviously, these four major operations, and also other operations are not controlled by all people equally. Verbal smart people are able to use rich and sophisticated

vocabulary, can name one thing in many ways and use language creatively. They understand irony, metaphor and puns. They are able to use abstract language and comprehend difficult sentence structures. Verbal smart people are able to write in a creative way and are good at story telling. Some people have also stronger capability in memorizing texts and speeches than others. Someone can use only mother tongue and another can speak two or more languages. Differences between people can be also seen in the use of linguistic resources within a mother tongue. Certainly, this listing is not the unambiguous characteristic of verbal smart person. People can vary in all of their skills. For instance, social surroundings have got strong influence on areas of vocabulary (Nardi, p.55).

To sum up, verbal-linguistic intelligence is the most appreciated type of intelligence. Unlike other intelligences, modern society places a great emphasis on this intelligence.

Musical Intelligence

Howard Gardner also defined musical intelligence. Peter Smagorinsky (1995) stated that, "Musical intelligence is the ability to produce or appreciate language. Musicians, music critics, dancers, figure skaters, and others who must understand the use of rhythm, tone, melody, and other aspects of musical expression are blessed with musical intelligence"(p. 21).

In the MI theory, Gardner explained why the verbal-linguistic intelligence is isolated from the musical intelligence. Scientific research studies have proved relative autonomy of the musical intelligence in case of brain damage, and Gardner presented one of these studies in his book. It was discovered that people with significant aphasia had no noticeable musical defect. It is due to the fact that linguistic abilities are situated in the left hemisphere whereas musical abilities take place in the right hemisphere. Of course, both intelligences cooperate with each other within the human brain, but the core is that they can work separately (Gardner, 2004, p.117).

Dealing with musical intelligence, it is also important to mention some crucial musical elements. They are pitch, rhythm and timbre. Pitch consists of a set of tones, rhythm is formed by weak and strong elements, and timbre is the color of tone. These elements are essential for music perception. Additionally, music is vertically or horizontally structured. Horizontal structure is represented by relation between preceding

and succeeding tones. Vertical structure occurs when two or more tones sound at the same time, and form harmony or disharmony (Gardner, 2004, p.104).

The ability to perceive these musical elements differs in human population. Musical intelligence can be developed (as well as other intelligences) at various levels. People with highly developed musical intelligence are good at singing, they enjoy this activity and it gives them pleasant experiences. They can remember melodies easily and can reproduce the melody. They strongly perceive rhythm and they recognize changes in it. They also identify different timbers. People with high levels of musical intelligence are able to separate music components and assemble them again. They are able to distinguish musical instruments. Sometimes, they are also capable of composing or at least they are delighted with listening music. People with musical intelligence are naturally dedicated to activities such as composing, singing, dancing, playing on musical instruments, etc. (Nardi, 2001, p. 57).

Howard Gardner (1997) summarized knowledge about musical intelligence in these words, "People who have a strong musical intelligence don't just remember music easily – they can't get it out of their minds" (as cited in Nardi, 2001, p. 57)

Logical-Mathematical Intelligence

Logical-mathematical intelligence is based on "confrontation with the world of objects" (Gardner, 2004, p.129). People are able to work with these objects, operate with them, order them and create mathematical statements. During the evolution, people shift from concrete operations with objects to abstract operations and mathematical statements (Gardner, 2004, p. 129).

When describing logical-mathematical intelligence, Gardner partially based his attitudes on Piaget's thoughts, especially in the area of development. Nevertheless, Gardner underlined that Piaget had mistakenly believed that this principle can be applied to all kinds of intelligences. Gardner explained that, "Piaget has painted a brilliant portrait of development in one domain- that of logical-mathematical thought – but has erroneously assumed that it pertains to other areas, ranging from musical intelligence to the interpersonal domain" (2004, p. 134). And, as it is well known, logical-mathematical intelligence is just one of the intelligences. This intelligence has different characteristics in

comparison to verbal-linguistic and musical intelligences because they have their core in auditory-oral sphere.

Logic and mathematics are two fields that are interconnected. The crucial element is that unlike linguistic and musical intelligence, products of people with logical-mathematical talents are not for the general public. Their work and way of thinking is hard to comprehend and it makes the distant (Gardner, 2004, p.136). People endowed with logical-mathematical intelligence are accurate and lack confidence that their results are correct. They are excellent in analyzing and problem solving. When solving problems, they use logic, discover the root of the trouble and resolve the problem. They have strong deduction ability, and are able to identify relationships between cause and effect. They are able to work with numbers and mathematical operations and can create new mathematical structures. They also enjoy quantifying, qualifying and categorizing. People with mathematical talent can work as mathematicians, analysts, bankers, etc. (Gardner, 2004, p.143).

Finally, Gardner highlighted the fact that logical-mathematical intelligence is overestimated in the Western cultures. According to him, all intelligences should have an equal position. He explained that "it is far more plausible to think of logical-mathematical intelligence skill as one among a set of intelligences" (2004, p.167).

Spatial Intelligence

Spatial intelligence is another intelligence defined by Howard Gardner. This intelligence enables people to understand space, construct different shapes and manipulate them.

The core of this intelligence consists of several capabilities. It is the ability to recognize instances of the same element, the ability to transform or to recognize a transformation of one element into another, the capacity to produce a graphic likeness of spatial information, and the like. These abilities are freely related to each other. They are able to work independently or cooperate, and they influence each other. Spatial intelligence is deeply connected with visual attributes because common human beings use visual perception for developing this kind of intelligence. In certain cases, the visual attribute can be substituted with the auditory attribute, e.g. in the case of visual impairment (Gardner, 2004, p.176).

Spatial abilities are necessary for many activities. Above all, they are crucial for orientation either in outside or inside locations in order to solve problems. Since ancient times, people had to orient themselves in space around them. Only then they were able to provide themselves with food and survive. This ability was a matter of life and death. Nothing has changed because nowadays it is also important to orient oneself in space although in a different form.

Spatial abilities are also applied when working with graphic representations of reality e.g. with maps, geometric shapes, and are also crucial for recognizing items.

Last but not least, this type of intelligence often cooperates with other intelligences and that is why this intelligence is highly valued. Gardner stated, "A keenly honed spatial intelligence proves an invaluable asset in our society. In some pursuits, this intelligence is of the essence - for example, for a sculptor or a mathematical topologist"(2004, p. 190). Good spatial intelligence is needed in fields such as architecture, engineering, art, etc.

This intelligence has a multicultural value and has been highly appreciated across centuries, it was and still is important for all cultures on the world and probably it will not change in the future. Peter Smagorinsky explained, "With the explosion of the telecommunications and computer industry and the resultant emphasis on producing and comprehending images, spatial intelligence will undoubtedly become increasingly important in economic development in our society ..."(1995, p. 20).

Bodily-Kinesthetic Intelligence

According to Gardner, bodily-kinesthetic intelligence is unjustly underestimated and it should not be perceived only as the form that should satisfy higher centers. Generally, this intelligence is defined by "the ability to use the body effectively in order to solve problems" (Smagorinsky, 1995, p. 21).

Bodily-kinesthetic intelligence enables people to use their body for expressions and activities. Main components of bodily-kinesthetic intelligence are control of one's bodily motions and capacity to handle objects skillfully. These two components work together and are linked with brain functioning (Gardner, 2004, p. 206).

Generally, movements can be divided into two types - fine motor skills and gross motor skills. Gross motor skills are applied mainly in sports and include swift and dynamic movements. Fine motor skills are the abilities that include precise movements. People are able to use hands and fingers in order to make gentle movements and manipulate with tiny

things. They usually use the thumb and the forefinger. Anyway, these movements either gross or fine motor skills have certain principles. Movements have complex, differentiated as well as integrated character, and are based on coordination of muscles and nervous system. In fact, every simple movement is inherently a complex and complicated system of relationships (Gardner, 2004, p. 209)

Surely, people differ in the level of bodily-kinesthetic intelligence. People with highly developed abilities use their body to express ideas and feelings, and are utilized in professions such as dancers, actors or athletes. Bodily smart people are aware of how their body functions, and are able to control their movements and to time the movements precisely. They know how to work on their goals because they have strong ability in training responses that can convert into reflexes.

Personal Intelligences

Personal intelligences are the last of the basic types of intelligences. There are two types – interpersonal and intrapersonal intelligence. Understanding both intelligences differ across various cultures because each culture has its own symbols and interpretations. Gardner explained, "While the forms of spatial or body-kinesthetic intelligence are readily across diverse cultures, the varieties of personal prove much more distinctive, less comparable, perhaps even unknowable to someone from an alien society"(2004, p. 240).

Both intelligences interfere and influence mutually during the evolution of each personality. The understanding of each individual is influenced by the observation and understanding of other people's behavior so that these intelligences cannot develop separately (Gardner, 2004, p. 239).

It may appear that personal intelligences are not entirely analogous to the other forms of intelligences described in the preceding text. However, it is important to be aware of the fact that each intelligence must belong to "human intellectual repertoire", and that is why the abilities in interpersonal and intrapersonal sphere are considered to be the individual type of intelligence (Gardner, 2004, p. 243).

Intrapersonal Intelligence

The essence of this intelligence is created by access to one's own emotional life. This intelligence enables us to discover our inner thoughts and distinguish positive and

negative emotions. It is the ability to understand to our feelings and to be able to master our behavior. In fact, this intelligence is oriented towards self-knowledge and self-control and can be developed at various levels. To sum up, the crucial aspect of this intelligence is an emerging sense of self. The most complex form of this intelligence is characterized by the ability to detect complex sets of feelings and the ability to control own behavior. A largely developed intelligence is typical for novel writers and therapists who are able to do self-examination and discover intrapersonal feelings (Gardner, 2004, p. 239).

Interpersonal Intelligence

This form of intelligence is related to the perception of other people. The basis is the ability to pay attention to other individuals, discover their real personality and to make difference between them. To discover real personality means to recognize their emotions, mood, temperament, motivation and intentions. The higher form of this intelligence enables to reveal reasons for various behavior patterns, hidden intentions and desires. It also provides the possibility to manipulate people and to get people to behave in a certain way. People endowed with this intelligence are politicians, religious leaders etc. (Gardner, 2004, p. 239).

In the first edition of multiple intelligence theory, Gardner described the basic seven types of intelligences. Each personality contains all intelligences but their level of functioning differs. According to Rolf Palmberg (2011), "Each intelligence type has its own value that ranges from (virtually) zero to 100 %" (p. 15). In fact, each intelligence is represented in a different amount, e.g. someone is highly developed in the spatial intelligence whereas he/she has lack of verbal-linguistic intelligence. Nevertheless, MI profiles can change during the life of every individual. Therefore, it is important to cultivate all intelligences.

MI in Education

After the book *Frames of Mind* was published in 1983, it became Gardner's bestseller and the theory itself became very popular. Gardner was surprised because he did not expect such an interest in his theory, especially in the field of education. As he stated in the introduction of the twentieth-anniversary edition of *Frames of Mind*, "I was amazed at how many people said that they wanted to revise their educational practices in the light of MI theory"(2004,p. xvi). Definitely, his concept has inspired many teachers all around the world, and MI theory has changed the perspective on human intelligence itself.

Howard Gardner (2004) criticized the traditional concept of intelligence that is widely accepted by schools. According to him, this traditional understanding of intelligence discriminates some students. Commonly, students who have a high level of verbal- linguistic and logical-mathematical intelligence are considered smart because they fulfill the traditional view of intelligence. Students who are not endowed with these abilities may have problems at school even though they are gifted in other areas. It is due to the fact that their shortcomings overshadow strengths in other areas (Smagorinsky, 1995, p. 20).

Implementing the MI theory into teaching has proven to be effective and is beneficial for teachers as well as for students. Terry Armstrong (2009) summarized the influence of MI theory on teaching in these words:

MI theory offers a model of personal development that can help educators understand how their own profile of intelligences affects their teaching approaches in the classroom. Further, it opens the gate to a broad range of activities that can help us to develop neglected intelligences, activate underdeveloped or paralyzed intelligences, and bring well-developed intelligences to even higher level of proficiency. (p. 30)

Students have different nature and quality of MI profiles and abilities. The inclusion of the multiple intelligence model into learning may help students to find their strengths. It can open a way to success for all students because teachers implement all intelligences into their teaching so that a larger part of their brain is engaged during the learning process. The implementation of MI theory into teaching enhances also teachers' understanding that students' abilities are not only in a verbal and mathematical-logical

area. When using this approach, teachers have the potential to work with all students successfully (Armstrong, 2009, p.30).

According to Taylor and MacKenney (2008), the adoption of MI theory into teaching does not require an overall reconstruction of teaching plans which is a great advantage. Teachers can only enrich their plans with teaching materials that activate all types of students in order to engage students' strengths (p.118).

When creating teaching plans, it is useful to assemble a chart that combines MI theory and Bloom's taxonomy. This taxonomy, created in 1956, classifies learning objectives. It compiles six thinking skills in an ascending order. It means that the first grade is quite easy to reach and the last one is the most difficult thinking skill. These levels of cognitive complexity are knowledge, comprehension, application, analysis, synthesis and evaluation (Nicholson-Nelson, 1998, p. 40).

The following table shows a possible connection between the Bloom's taxonomy and MI theory. It is inspired by *Developing Students Multiple Intelligences* by Kristen Nicholson-Nelson (1998). Each step of Bloom's taxonomy is covered by two examples of abilities.

Table 1

MI Theory v. Bloom's Taxonomy

	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Linguistic	define memorize	discuss explain	interview show	compare inquire	predict create	evaluate revise
Math-logic	specify recount	identify locate	solve calculate	analyze organize	invent formulate	rate value
Spatial	label redraw	illustrate draft	show illustrate	arrange graph	create design	select judge
Musical	memorize repeat	recognize describe	practice perform	interpret analyze	compose arrange	order judge
Kinesthetic	repeat copy	express locate	exhibit use	group organize	invent build	measure estimate

Interper.	repeat	discuss	interview	survey	arrange	decide
	define	report	simulate	organize	propose	criticize
Intraper.	memorize	explain	dramatize	probe	plan	assess
	name	review	alone solve	compare	imagine	judge

Finally, according to many psychologists, there is an assumption that everybody wants to learn. Besides the individual want to learn, there are also some other important factors in the educational process. It is motivation, an affective relation to learning, values that lead to a particular kind of learning and cultural context (Gardner, 2004, p. 373). They are reflected in learning processes. When creating an individual structure of education, it is beneficial to take into account MI theory and activate these factors. According to Gardner (2004), "the adoption of a perspective like MI theory may permit a more differentiated and precise analysis of how various educational goals might be viewed and pursued "(p. 373). An extent of the MI theory adoption is unrestricted because this theory is not a curriculum. Therefore, all is dependent on the creativity and enthusiasm of teachers or schools.

Students' MI Profile Assessing

Although it is obvious that each personality usually contains all kinds of intelligences, specific prevailing abilities appear relatively soon in childhood because individuals simply incline to activities for which they have the natural ability. Thomas Armstrong (2009) explained, "By the time children begin school, they have probably established ways of learning that run more along the lines of some intelligences than others" (p. 32). Thus, if teachers promote the idea of multiple intelligences, they should consider the possibility of identifying students' individual MI profiles. Following paragraphs introduce several possibilities in MI profile assessing.

According to Armstrong (2009), there is no comprehensive test that measures MI profile. There is an opportunity to choose from various tests available on-line, but they are insufficient and provide just basic orientation in this issue (p. 34). Nevertheless, for general overview these tests can be useful. One of the commonly used on-line tests is Walter McKenzie's "Multiple Intelligences Survey" available from Surfaquarium.com. This test consists of ninety statements that are divided into sections according to the type

of intelligence. Respondents mark statements they can identify with. The MI profile is calculated on the basis of agreeing and disagreeing with the statements. Another on-line form is called "Find your strengths". It is available from Literacyworks.com. This form contains fifty-six statements, and respondents tick on a scale from one to five and mark how they agree with the statements. Respondents have these options: (1) the statement does not describe you at all; (2) the statement describes you very little; (3) the statement describes you somewhat; (4) the statement describes you pretty well; and (5) the statement describes you exactly. The result of this form is not an MI profile but it reveals three major areas of strong abilities and basic recommendation on how to use these strengths.

The last test presented in this thesis is available at Birmingham Grid for Learning (bgfl.org). This test is divided into 4 sections. The first section is engaged in personal information. The next three sections consist of a set of questions. Respondents have to choose from one to six on a scale. There are these options: 1) this is not like me at all; (2) I am very rarely like this; (3) this is a bit like me; (4) this is sometimes like me; (5) I am like this more often than not; and (6) I am always like this. After completing the test, respondents can see their intelligence wheel with a possibility to print this wheel.

Surely, these tests can be useful and can help to indentify students´ MI profile. Nevertheless, it must be considered whether the level of English in these tests or forms is understandable and appropriate for students in ELT classes. If students cannot understand the test or form, it is highly beneficial to find some other possibilities of assessing an MI profile.

Another way of students´ MI profile detection is observation. Thomas Armstrong (2009) stated, "The single best tool for assessing students´ multiple intelligences, however, is probably one readily available to all of us: simple observation" (p.34). According to him, teachers should pay attention to students´ misbehavior because it can help them to discover how students want to be taught. Students demonstrate that they are bored in different ways. For example, verbal smart students will be talking when they will be bored or a body smart person will be restless. Teachers should also pay attention to students´ free time activities at school. It is clear that students choose activities that they find interesting and exciting during the breaks, and these activities can help teachers to discover their learning preferences. For example, people smart students will be chatting with their classmates and music smart student might be listening to music. It is useful to take notes about students´ activities whether about misbehaviors or free time activities. It is time-consuming but it can be useful when assessing students´ MI profile. However, observations can be

insufficient if teachers have students only for one subject and if they are not in daily contact with them. A solution to this barrier is talking with other teachers or with parents and ascertaining additional information. It may happen that a student fails in a subject and is successful in a different one. Therefore, it is important to discover these differences and according to them estimate student's MI profile (Armstrong, 2009, p. 34-42).

In any case, Gardner (2004) declared that an individual MI profile provides sufficient information about student's intellectual abilities and are more accurate than widespread standard measures (p. 387).

Students' Awareness of MI theory

When starting with MI theory, it is beneficial to introduce this theory to students. Multiple intelligences can be explained without troubles because this theory is understandable and does not contain complicated terminology. It includes expressions such as music, words, pictures, and other concrete words that are used in everyday conversations. The awareness of the MI theory helps students to recognize their learning processes. This metacognitive activity is crucial for selecting individual learning strategies for learning and problem solving. It is also useful when dealing with new learning environments (Armstrong, 2009, p.44).

Teachers should be able to present this theory appropriately. When acquainting students with MI theory, it is important to take into account the amount of students in the class, their age, characteristics of the class, etc. Terry Armstrong (2009) described the process of introducing MI theory in several steps. Firstly, teachers find out what students think about intelligence, how they understand this term, and what characteristics and has to have an intelligent person. Secondly, teachers explain students that everybody can be considered intelligent because it is dependent on how and where the given potential is reflected and utilized. When explaining this part, it is good to use many examples. Finally, teachers draw the schema of intelligences on the blackboard and describe that everybody possess all intelligences, they are developed at different levels and they naturally cooperate within each personality. After this basic introduction to multiple intelligences, teachers integrate various activities to support the theory and use it in practice (p. 45). According to Armstrong (2009), this practical use helps students to internalize the MI theory and it enriches their metacognition (p.53)

MI Theory and English Classes

Language teachers have usually developed verbal-linguistic intelligence at an advanced level of performance and it has an influence on their specific teaching styles. These teaching styles can satisfy only students that have a similar MI profile. Therefore, the use of multi-intelligent teaching strategies is useful and adapts the language learning to all students. It also activates wider range of intelligences during language activities (Puchta & Rinvoluceri, 2005, p.16). According to Honglin Zhu (2011), "MI model should not be considered as rigid or prescriptive pedagogical formula. Rather, it can be seen as a framework by which language teachers employ in creative, exploratory and trial-and-error reform"(p. 411).

The recognition of multiple intelligences in English language classes can have many benefits. Firstly, students' motivation increases if they find classroom activities meaningful and entertaining. When teachers base their teaching strategy on activities that involve only linguistic abilities, it will be challenging to find interests in these lessons for some students. Therefore, the language focus should be extensive and include a wider range of intelligences in order to engage all students in language learning (Puchta & Rinvoluceri, 2005, p.16).

Secondly, the involvement of other intelligences than the verbal-linguistic one in ELT helps teachers to be more objective. According to Puchta and Rinvoluceri (2005), "Generally speaking, we tend to regard as intelligent those students who show a high degree of linguistic ability and who therefore share the intelligence that language teachers are strong in" (p.16). In other words, students that have strengths in other areas than in the verbal-linguistic intelligence can be considered as indolent or without ambitions. This generalization is misleading because when teachers consider students as incompetent, it is difficult to eliminate this conviction. Therefore, teaching that activates all intelligences helps teachers to become aware of students' strengths and weaknesses, and to assess students in more complex and objective way.

Moreover, students feel more confident and safe in the language classroom that involves MI activities. It is due to the fact that students have opportunities to show their strengths and abilities in this classroom. Each student has different abilities and therefore the integration of various activities presents a chance for students to show their potential. Everybody in the language class should sometimes experience success and this strategy provides it. Afterwards, deep-rooted MI theory in English classes causes a willingness to

risk more in classes, a willingness to try to develop also other abilities and meta-cognitive awareness. Puchta and Rinvoluceri (2005) stated, "People learn languages much better when allowed to do so within the wide range of perspectives afforded by MI"(p. 20).

Finally, according to Puchta and Rinvoluceri (2005), the inclusion of MI theory in ELT goes beyond the classes. It exceeds all subjects and activities because it refines students' personalities in general. It teaches students how to work with their strengths and how to improve their weaknesses. Above all, it leads to the students' self-awareness (p.20).

Task Based Language Teaching and the Theory of Multiple Intelligences

There is also a connection between the task-based language teaching/learning and multiple intelligence theory. The core of the task-based language teaching is in the use of authentic language. This teaching is based on doing meaningful activities in the target language. Through these activities students learn how to master the second language. Scrivener explained TBL lesson structure in these words, "Lessons are centered round a task, and i.e. the learners have to do a particular assignment (which will probably have a clear outcome). This task will usually be "real world" rather than "language focused" "(2011, p.183). In other words, students work with tasks such as making a party, visiting a doctor or asking for directions.

When dealing with these tasks, students naturally use their cognitive potential and their strengths. This language strategy helps students to build their autonomy and individual effectiveness. In fact, they develop their intelligences according to the learning preferences. The task based teaching structure can develop all language skills, i.e. receptive and productive. According to these skills, teachers choose different activities, and different types of intelligence are involved (Zhu, 2011, p.409). Honglin Zhu stated, "The application of MI theory into the task based teaching approach will enable students to utilize their multiple intelligences and improve their language skills through a variety of teaching activities"(2011, p.409).

MI Language Tasks in English Classes

If language teachers decide to include this model into their English language lessons, they have to consider what activities and tasks will equally work with all types of intelligences. The process of creating such plans has to meet the requirements of

curriculum through the perspective of MI theory. The following part is devoted to language tasks that develop individual intelligences. It is divided into three sections. The first section presents activities that are preferred by people if they are endowed with following intelligences. The second section shows teaching materials that develop following intelligences. The last section indicates activities and tasks in EFL that can be used in English classes in order to support and develop following intelligences.

Verbal-Linguistic Intelligence

- a) preferences: reading, writing, story-telling, listening, etc.
- b) teaching materials: books, newspapers, journals, stories, listening extracts, etc.
- c) activities and tasks in EFL: lectures, discussions, debate, writing essays and reports, reading selections, grammar and language function explanations, gap-fill exercises, word games, making presentations, etc.

Math-Logic Intelligence

- a) preferences: problem-solving, counting, experimenting, analyzing, deduction, induction, etc.
- b) teaching materials: science materials, discoveries, brain teasers, manipulatives, etc.
- c) activities and tasks in EFL: grammar categorizing activities, grammar practice, working with inductive explanations, error recognition, correcting based activities, developing of mind-maps and other vocabulary charts, problem-solving tasks, logic puzzles, calculations, critical thinking activities, etc.

Spatial Intelligence

- a) preferences: visualizing, orientation, drawing, etc.
- b) teaching materials: puzzle, charts, diagrams, graphs, photos, paintings, story boards, mind maps, etc.
- c) activities and tasks in EFL: painting, creating road maps ,creating multimedia projects, highlighting texts in different colors to indicate e.g. grammar points, games such as pictionary, describing pictures, asking for directions, etc.

Musical Intelligence

- a) preferences: singing, listening, crooning, use of sound, rhythm, etc.
- b) teaching materials: songs or various music extracts, musical instruments, etc.

- c) activities and tasks in EFL: listening and singing English songs, recognizing film soundtracks, intonation practice, rhythm activities, creating a dubbing, making-up story with songs, setting English stories to music, etc.

Bodily-Kinesthetic Intelligence

- a) preferences: moving, gesturing, jumping, dancing, etc.
- b) teaching materials: physical games materials, tactile teaching materials, etc.
- c) activities and tasks in EFL: movement activities e.g. hands-up activity, role plays activities, pantomime vocabulary activities, facial expression games, acting out an event, craftwork activities, etc.

Interpersonal Intelligence

- a) preferences: communication with others, organizing, manipulating, persuading, leading etc.
- b) teaching materials: materials for group games, questionnaires, etc.
- c) activities and tasks in EFL: group work activities e.g. making a team to arrange a party, team competitions, role plays using dialogues, peer teaching, board games, making surveys, etc.

Intrapersonal Intelligence

- a) preferences: reflecting, planning, dreaming, etc.
- b) teaching materials: reflective materials, questionnaires, individual worksheets, self-paced projects, etc.
- c) activities and tasks in EFL: writing diaries, self-reflection activities, i.e. describing strengths, weaknesses, progress over time, speaking about one's personal history , individual learning activities, etc.

Adapted from: Armstrong. (2009, p.33) and "Howard Gardner's multiple intelligences"

(n.d.)

III. METHODOLOGY

This section discusses the methodological analysis of selected English textbooks intended for schools. The research is focused on language tasks that are presented in these books. The main aim is to analyze if these tasks develop all intelligences described in Gardner's MI theory or if they prefer some of them.

Introduction to the Research

Every English language teacher in the Czech Republic teaches more or less with the aid of textbooks. English teachers can either choose the textbook they will work with or it is assigned to them by schools. In any case, English textbooks are chosen from the range of accredited textbooks in order to acquire compulsory content in accordance with the national curriculum. They should also meet demands of schools and their students.

Textbooks have usually several components. It is a student's book, workbook, teacher's book, class audio CDs and iTools. Student's books provide basic language tasks for the purpose of language learning. These tasks should contain activities that develop reading, listening, writing and speaking skills along with vocabulary, grammar and pronunciation focus. Workbooks support student's books and provide additional tasks for practicing individual language learning goals. Class audio CDs are supplements to Student's books and provide listening activities. Finally, iTools offer the use of new technologies in ELT classroom and enrich printed materials. Surely, the most important component for teachers is the teacher's book. This component is used only by teachers in order to help them with planning language lessons. It contains teaching notes, but there is also a part with teaching tips, extra ideas and activities and progress tests. Teacher's books usually provide individual lesson plans that include language tasks.

This research analyzes content of textbooks from the point of view of the MI theory. The main object of this research is to determine whether authors of English textbooks construct such language tasks that try to develop the whole range of intelligences described in the theoretical part of this thesis. Attention is paid to the structure and content of the presented lesson plans. The research monitors three basic features of language tasks. Firstly, it monitors types of language tasks contained in the chosen textbooks. Secondly, whether the language tasks implement activities suitable for all basic seven types of intelligences, use multi-intelligent language strategies, and are constructed to activate and

develop these intelligences. Finally, the research tries to find out if they respect nature and quality of MI profiles, and equally work with all types of intelligences.

In order to accomplish the research, research criteria were determined. They were verbalized by two questions which were taken into consideration during the research. The exact research questions were as follows:

What types of language tasks does the English textbook use?

What types of intelligences do these tasks develop?

To sum up, this research tries to find out whether authors of chosen textbooks naturally implement MI theory into the language tasks or if they construct language tasks that develop only some intelligences. In fact, a preference of some intelligence would mean favouring groups of students who are gifted with this intelligence, and on the other hand, it would disadvantage students who have their own strengths in other intelligences.

Research Instrument

For the purpose of this research, five English textbooks for upper-secondary schools or grammar schools were selected. The choice of these textbooks was not random, but it covers types of English textbooks currently used in these upper-secondary schools: SOU u Krbu in Prague, SOŠ prof. Švejcara in Pilsen, Gymnázium Sušice, Církevní Gymnázium in Pilsen. In this research, one selected unit was thoroughly analyzed in each teacher's and student's book. The units were chosen randomly. The emphasis was placed on suggested lesson plans that are created by the authors of the books.

Although in reality it is a rather different practice, the important thing for this research is that it works on the assumption that English teachers work only with these books and their teaching does not include any extra activities.

Analyzed Textbooks Characteristics

The following part brings a brief characteristic of textbooks that were chosen to be analyzed. The attention is paid to the structure and content of these textbooks.

All chosen textbooks were published by Oxford University Press. Four of them are intended for upper-secondary school and one is designed for students at lower-secondary schools and grammar schools. Inclusion of the textbook designed for younger learners is

warranted. According to Connie Hine (n.d.), the development of intelligences is a lifelong process, that starts early in human life. Therefore, when teaching younger learners, the MI theory should be also taken into account. All of these textbooks have accreditation declared by The Ministry of Education, Youth and Sports of the Czech Republic.

New Horizons

New Horizons is an English course that includes four levels oriented on teenage learners. The first level of Horizons is created for false or real beginners. By the end of this course (course ends with Horizons 4), students should obtain level B1+ of the Common European Framework of Reference for languages (CEFR) and be able to pass the school-leaving exam. According to the authors, one level can be completed within one school year. This course contains a student's book, a workbook, a teacher's book, audio CDs, iTools and a CD with tests.

For the purpose of this research, *New Horizons* level 2, unit 4 was chosen. This level includes eight units that deal with various topics and grammar points and one starter unit that refreshes the basics. The themes of the unit 4 are cities, clothes and shopping. The grammar goal of this unit is to practise forms of adjectives.

The teacher's book includes especially teaching notes, the answer key for student's book and workbook, and transcripts of recorded audio material. The structure of the teacher's book follows the structure of the student's book enriched with teaching notes and transcripts of audio materials. Teaching notes contain information about grouping, task instructions and methods. The unit two should last from seven to eight lessons but the specific time-management depends on a teacher and is not suggested.

Maturita Solutions

Maturita Solutions is an English course that contains five levels. This course is focused on the overall mastery of the English language and school-leaving exam preparation. The course is composed of a student's book, a workbook, a teacher's book, an online workbook, a teacher's resource CD-ROM, a test bank CDROM, iTools, audio CDs, a words apps, a student's and teacher's website.

For the purpose of this research, the fifth unit of *New Maturita Solutions Pre-Intermediate* was used. Generally, the student's book includes ten units that are divided

into seven lessons from A to G. Lesson A deals with vocabulary and listening, B with grammar, C with culture, D with grammar again, E with reading, F with everyday English and G with writing. Each lesson occupies one page. In addition, the student's book contains vocabulary and grammar builders to provide further exercises. The fifth lesson is called Shopping and its grammar point is to practise of present perfect tense.

The teacher's book contains mainly teaching notes, the answer key for the student's book and workbook. Moreover, there is a suggested lesson plan for each lesson including methods, tasks, etc. The lessons are arranged for 45 minutes and take into account learner's differences by adding various extra activities and extensions. There are also suggestions for 30-minute lessons with omission of some tasks. Each lesson ends with a lesson outcome that students' should know.

Project

Project 3rd edition is intended for younger learners (aged 10-15) than the previous courses. This course has got five levels and the first one is created for real beginners. After passing this course, students should obtain level A2 according to the CEFR. The author of *Project* expects that English lessons are taught three lessons per week. This course contains a student's book, a workbook, a CD-ROM, class CDs and a teacher's book.

This research analyzes the level 5, unit 4 of *Project 3rd* edition. The student's book is composed of six units. Each unit has got four parts (A-D). Each unit contains a grammar part, a vocabulary and pronunciation part, a communication part and a project part. There are also suggestions for content and language integrated learning (CLIL) in the part Culture across the Curriculum. Unit four is called Can I ask...?, and deals with media, jobs and crime. The grammar goal is concentrated on question forms, gerunds, separable and inseparable phrasal verbs.

The teacher's book includes the workbook answer key, the student's book answer key and tests. It also includes teaching notes. Nevertheless, time-management including the content of each lesson has to be organized by teachers and is not suggested by authors of this textbook.

New Matrix

New Matrix is an English course that contains five levels. The aim of this course is to prepare students for the school-leaving exam. According to Kelly, "*Matrix* is designed specifically for students who have had a solid foundation in English at primary school and who want to progress rapidly" (2009, p. 6). This course is composed of a student's book, a workbook, a teacher's book, class CDs and tests.

For the purpose of this research, *Matrix Introduction*, unit seven has been analyzed. This student's book is divided into nine units that follow a starter unit that revises basics. Each unit occupies eight pages and deals with reading, grammar, communication and writing. Unit seven is called Holidays and its grammar point is to master the future forms (going to) and present continuous tense.

The teacher's book includes the answer keys to the student's book and workbook, transcripts of listening activities and extra activities. In addition, it provides teaching notes with information about methods and grouping. The teacher's book also includes photocopiable worksheets. Time-management propositions are not included which means that it depends on teachers' decisions.

New Headway

New Headway is the last English course that was chosen to be analysed. This course is mainly focused on grammar and speaking skills. It has got six levels ranging from the beginner to advanced level. *New Headway* is composed of a teacher's book, a student's book, a workbook. There is also a possibility to work with iTools from the 4th edition to make English lessons more contemporary.

The student's book contains 14 units in total. For the purpose of this research, *New Headway Pre-Intermediate*, unit seven was chosen. This unit is called Famous Couples, and deals with the present perfect tense. It also develops reading, listening and speaking skills.

The teacher's book contains the workbook and student's book answer key, tests, extra ideas, a word list and teaching notes. At the very beginning of each unit of the teacher's book, a brief introduction to the unit is provided. Teaching notes follow up methods of teaching, grouping and language tasks. Anyway, teachers have to organize the structure of time-management because it is not covered there.

Research Tools

In order to accomplish the research, five tables to record information were created. In each table, research data dealing with language tasks and multiple intelligences were collected.

The table contained information about the type of textbook, number of the unit the research deals with, language tasks appearing in the lectures, and intelligence types that are involved during the tasks. Individual tasks were sorted in the alphabetical order for the purpose of lucidity.

The MI columns were constructed in the following manner. Number one represented verbal-linguistic intelligence; number two represented math-logic intelligence; number three represented spatial intelligence; number four represented musical intelligence; number five represented bodily-kinesthetic intelligence; number six represented interpersonal intelligence; and number seven represented intrapersonal intelligence. The important thing is that one single task could include more than one intelligence.

The research did not include suggested extra activities or practice appearing in units. It followed basic tasks and activities. In order to realize the research, activities were divided into small parts to get to the core, and uncovered the essence of these tasks.

After completing the tables, tasks were counted and numbered. The decision making about what intelligences are included in each task was made with the assistance of the chapter in this thesis titled MI Language Tasks in the English Classroom.

Tasks related to language were matched to the linguistic intelligence. The assumption was that such tasks would prevail in the research because language learning contains mainly speaking, listening, reading and writing activities, and all of them primarily develop the linguistic intelligence. Tasks that included problem solving, deducting, inducting, systematizing, prioritizing and tasks where logical thinking is needed were assigned to math-logic intelligence. Spatial intelligence was developed in tasks that contained pictures, mind maps, bonding, visualization, etc. Tasks dealing with music, rhythm, stress and intonation were assigned to musical intelligence. Interpersonal intelligence was assigned to tasks where cooperation and discussions with other classmates were necessary. Finally, tasks that promote metacognition, self-awareness, the development of student's personalities and their opinions were included in intrapersonal intelligence.

The aim of this research was to analyze different language tasks that were included in chosen textbooks, and discover which intelligences were predominant, which occurred, and which were not included in the units.

IV.RESULTS

The following section presents results of this research dealing with the MI theory and language tasks. The decision of what intelligence type is included in each task was sometimes ambiguous, and could be a subject of a further discussion. An independent variable is also the way in which teachers enter individual tasks and which parts of tasks they emphasize. First the results are presented separately for each course book, and then all findings are summarized into one result. This overall result is analyzed in depth.

Maturita Solutions

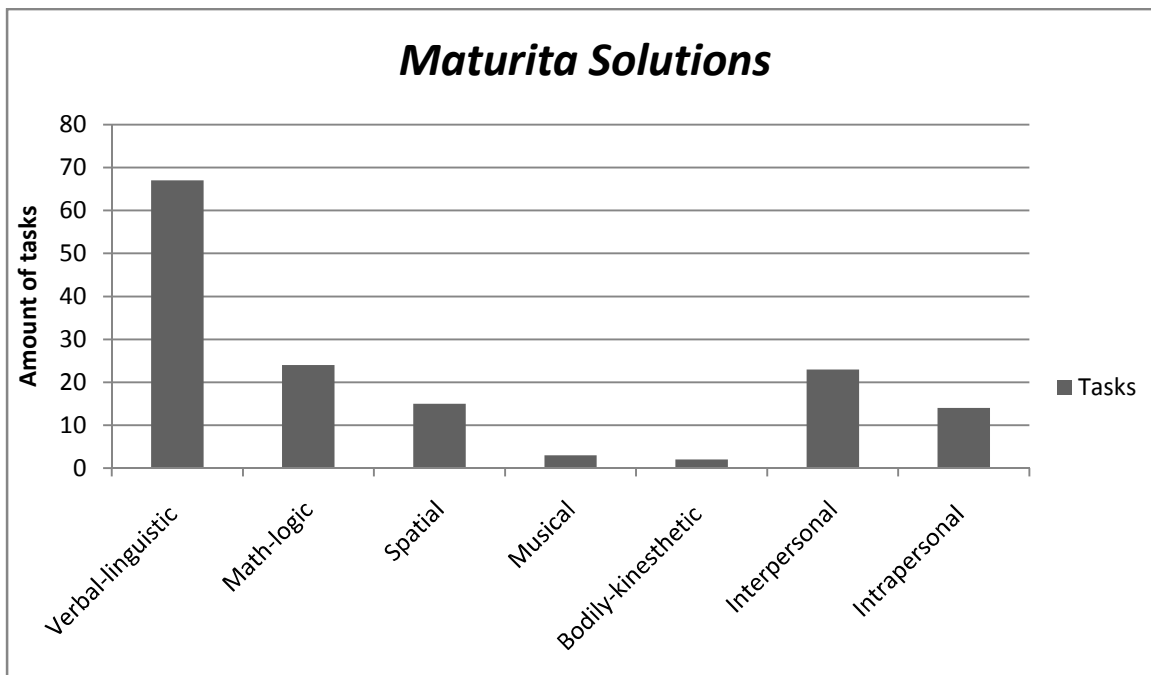
In *Maturita Solutions*, the following findings were discovered. The vast majority of tasks developed verbal intelligence. It was 97% of all tasks. This was followed by tasks for which the use of math-logic (34.8%) and interpersonal intelligence (33.3%) was necessary. The involvement of spatial intelligence was in the fourth place of frequency. It was 21.7%. Among the last three intelligences, intrapersonal intelligence (20.3%), musical (4.3%), and bodily-kinesthetic intelligence (2.9%) appeared.

From this summary it is clear that the unit is conducted in order to develop verbal-linguistic intelligence. As visible from the graph bellow, this course pays attention to math-logic aspects in language teaching. In comparisons to other analyzed courses, it is the only course where the involvement of math-logic intelligences on the second place after verbal-linguistic intelligence. Many tasks in this unit are also set for group work or pair work and it provides the involvement of interpersonal intelligence.

Table 2

Language Tasks in Maturita Solutions

Number of tasks	69
Verbal-linguistic intelligence	67
Math-logic intelligence	24
Spatial intelligence	15
Musical intelligence	3
Bodily-kinesthetic intelligence	2
Interpersonal intelligence	23
Intrapersonal intelligence	14



Graph 1. Language tasks in *Maturita Solutions*. This graph shows an amount of tasks that develop multiple intelligences.

New Horizons

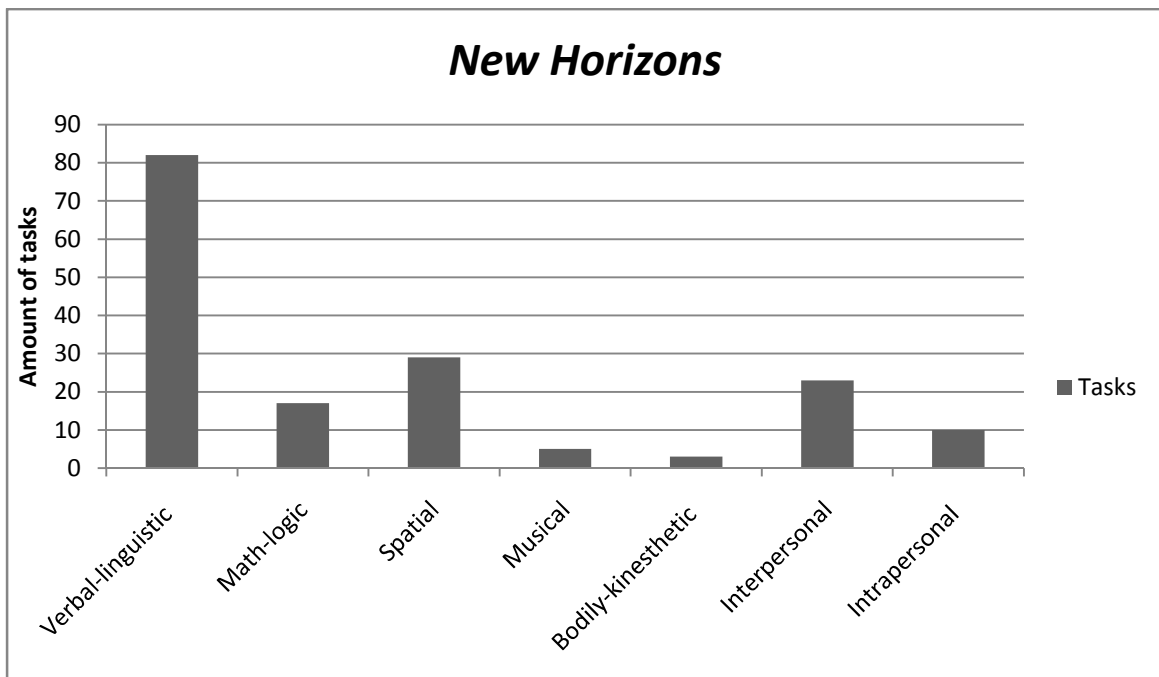
In *New Horizons*, the total amount of 88 tasks was analyzed. As usual, the integration of verbal-linguistic intelligence prevailed with its 94.3 % of tasks. Along with verbal-linguistic intelligence, spatial intelligence was often included with its 33 %. This was followed by tasks arranged in order to enhance the interpersonal frame. 26.1 % of all tasks included this type of intelligence. Surprisingly, math-logic intelligence appeared only in 19.3% of all tasks. Involvement of intrapersonal (11.4%), musical (5.7 %) and bodily kinesthetic intelligence (3.4 %) was rare.

As evident from the table bellow, this course is focused on verbal-linguistic intelligence and its development. Additionally, tasks dealing with spatial intelligence were frequent and showed higher percentage than the graph of overall results. Linguistic tasks were often supported by visual components such as pictures or tables. Tasks involving interpersonal intelligence were also common but in comparison with the overall results achieved a smaller percentage.

Table 3

Language Tasks in New Horizons

Number of tasks	88
Verbal-linguistic intelligence	83
Math-logic intelligence	17
Spatial intelligence	29
Musical intelligence	5
Bodily-kinesthetic intelligence	3
Interpersonal intelligence	23
Intrapersonal intelligence	10



Graph 2. Language tasks in *New Horizons*. This graph shows an amount of tasks that develop multiple intelligences.

New Matrix

In *New Matrix*, the following findings were discovered. As it is evident, the most developed intelligence among language tasks was verbal-linguistic intelligence with its 98%. The second most common intelligence was spatial intelligence (36%). It was followed by the occurrence of math-logic intelligence (30%). The rest of intelligences were

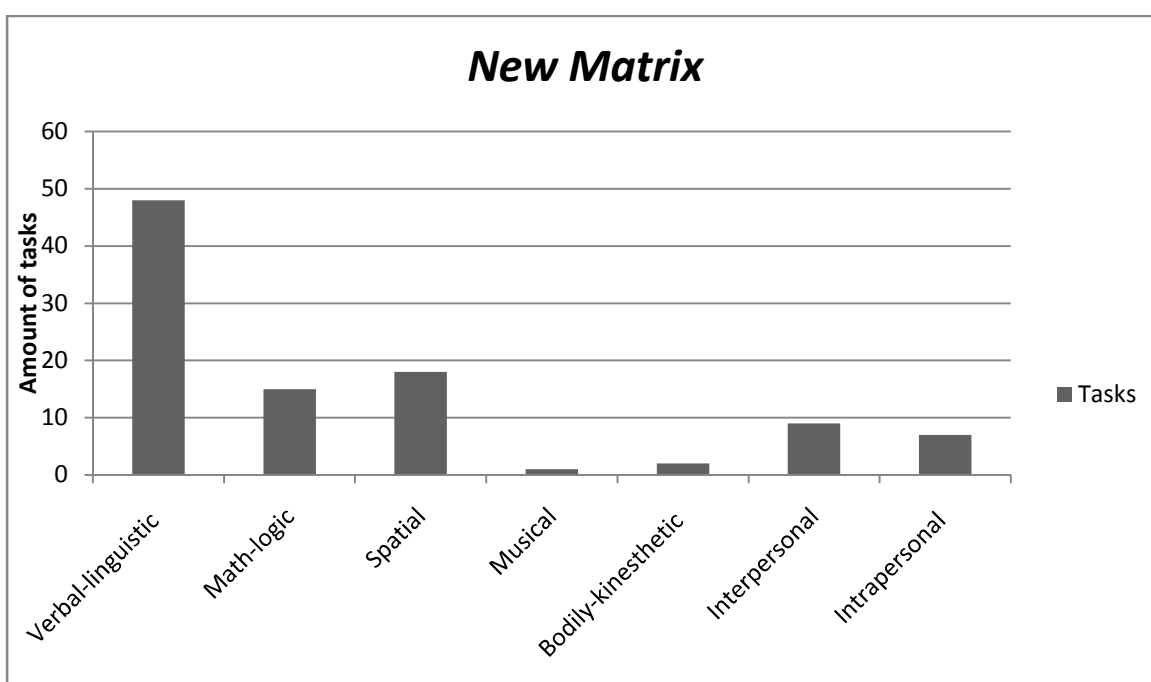
rarely included in the language tasks because musical intelligence appeared in 2% of tasks, bodily-kinesthetic intelligence in 4% of tasks, interpersonal intelligence in 18% of tasks and intrapersonal intelligence in 14% of tasks.

Even at the first glance, it is visible that three intelligences are predominant (verbal-linguistic, math-logic and spatial) and the other appear rarely. The graph is the most unbalanced one in comparison to other textbooks because there is a great distance between the prevailing intelligences and the rest.

Table 4

Language Tasks in New Matrix

Number of tasks	50
Verbal-linguistic intelligence	49
Math-logic intelligence	15
Spatial intelligence	18
Musical intelligence	1
Bodily-kinesthetic intelligence	2
Interpersonal intelligence	9
Intrapersonal intelligence	7



Graph 3. Language tasks in *New Matrix*. This graph shows an amount of tasks that develop multiple intelligences.

New Headway

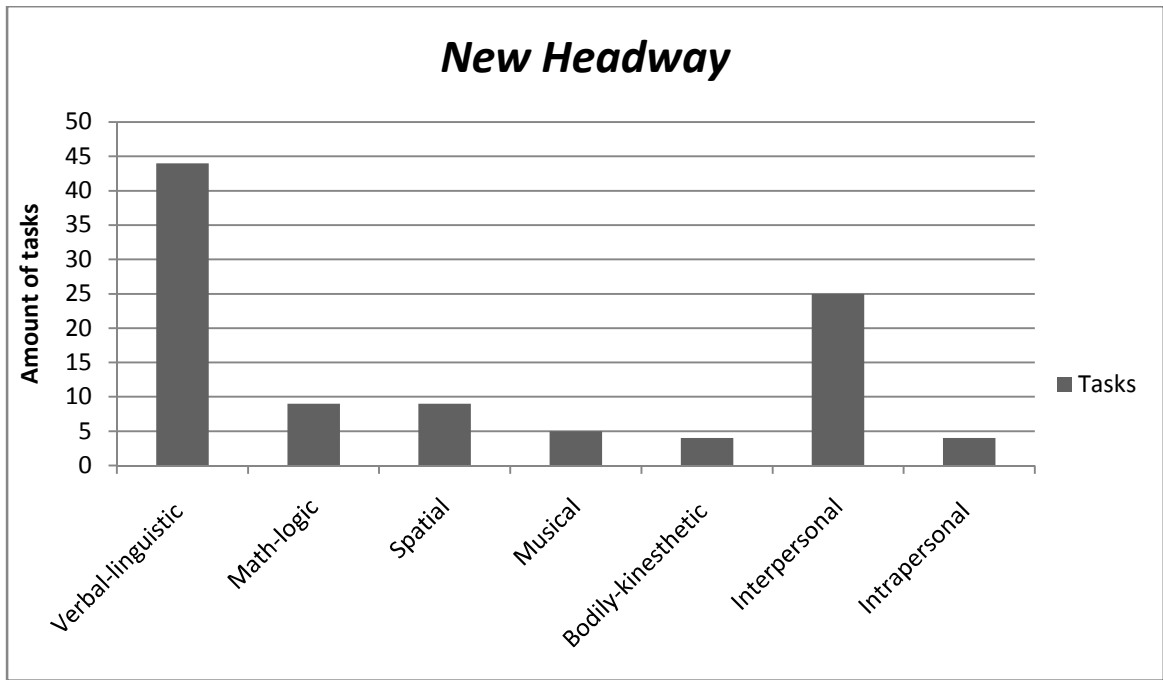
In *New Headway*, language intelligence is included in 97.8% of all tasks. Unexpectedly, the second place is taken by interpersonal intelligence with its 55.6% of all tasks. Math-logic intelligence was included in 20% of all tasks as well as spatial intelligence with its 20% of all tasks. The following types of intelligences had a significantly lower participation in *New Headway*'s language tasks because musical intelligence was developed in 11.1% of all tasks, bodily-kinesthetic intelligence is developed in 8.9% of all tasks and intrapersonal intelligence in 8.9% of all tasks.

As it is evident from the graph below, tasks including the development of verbal-linguistic and interpersonal intelligence prevail. The 34 analysed unit contained mainly language tasks often accompanied by pair or group work in order to provide speaking situations between classmates. Although, the amount of tasks dealing with bodily-kinesthetic intelligence occupies only 8.9%, it is the highest number in the whole research. It is due to the fact that the units contained e.g. mingle and act-out activities.

Table 5

Language Tasks in New Headway

Number of tasks	45
Verbal-linguistic intelligence	44
Math-logic intelligence	9
Spatial intelligence	9
Musical intelligence	5
Bodily-kinesthetic intelligence	4
Interpersonal intelligence	25
Intrapersonal intelligence	4



Graph 4. Language tasks in *New Headway*. This graph shows an amount of tasks that develop multiple intelligences.

Project

In *Project 5*, the following findings were discovered. Just as the previous language courses, the vast majority of tasks developed verbal intelligence. In this case it was 94.6 % of tasks. As visible from the table bellow, tasks developing interpersonal (41.9 %) and spatial intelligence (32.4 %) were also quite common within the analyzed unit. Subsequently, tasks developing math-logic (16.2%) and intrapersonal intelligence (12.2%) appeared. Less common tasks were those that involved musical (10.8%) and bodily-kinesthetic intelligence (4.1%)

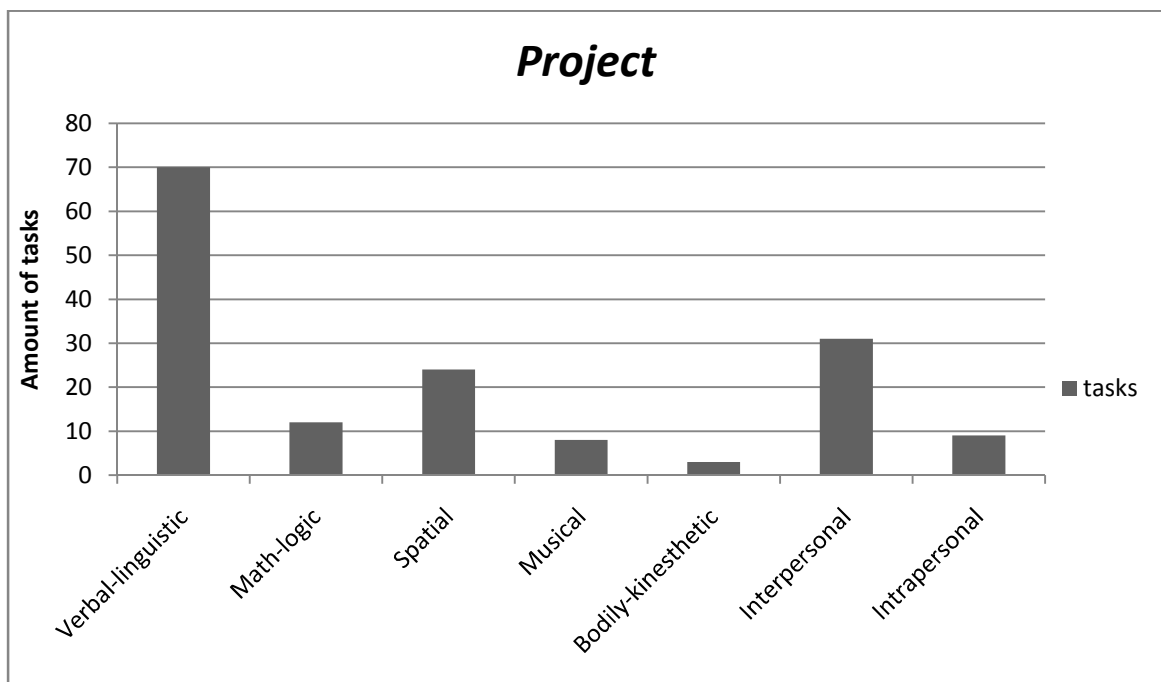
As it is evident from the graph bellow, a great deal of interpersonal and spatial tasks were used. Both of these intelligences have a higher percentage than the overall results. Tasks often involved group or pair work and they were supplemented by visuals. The question is whether it is due to the fact that the textbook is designed for younger students.

Table 6

Language Tasks in Project 5

Number of tasks	74
Verbal-linguistic intelligence	70

Math-logic intelligence	12
Spatial intelligence	24
Musical intelligence	8
Bodily-kinesthetic intelligence	3
Interpersonal intelligence	31
Intrapersonal intelligence	9



Graph 5. Language tasks in *Project 5*. This graph shows an amount of tasks that develop multiple intelligences.

Overall Results

Within this research, numerous relationships could be detected. Bellow, the final graph summarizes the situation across the language courses that were chosen to be analyzed. The following chapter provides a commentary on overall results.

Firstly, it should be noted that none of the chosen textbooks develop MI profiles optimally. As it is evident from the graph bellow, there is a disparity in the distribution of intelligences. Because of the fact that this disparity was typical for each textbook, the overall chart had to reflect the same results.

Secondly, the vast majority of tasks were focused on the development of verbal-linguistic intelligence. It was 96.01% of all tasks. This result was not unexpected because second language learning implies the involvement of verbal-linguistic intelligence in order to master speaking, writing, reading and listening skills. As mentioned in Morgan and Fonseca thesis (2004) "In Gardner's scheme, the verbal-linguistic intelligence does not make direct reference to second language learning. However, there seems to be a very plausible link as people with a high verbal- linguistic intelligence are those that tend to think in words (Nolen 2003) ... "(p. 123). Nevertheless, the surprising finding was that many activities developed just this intelligence, and did not involve other frames of mind that would engage students that have strengths in other intelligences. In my opinion, this means that individuals who do not have a strong disposition to master these tasks may feel like outsiders. This aspect can be highly demotivating and can have a negative effect on the social climate of any class. It may occur because some students may not be impressed by language learning and may experience failure on a regular basis, while other students excel and can be considered to be successful or smart. These problems can divide the class, and deteriorate the climate in the classroom.

Additionally, self-fulfilling prophecies, either in the form of Golem effect or Pygmalion effect, can appear. Dennis Reynolds (2007) dealt with these self-fulfilling prophecies and stated, "When teachers show that they expect students to perform well, students do perform well; when teachers project no such expectations, students do not attain the same level of performance" (p.475). The positive expectations are connected with the Pygmalion effect and the lower expectations with the Golem effect. According to me, these psychological phenomena could arise in connection with language teaching that is focused only on the development of the verbal-linguistic intelligence and does not incorporate multi-intelligent teaching strategies. Language teachers might have a tendency

to have lower expectations when students do not have strengths in the language intelligence. Their expectations can lead to a worse performance than the students would be able to achieve.

Furthermore, in addition to the occurrence of tasks involving verbal-linguistic intelligence, tasks dealing with interpersonal, math-logical and spatial intelligence occurred. Even though, tasks that dealt with these intelligences were not as frequent as verbal intelligence, they occupied an important place in language courses. A good trend is that quite many activities developed interpersonal intelligence. 34.05% of all tasks contained interpersonal frame. It is crucial because language is connected with communication and interaction with others. Therefore, it is a good tendency in English textbooks to provide many activities and tasks in pairs or small groups that help students to learn the interaction and cooperation in the second language acquisition. Nevertheless, instructions in teachers' books did not give information about how these pairs or groups should be created. In my estimation, unless teachers vary the organization of pairs, the interpersonal intelligence will not be developed, and it may reduce the efficiency in the development of interpersonal intelligence.

Tasks dealing with spatial intelligence were found in 29.14% of all tasks. The result that tasks involving spatial intelligence hold the third position within the overall results was not surprising. Course books contained visual stimuli such as pictures, photos and tables, and all these components support spatial-visual smart students. Occasionally, tasks oriented on mind maps occurred in textbooks, and it is also a great example of how to incorporate this intelligence into language teaching.

As evident from the graph, tasks that develop math-logic intelligence showed stable position in language courses with its 23.62% of all tasks. This intelligence is developed during problem-solving tasks or tasks where logical thinking is needed. Some of the grammatical tasks also included mathematical-logical dimension. When dealing with these tasks, students had to use logic, inductive or deductive reasoning, prioritizing etc.

Moreover, the low number of activities that developed intrapersonal intelligence was quite surprising. It was only 13.5% of all tasks. In spite of the fact that the majority of tasks were set individually, they did not develop the intrapersonal frame.

Individual tasks were often focused on a performance of language goals, e.g. practicing new vocabulary, and these tasks did not give the opportunity to explore students' personality, i.e. their opinions, feelings, motivation etc. Language course books were lacking in tasks that would stimulate positive self-awareness and self-regulation.

Above all, the research detected deficiency in metacognition which is connected with intrapersonal intelligence. According to Wenden, this intelligence" can be related to studies about metacognitive knowledge and language learning, where metacognition refers to knowledge about oneself, about the language and about the procedures or strategies to be used for certain types of tasks" (as cited in Morgan & Fonseca, 2004, p.129). The research showed that only limited amount of tasks led to students' metacognition. Among others, it can be achieved by monitoring their own progress in learning, setting out individual goals or by choosing tasks.

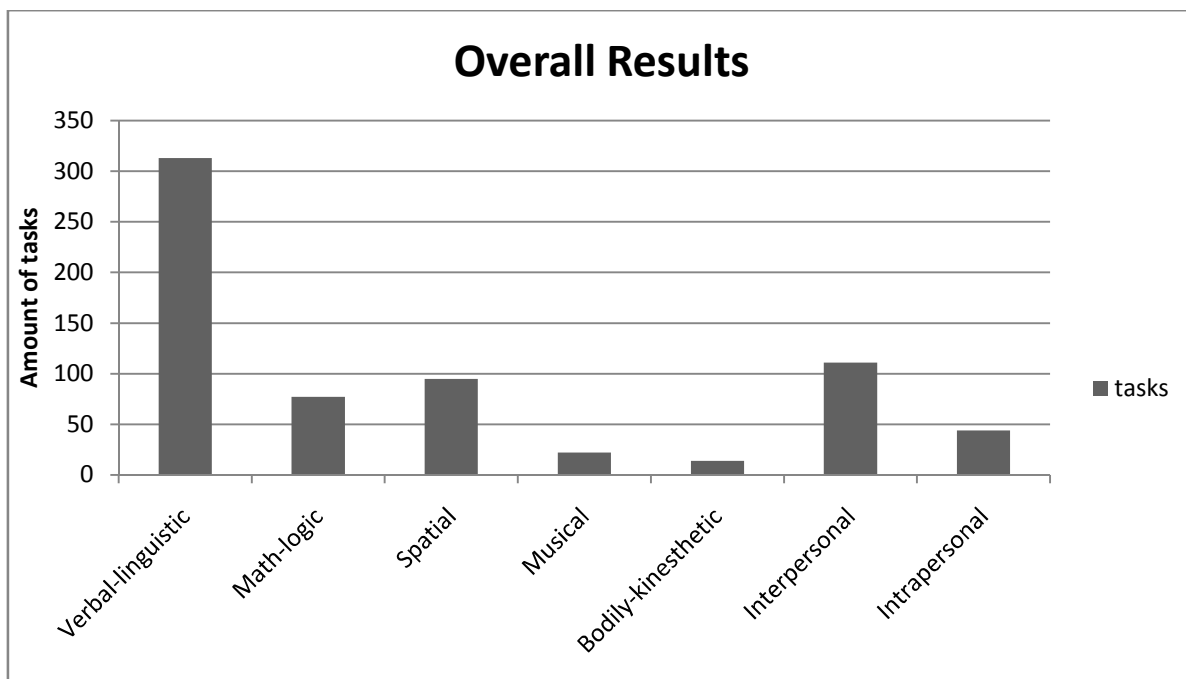
Finally, musical and bodily-kinesthetic intelligence occupied the lowest percentage of occurrence. In each textbook, only few tasks included these intelligences. Musical intelligence obtained higher percentage (6.75%) because tasks dealing with pronunciation, tone and stress were matched to this intelligence. Bodily-kinesthetic frame (4.29%) occurred in tasks dealing with mingling or acting out, and the research showed that these tasks are not frequent.

To sum up, this found out that language textbooks do not fully and equally respond to the Gardner's theory of multiple intelligences. Tasks that involved only verbal-linguistic intelligence were predominant.

Table 7

Language Tasks in Total

Number of tasks	326	100%
Verbal-linguistic intelligence	313	96.01%
Math-logic intelligence	77	23.62%
Spatial intelligence	95	29.14%
Musical intelligence	22	6.75%
Bodily-kinesthetic intelligence	14	4.29%
Interpersonal intelligence	111	34.05%
Intrapersonal intelligence	44	13.5%

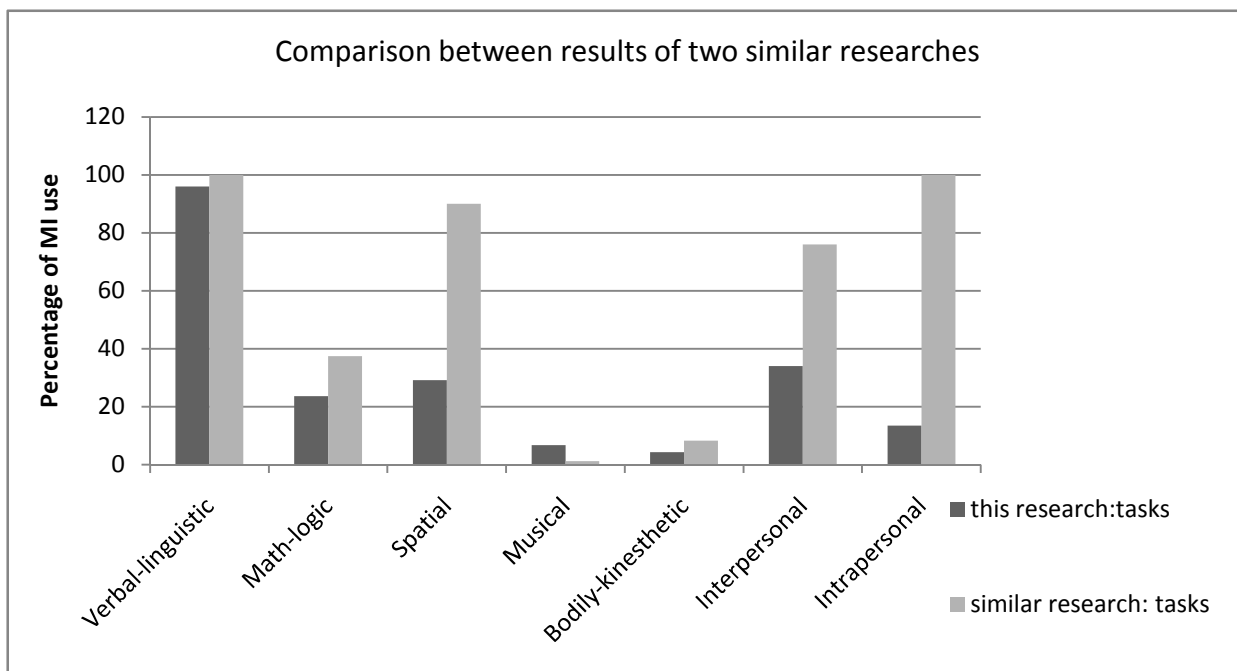


Graph 6. Overall results of language tasks in textbooks. This graph shows an amount of tasks that develop multiple intelligences.

Similar Research

Similar research was conducted in the context of a thesis *Multiple intelligences theory in English language teaching: An analysis of current textbooks, materials and teachers' perceptions* written by Maria do Rosario Botelho de Lima (2003) at the College of Arts and Sciences of Ohio University. The author analysed English language textbooks that were used in Brazil. Extra activities appearing in these textbooks were also included and analysed. This research was conducted differently than the research of this thesis, and this is reflected in the results. When comparing the results of both researches, they vary significantly.

Following graph was compiled in order to show differences between these two research studies.



Graph 7. Comparison between results of two similar researches. This graph shows how two researches differ in case of language tasks that develop multiple intelligences.

As it is obvious from the graph, the results differ hugely, and it is most significant along spatial and intrapersonal intelligence. It is due to the fact that the author worked on the assumption that spatial intelligence is developed in all situations where any visual material such as pictures or photographs appeared (2003, p.83). In contrast, this research matched to spatial intelligence only tasks for which working with visual material was needed to fulfil them. Moreover, the author of the thesis claimed that all activities that are not assigned in pair or group work develop intrapersonal intelligence. This work denies this approach because not every task even if it is done independently develops precisely this intelligence e.g. when completing a grammar task in a textbook, we can hardly talk about the development of interpersonal intelligence. If it was so, every activity in human life would develop this intelligence. This research assigns the intrapersonal intelligence to the tasks that really develop intrapersonal intelligence, and that are focused on self-knowledge, self-awareness, assertiveness, and metacognition. This attitude is supported by Herbert Puchta and Mario Rinvoluceri. They stated that, "When working in the mode of this intelligence, you focus on, and function in terms of, self-knowledge, self-regulation, self-control. You are exercising your meta-cognitive skills" (2005, p.7).

In spite of the fact that results differ, similarities can be found. Above all, both researches show that chosen English textbooks do not incorporate multi-intelligent

language strategies. Maria do Rosario Botelho de Lima (2003) stated, "None of the books were designed to incorporate the principles of MI theory in language learners"(p.80). In fact, some intelligences prevailed and some intelligences were underestimated, and this is the common element in both researches.

V. IMPLICATIONS

This chapter is divided into three parts. The first part deals with implications of the research results. It contains suggestions intended for language teachers who want to incorporate MI theory into their teaching and don't want to abandon textbooks. It provides information and ideas that are based on results of the research. The second part discusses limitations of the research and proposes an improvement. The third part is concerned with suggestions for further research.

Implications for Language Teaching

As the research has shown, language textbooks are not constructed in accordance with Gardner's MI theory. The chosen textbooks were not balanced because some intelligences prevailed. Above all, verbal-linguistic, math-logic and spatial intelligence dominated across these textbooks.

Language teachers have usually strengths in verbal-linguistic intelligence and could demand the same ability from their students (Puchta & Rinvoluceri, 2005, p.16). Therefore, it is important to perceive that not all students have same MI profile and this diversity can influence their results and school success. According to Morgan and Fonseca (2004), "Learners' belief about their ability to participate successfully in a language task can be influenced by the way teachers present material to their students and the steps followed to involve them in language learning influence" (p.130)

In my opinion, when language teachers teach only with the aid of textbooks, the unbalanced structure of MI will transfer into their teaching. Therefore, teachers should be aware of this nature and they should adapt their teaching in order to get students interested in language learning and motivate them. It can be provided by adding additional language activities that include all intelligences. Some of the textbooks, e.g. *Maturita Solutions*, provided extra activities that often developed several intelligences during one single task. The use of extra activities represents an easy way of engaging multi-intelligent language strategies into ELT. Moreover, teachers can omit some tasks in the textbook and replace them by tasks and activities in order to involve intelligences that are underestimated in the textbooks. Teachers can create these tasks by themselves or they can use handbooks dealing with MI tasks and activities, e.g. *Multiple Intelligences in EFL: Exercises for Secondary and Adult Students* (2008) written by Herbert Puchta and Mario Rinvoluceri.

This book includes one section that is created for teachers who want to include MI theory into their teaching and still teach with textbooks. Authors described this section in these words, "If you are currently working from course books, you might first turn to Chapter 2. Here you find exercises designed to fit in with the material in the units you are already teaching" (2005, p. 22). Inside this book, teachers can find plenty of activities that incorporate Gardner's theory of MI into their teaching.

Bellow, four steps for implementing MI into language teaching are suggested.

- Introduce the MI theory to students.
- Ask students what activities and tasks they prefer and like.
- Adapt the language tasks in textbooks in order to engage more intelligences.
- Incorporate activities and tasks to develop intelligences that are not included in textbooks

Disregarding the whole theory of multiple intelligences and conclusions of this or any other research dealing with MI in language teaching, teachers should keep in mind that if they provide more ways of gaining knowledge, their students could have a greater opportunity to learn and master the language as such. It is connected with consciousness of learners' diversity. According to my opinion, it would be beneficial if language teachers would keep in mind these Gardner's words (2011):

Genuine understanding is most likely to emerge, and be apparent to others, if people possess a number of ways of representing knowledge of a concept or skill and can move readily back and forth among these forms of knowing. No one person can be expected to have all modes available, but everyone ought to have available at least a few ways of representing the relevant concept or skill. (n.d.)

Limitations of the Research

Surely, this research has its limitations and they have to be mentioned in this chapter. Firstly, only basic language tasks were assessed in the research. It means that extra tasks and activities were removed from the analysis and were not taken into account. If these tasks were included in the research, they could change the overall results. Secondly, the tasks were assessed by one person. For this reason, subjectivity in the research must be

taken into consideration. Some tasks were clearly assigned to the corresponding intelligence but some tasks were at the edge. The decisions could vary if somebody else would assess them. It would be more objective if more people rated these tasks and the conclusion was drawn by mutual agreement. Different tasks also developed intelligences to a different degree because some of them enabled wider involvement of intelligences than others. Nevertheless, the research only classified the tasks horizontally, i.e. tasks were matched to seven intelligences. Vertical classification would be difficult to evaluate, and this research omitted it. Additionally, the weakness of the research is in the low number of textbooks and units chosen to be analyzed. This research analyzed five units in five textbooks, and the amount is not sufficient for reliable results. Surely, more textbooks would bring more tasks and reliability would increase. Moreover, all of the textbooks were published by Oxford University Press and it could bring misrepresented view on language textbooks as a whole. The use of textbooks published by various publishers would bring more objective results into the research. Nevertheless, I suppose that the results would be similar.

Suggestions for Further Research

Surely, there are many ways of how this research can be extended or complemented. Following paragraphs propose possibilities for further research.

The extension of this research could be done by increasing the number of chosen units in order to analyze more tasks. In fact, all tasks in one textbook might be the subject of research. This would give overall information about what intelligences are engaged throughout the year if students worked only with textbooks. In addition, more books could be included in the research. These books could be also selected from non-accredited textbooks that are used e.g. by private language schools. Another possibility for further research is to compare the involvement of intelligences in the textbooks that are designed for different age groups, and monitor how they differ.

It would be also reasonable to accomplish similar research during language lessons and monitor how teachers work. It would be useful to find out if they work in accordance with MI theory. The research could be carried out by recording various language tasks assigned in language lessons and evaluating the ratio of intelligences that these tasks develop. This further research would provide information about use of MI in language classes, and it could bring more realistic knowledge.

To sum up, in spite of the fact the research of this thesis provide useful information about the use of multiple intelligences during language tasks, many improvements and additions could be done to make the research more complex and increase the reliability.

VI. CONSLUSION

As described in the theoretical background, Howard Gardner created a concept of multiple intelligences. This theory works on the assumption that there are several frames of mind within each personality. In the first concept, Gardner described seven basic intelligences. It was verbal-linguistic, mathematical-logical, spatial, musical, bodily-kinesthetic, interpersonal and intrapersonal intelligence.

Each personality has got a mixture of these intelligences and they create MI profile together. The important thing is that these intelligences are developed at various levels and represent individuals' strengths and weaknesses.

Among others, this theory can be applied in education. Especially, many educators deal with MI theory in language teaching. According to them, it is important to engage as many intelligences as possible during language teaching in order to develop learners' personality as a whole. In other words, it is beneficial to involve all intelligences and provide balanced platform for language learning. MI theory takes learners' differences into consideration and respect the fact that each learner has different MI profile.

The use of multi-intelligent language strategies provides various meaningful tasks that try to activate and motive all learners. Morgan and Fonseca (2004) described MI theory in connection with language teaching in these words, "It enables teachers to organize a variety of contexts that offer learners a variety of ways to engage meaning and strengthen memory pathways; it is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favourable motivational conditions"(p. 120).

Because of the evident interest in MI theory, I tried to examine if this trend was reflected in the character of language tasks. In the research, I have investigated five English textbooks published by Oxford university press. The purpose was to find out whether textbooks used language tasks that tried to develop the whole range of intelligences described in the theoretical part of this thesis. The research has discovered that language tasks were often oriented on the development of verbal-linguistic intelligence without incorporating other frames of mind. Most tasks were unilateral and it could decrease their attractiveness.

The research has shown that if language teachers want to incorporate MI theory into their teaching, it is not possible to teach only with the aid of textbooks. They have to add extra activities and tasks that embody intelligences that are underestimated and not

developed in these tasks. In other words, they have to make an effort to create multi-intelligent learning conditions.

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APPENDICES

Appendix 1: Walter McKenzie's "Multiple Intelligences Survey"

Part I

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Then total the column in each section.

Section 1

- _____ I enjoy categorizing things by common traits
- _____ Ecological issues are important to me
- _____ Classification helps me make sense of new data
- _____ I enjoy working in a garden
- _____ I believe preserving our National Parks is important
- _____ Putting things in hierarchies makes sense to me
- _____ Animals are important in my life
- _____ My home has a recycling system in place
- _____ I enjoy studying biology, botany and/or zoology
- _____ I pick up on subtle differences in meaning

- _____ TOTAL for Section 1

Section 2

- _____ I easily pick up on patterns
- _____ I focus in on noise and sounds
- _____ Moving to a beat is easy for me
- _____ I enjoy making music
- _____ I respond to the cadence of poetry
- _____ I remember things by putting them in a rhyme
- _____ Concentration is difficult for me if there is background noise
- _____ Listening to sounds in nature can be very relaxing
- _____ Musicals are more engaging to me than dramatic plays
- _____ Remembering song lyrics is easy for me

- _____ TOTAL for Section 2

Section 3

- _____ I am known for being neat and orderly

- _____ Step-by-step directions are a big help
- _____ Problem solving comes easily to me
- _____ I get easily frustrated with disorganized people
- _____ I can complete calculations quickly in my head
- _____ Logic puzzles are fun
- _____ I can't begin an assignment until I have all my "ducks in a row"
- _____ Structure is a good thing
- _____ I enjoy troubleshooting something that isn't working properly
- _____ Things have to make sense to me or I am dissatisfied

- _____ TOTAL for Section 3

Section 4

- _____ It is important to see my role in the "big picture" of things
- _____ I enjoy discussing questions about life
- _____ Religion is important to me
- _____ I enjoy viewing art work
- _____ Relaxation and meditation exercises are rewarding to me
- _____ I like travelling to visit inspiring places
- _____ I enjoy reading philosophers
- _____ Learning new things is easier when I see their real world application
- _____ I wonder if there are other forms of intelligent life in the universe
- _____ It is important for me to feel connected to people, ideas and beliefs

- _____ TOTAL for Section 4

Section 5

- _____ I learn best interacting with others
- _____ I enjoy informal chat and serious discussion
- _____ The more the merrier
- _____ I often serve as a leader among peers and colleagues
- _____ I value relationships more than ideas or accomplishments
- _____ Study groups are very productive for me
- _____ I am a "team player"
- _____ Friends are important to me
- _____ I belong to more than three clubs or organizations
- _____ I dislike working alone

- _____ TOTAL for Section 5

Section 6

- _____ I learn by doing
- _____ I enjoy making things with my hands
- _____ Sports are a part of my life
- _____ I use gestures and non-verbal cues when I communicate
- _____ Demonstrating is better than explaining
- _____ I love to dance
- _____ I like working with tools
- _____ Inactivity can make me more tired than being very busy
- _____ Hands-on activities are fun
- _____ I live an active lifestyle

- _____ TOTAL for Section 6

Section 7

- _____ Foreign languages interest me
- _____ I enjoy reading books, magazines and web sites
- _____ I keep a journal
- _____ Word puzzles like crosswords or jumbles are enjoyable
- _____ Taking notes helps me remember and understand
- _____ I faithfully contact friends through letters and/or e-mail
- _____ It is easy for me to explain my ideas to others
- _____ I write for pleasure
- _____ Puns, anagrams and spoonerisms are fun
- _____ I enjoy public speaking and participating in debates

- _____ TOTAL for Section 7

Section 8

- _____ My attitude effects how I learn
- _____ I like to be involved in causes that help others
- _____ I am keenly aware of my moral beliefs
- _____ I learn best when I have an emotional attachment to the subject
- _____ Fairness is important to me
- _____ Social justice issues interest me
- _____ Working alone can be just as productive as working in a group
- _____ I need to know why I should do something before I agree to do it
- _____ When I believe in something I give more effort towards it
- _____ I am willing to protest or sign a petition to right a wrong

- _____ TOTAL for Section 8

Section 9

- _____ Rearranging a room and redecorating are fun for me

- _____ I enjoy creating my own works of art
- _____ I remember better using graphic organizers
- _____ I enjoy all kinds of entertainment media
- _____ Charts, graphs and tables help me interpret data
- _____ A music video can make me more interested in a song
- _____ I can recall things as mental pictures
- _____ I am good at reading maps and blueprints
- _____ Three dimensional puzzles are fun
- _____ I can visualize ideas in my mind

- _____ TOTAL for Section 9

Part II

Now carry forward your total from each section and multiply by 10 below:

Section	Total Forward	Multiply	Score
1		X10	
2		X10	
3		X10	
4		X10	
5		X10	
6		X10	
7		X10	
8		X10	
9		X10	

Part III

Now plot your scores on the bar graph provided:

100									
90									
80									
70									
60									
50									
40									
30									

20									
10									
0	Sec 1	Sec 2	Sec 3	Sec 4	Sec 5	Sec 6	Sec 7	Sec 8	Sec 9

Part IV

Key:

Section 1 – This reflects your Naturalist strength

Section 2 – This suggests your Musical strength

Section 3 – This indicates your Logical strength

Section 4 – This illustrates your Existential strength

Section 5 – This shows your Interpersonal strength

Section 6 – This tells your Kinesthetic strength

Section 7 – This indicates your Verbal strength

Section 8 – This reflects your Intrapersonal strength

Section 9 – This suggests your Visual strength

Remember:

- Everyone has all the intelligences!
- You can strengthen each intelligence!
- This inventory is meant as a snapshot in time - it can change!
- MI is meant to empower, not label learners

Appendix 2: Language Tasks in English Textbooks

	Maturita Solutions Pre-Intermediate, 2nd edition , unit 5 Language Task	Intelligence involved						
		1	2	3	4	5	6	7
1	According to the speaking strategy, prepare dialogues in pairs.	x	x				x	
2	Act out the dialogue for the class.	x				x	x	
3	Act out your dialogue to the class and pay attention to the intonation.	x			x	x		
4	Are the sentences true or false?	x	x					
5	Choose the correct tenses.	x	x					
6	Complete each dialogue using correct forms of the verbs in brackets.	x	x					
7	Complete sentences with for or since.	x	x					
8	Complete the dialogue with correct form of the verbs.	x	x					
9	Complete the questions in the present perfect.	x	x					
10	Complete the sentences using the words.	x						
11	Describe the picture below.	x		x				
12	Eliciting: Ideas from different pairs.	x					x	x
13	Eliciting: What have you done today? What did you do yesterday?	x						x
14	Eliciting: What is the popular place for shopping in London?	x						
15	Find an example of been to, gone to, and been as the past participle in the email.	x	x	x				
16	Find examples of different forms of present perfect and complete the table.	x	x	x				
17	Find more examples of the present perfect in the email and identify which of the uses they demonstrate.	x	x	x				
18	Find words in paragraph C of the text, match them with the definitions below.	x	x	x				
19	In pairs, ask and answer questions to get all information about your partner's letter.	x					x	
20	In pairs, ask and answer questions using the phrases.	x					x	
21	In pairs, ask and answer the questions using the past simple.	x					x	
22	In pairs, ask and answer the questions.	x					x	
23	In pairs, choose cities you would like to go shopping.	x					x	x
24	In pairs, discuss different situations when you might complain.	x					x	x
25	In pairs, discuss the questions.	x					x	
26	In pairs, discuss whether you would buy different items on the internet or not.	x					x	x
27	In pairs, discuss which shop you have chosen to spend your money in, explain why you rejected other options.	x					x	x
28	In pairs, give me feedback.	x					x	
29	In pairs, imagine you have 50 pounds to buy a present and discuss.	x	x				x	x
30	In pairs, match an item from the list with each set of problems.	x		x			x	
31	In pairs, practice the dialogue.	x					x	

32	In pairs, tell your partner about the last time you went shopping and what you bought.	x					x	x
33	In pairs, think of different situations where people write formal letters.	x	x				x	
34	In pairs, think of one thing you can buy in each shop.	x					x	x
35	In the text, find tenses.	x	x					
36	Listen again, correct false sentence.	x	x					
37	Listen again. Choose correct sentence you hear.	x						
38	Listen and answer three questions for each dialogue.	x						
39	Listen and repeat the dialogue – copy the intonation.	x			x			
40	Listen to five announcements and choose their purpose.	x						x
41	Listen to the dialogue and complete the chart.	x		x				
42	Look at highlighted words in the text, identify their part of speech.	x	x	x				
43	Look at the photo and recognize the shop.			x				
44	Look at the shops and decide individually which shop you would like to spend your money in.			x				x
45	Match each of the items 1-12 with a shop from the list.	x	x	x				
46	Memory game- say one shop and one item you got there, the next student has to repeat it what you said and add their own shop and item.	x	x				x	
47	Read an email quickly and find out whom Alice bought the present for.	x		x				
48	Read and listen to the dialogue and answer the questions.	x						
49	Read and listen to the dialogue.	x						
50	Read the dialogue and ask the question.	x						
51	Read the letters quickly and answer the question.	x						
52	Read the text about grammar and explain the meaning.	x	x					
53	Read the text again and choose the correct answers.	x						
54	Read the text again. Answer the question.	x						
55	Read the three texts. Are the sentences true or false?	x	x					
56	Read the writing strategy and find examples of rules in the text.	x	x					
57	Read three texts and match each text with a photo.	x	x	x				
58	Repeat the listening.	x			x			
59	Tell me one item for a shop.	x						
60	Tell me your ideas.	x						x
61	Tell me your opinion on internet shopping.	x						x
62	Tell the class about the partner.	x						
63	Translate the phrases.	x						
64	Use the context of the text to match words with the definition.	x	x	x				
65	Whole class discussion: Do you know what EBay is? etc.	x					x	
66	Work in A/B pairs, student A: look at the first letter only, B: second letter only and answer questions 1-6.	x					x	
67	Work in pairs. Do you agree or disagree with the opinions?	x					x	
68	Write a formal letter of complaint (120-150 words) and follow rules.	x	x					x
69	Write similar sentences.	x						

	<i>New Horizons, Unit 4</i> Language Task	Intelligence involved						
		1	2	3	4	5	6	7
1	Brainstorming: Make a list of possible criteria on the board.	x		x			x	
2	Students create mind's maps.	x		x				
3	Break a word into syllables.	x	x					
4	Choose the correct alternative.	x						
5	Compare five adjectives with their superlative form.		x					
6	Compare the text with the study strategy.	x	x					
7	Compare your sentences in pairs.	x					x	
8	Complete phrases with a suitable word.	x						
9	Complete sentences with a word from the box.	x						
10	Complete the names of clothes.	x						
11	Complete the sentences with the words.	x						
12	Complete the table and tick a person for each adjective.	x		x				
13	Complete the table.	x		x				
14	Complete the text about Corfu.	x						
15	Copy the table into your exercise book.			x				
16	Decide what clothes Katie will need to bring to a party (pictures and words)	x		x				x
17	Describe it for the class.	x						
18	Describe somebody in the class.	x						
19	Describe your partner's opinion for the class.	x					x	
20	Discussion: Describe the photos.	x		x				
21	Divide into two teams. You have two minutes to shout out types of markets you know. You have two minutes. The winning team is the team with the most types of markets (brainstorming).	x				x	x	
22	Divide phrases into two categories according to the context.	x	x	x				
23	Eliciting: Do you like clothes in photos?...	x		x				
24	Eliciting: look at the famous people in the table. Do you know them?	x		x				
25	Eliciting: Think about any markets in your area and the last time you went to the market.	x						
26	Eliciting: What can you see in the picture?...	x		x				
27	Eliciting: What do you know about New York? etc.	x						
28	Eliciting: What is important, when you buy clothes?	x						x
29	Eliciting: What is in the picture?...	x		x				
30	Find several expressions in the text.	x		x				
31	Find the expressions in the text and translate them.	x		x				
32	Guess who the person is (in the picture).			x				
33	In pairs, decide if each word has two or three syllables.	x			x		x	
34	In pairs, prepare a dialogue (role play). Use the expression from the listening.	x				x	x	
35	In pairs, work out the rules for forming the superlative adjectives.		x				x	
36	In pairs, act your dialogue to the class.	x				x	x	
37	In pairs, choose somebody from the photo and describe the	x		x			x	

	clothes that the person is wearing. The second student tries to find a person. Change roles.							
38	In pairs, compare your answers.	x					x	
39	In pairs, compare your choices.	x					x	
40	In pairs, compare your list with your partner and explain.	x					x	
41	In pairs, compare your lists.	x					x	
42	In pairs, describe your favourite item of clothing.	x					x	x
43	In pairs, describe your favourite restaurant.	x					x	x
44	In pairs, discuss the questions.	x					x	
45	In pairs, look at the pictures and choose the picture you prefer and explain why. Use comparative adjectives.	x		x			x	x
46	In pairs, look at the pictures and describe the clothes using the adjectives.	x		x			x	
47	In pairs, organize the adjectives into categories.	x	x	x			x	
48	In pairs, practice a dialogue.	x					x	
49	In pairs, try to form rules for comparative adjectives.	x	x				x	
50	Individually write sentences based on your choices.	x						x
51	Individually, choose an adjective for each of the watches in the pictures.	x		x				x
52	Individually, complete the paragraph with correct form of adjectives.	x	x					
53	Listen again and answer the questions.	x						
54	Listen again and repeat words.	x			x			
55	Listen again and write the stress mark before the stressed syllable.	x			x			
56	Listen and complete the dialogue with the sentences in the box.	x	x					
57	Listen and read the dialogue.	x						
58	Listen and repeat.	x			x			
59	Listen and write down the clothes that she takes for the beach and for the party.	x						
60	Listen. What are Jason and Mary's favourite items of clothing?	x						
61	Look at the adjectives and check that you know the meanings.	x						
62	Look at the five adjectives and compare them with comparative adjectives in the examples.	x						
63	Look at the photo and match the clothes in the picture to their names.		x	x				
64	Look at the text and underline phrases.	x		x				
65	Make a mind map using the words from this lesson.	x		x				
66	Make comparative sentences.	x	x					
67	Make comparisons using adjectives in brackets.	x	x					
68	Match answers to the quiz.	x		x				
69	Match words with their definitions, use dictionaries.	x	x	x				
70	Put the adjectives from the box in the correct column.	x		x				
71	Put the letters in the correct orders to make words.	x	x					
72	Read and match titles to the paragraphs.	x		x				
73	Read the paragraph in three minutes.	x						
74	Read the study strategy and underline the key words.	x	x	x				

75	Read the text again and complete sentences with the names of cities.	x						
76	Repeat words with correct stress.	x			x			
77	Rewrite sentences.	x						
78	Rewrite the sentences.	x						
79	Rewrite the sentences.	x						
80	Take the correct sentences.	x	x					
81	Whole class discussion.	x					x	
82	Write 8 sentences about your country using superlative adjectives.	x						x
83	Write a question for each sentence.	x						
84	Write a short description of your hometown.	x						x
85	Write paragraphs.	x						
86	Write sentences and compare two cities.	x	x					
87	Write three sentences about your clothing.	x						x
88	Draw a chart with the heading Positive, Negative and Both	x		x				

	Matrix Introduction, Unit 7 Language Task	Intelligence involved						
		1	2	3	4	5	6	7
1	Brainstorming: Do you have a special festival in your country? Write it on the board.	x		x			x	x
2	Brainstorming: What types of holidays do you know? Write them on the board.	x		x			x	x
3	Choose the best title for each holiday.	x						
4	Choose the correct answer.	x						
5	Choose the wrong answer.	x						
6	Complete the dialogue with the correct form of going of simple future.	x	x					
7	Complete the letter with phrases from the box.	x		x				
8	Complete the sentences and questions in the correct form of the verbs in brackets.	x	x					
9	Complete the sentences with words from the text.	x						
10	Complete the sentences – picture of family tree	x		x				
11	Complete the table.	x		x				
12	Discussion: What is your favourite holiday? etc.	x					x	x
13	Discussion: Which holiday activity do you prefer?	x					x	x
14	Eliciting: Do you go to a camp in the summer? etc.	x						
15	Eliciting: Do you go to a summer camp? Describe the photo.	x		x				
16	Eliciting: How many people are there in your family? Who is the oldest? etc.	x						
17	Eliciting: What can you see in the picture?	x		x				
18	Eliciting: Which tenses are used in exercise 8?	x						
19	Find mistakes in the text.	x	x	x				
20	In pairs, act out dialogues.	x				x	x	
21	In pairs, act out the dialogue.	x				x	x	
22	In pairs, discuss things you do during festivals.	x					x	x
23	In pairs, invent your own dialogue and memorize it.	x					x	
24	In pairs, read the dialogue with good pronunciation.	x			x		x	
25	In two minutes, read the letter and answer questions, look at	x		x				

	the photos							
26	Listen again and answer questions.	x						
27	Listen the recording.	x						
28	Look at the rule. Find further examples of going to in the text.	x	x	x				
29	Look back at the text in 2. Then correct the mistakes in the email.	x	x					
30	Make sentences with the present continuous.	x	x					
31	Match the future time expressions with dates and times.	x	x					
32	Match these words with the correct verbs	x	x	x				
33	Match these words with the correct verbs.	x	x	x				
34	Practice the pronunciation.				x			
35	Put the time expressions in order.	x	x	x				
36	Read a text and match each photo with a person.	x		x				
37	Read the rules and check comprehension.	x						
38	Read the text again and write names that each sentence refers to.	x						
39	Read the text and answer questions.	x						
40	Read the text and match the photo with the festival.	x		x				
41	Read the text.	x						
42	Refer to the letter and choose the correct answer – layout of an informal letter.	x	x					
43	Underline the key words in the question and find in the text related or same words.	x	x	x				
44	Write a paragraph about your plans for your next school trip.	x						x
45	Write questions for the answers (ordering words).	x	x					
46	Write sentences with going to (ordering words).	x	x					
47	Write sentences with going to. Use the verbs in the box-ordering, creating.	x	x	x				
48	Write short answers to the questions.	x						
49	You have five minutes to write your letter.	x						x
50	You match the photos with the names of parks	x		x				

<i>New Headway Pre-Intermediate, Unit 7</i> Language Task		Intelligence involved						
		1	2	3	4	5	6	7
1	Choose the correct tense.	x	x					
2	Complete the rule.	x	x					
3	Complete the sentences with he or she.	x						
4	Complete the short answers.	x						
5	Create questions according to the answers.	x						
6	Create your own questions to ask each other.	x						x
7	Discussion: Which celebrities are in the news at the moment? etc.	x					x	
8	Eliciting: What kinds of music do you like? etc.	x			x			x
9	Eliciting: Why is the past simple used?	x	x					
10	Find adverbs in the interview.	x		x				
11	In pairs, practice questions and answers with the correct voice.	x			x		x	
12	In pairs, answers the comprehension questions.	x					x	
13	In pairs, ask and answer to the questions (present perfect	x					x	

	practice).							
14	In pairs, choose the correct verb form.	x	x					x
15	In pairs, compare your answers before feedback.	x						x
16	In pairs, complete the conversation.	x						x
17	In pairs, complete the sentences with adverbs.	x						x
18	In pairs, complete the sentences with for and since.	x						x
19	In pairs, complete the sentences with words from the box.	x		x				x
20	In pairs, make sentences.	x						x
21	In pairs, match the lines to make sentences.	x	x	x				x
22	In pairs, match the words.	x		x				x
23	In pairs, model conversation and act out.	x				x	x	
24	In pairs, practice the conversation – intonation.	x			x			x
25	In pairs, underline examples of past simple.	x		x				x
26	In pairs, write past simple and past participle of these verbs.	x						x
27	In pairs/groups, put the verbs in a correct tense.	x	x					x
28	In pairs/small groups, continue the conversations (pronunciation, form).	x			x			x
29	In small groups read the text aloud.	x						x
30	In small groups, answer the grammar question.	x	x					x
31	Listen, check and explain the grammar.	x	x					
32	Listen and remember the correct expression to complete conversations.	x						
33	Listen to an interview with two musicians and complete the chart.	x		x				
34	Listen to the conversations. Describe the difference between them (intonation, politeness).	x			x			
35	Look at the article from magazine and describe it.	x		x				
36	Look at the photos. How do you think persons are related? etc.		x	x				
37	Make similar sentences about you and read them out to the class.	x						x
38	Mingle activity: Find someone who...	x				x	x	
39	Project: Research and article about a famous couple from the magazine. Tell the class about it.	x						x
40	Read the article again and answer the questions.	x						
41	Read the article quickly and put these questions at the right place.	x						
42	Report back to the class. Other students react.	x						x
43	Role-play: Some of you are members of a band. Others are journalists, who are interview the band.	x				x	x	
44	Stand up, mingle and ask your questions to ask many students as possible.	x				x	x	
45	Underline examples with the tense.	x		x				

	Project 3rd edition, level 5, unit 4 Language Task	Intelligence involved						
		1	2	3	4	5	6	7

1	Answer the question: What do you call this people?	x						
2	As quickly as possible find three numbers in the text and describe the meanings.	x		x				
3	Back in groups, create your findings.	x					x	x
4	Brainstorming: How many different kinds of media do you know?	x						x
5	Brainstorming: List phrasal verbs on the board.	x		x			x	
6	Choose one of the jobs and write your own letter to apply for it.	x						x
7	Complete the chart with in, at and on.	x		x				
8	Complete the sentences with phrasal verbs.	x	x					
9	Complete the sentences with the correct names and words.	x						
10	Describe the picture.	x		x				
11	Discuss the content of the song according to the names.	x			x		x	
12	Discuss the question with a partner and explain the reason.	x					x	x
13	Discussion: Compare the difference between Czech and British teenagers (group work).	x					x	x
14	Eliciting: Complete the sentence – would you mind...?	x						
15	Eliciting: Do you read detective stories? etc.	x						x
16	Find someone who – mingle and ask.	x				x	x	
17	Find these things in the letter.	x		x				
18	Identify the people and items in the pictures.		x	x				
19	In groups, act the play.	x				x	x	
20	In groups, discuss the problems the text talks about.	x					x	
21	In groups, discuss your findings.	x					x	x
22	In groups, present your ideas and discuss the best solution of each problem.	x	x				x	x
23	In pairs ask your partner the questions.	x					x	
24	In pairs, create dialogues for situations 1-4.	x					x	
25	In pairs, ask and answers the questions and change roles.	x					x	
26	In pairs, choose one of the jobs and make an interview	x					x	
27	In pairs, create six mind maps (kinds of media, jobs,...).	x		x			x	
28	In pairs, decide which jobs these people can't do.	x					x	
29	In pairs, make the questions.	x					x	
30	In pairs, match questions with answers.	x		x			x	
31	In pairs, match the types of verbs to the rules.	x	x	x			x	
32	In pairs, practice the dialogue.	x					x	
33	In pairs, practice your dialogues.	x					x	
34	In pairs, read the adverts again and find words used to describe the people.	x		x			x	
35	In pairs, think of six more jobs and write them on the board.	x		x			x	
36	In pairs, write the dialogue using the cues.	x	x				x	
37	In small groups, order these jobs from the most interesting.			x			x	x
38	In small groups, create a questionnaire for a local radio station.	x					x	
39	In small groups, discuss and choose the job for each heading.	x					x	
40	In teams, write as many examples of phrasal verbs using these words (in two minutes).	x	x				x	
41	In three groups, do a survey (about TV).	x					x	

42	Label the pairs of sentences (grammar rule).	x	x	x				
43	Listen again and complete the chart.	x		x				
44	Listen again and complete the tasks. Compare it with your partner.	x					x	
45	Listen again and copy and complete the chart.	x		x				
46	Listen again and write the likes and dislikes.	x						
47	Listen again, describe their feelings and check answers.	x						
48	Listen and choose correct sentence according to the stress.	x			x			
49	Listen and match the pictures to dialogues.	x		x				
50	Listen and repeat the names of the jobs (pictures).	x		x	x			
51	Listen and repeat.	x			x			
52	Listen and underline the main stress.	x		x	x			
53	Listen and write what they do.	x						
54	Listen to the song and decide who says the words.	x			x			
55	Listen, read and tick the topics you hear.	x						
56	Listen, repeat and mark the sound.	x			x			
57	Listen. Some teenagers are talking about their jobs. Complete the chart.	x		x				
58	Look at the adverts and write the names of the jobs.	x		x				
59	Look at the letter, answer the questions.	x						
60	Look at the picture and describe it.	x		x				
61	Look at the picture and guess what the people do.			x				
62	Look at the pictures and describe them.	x		x				
63	Mingle and interview different students.	x				x	x	
64	Order the words to create interview.	x	x					
65	Read and listen again and match the paragraphs to the headings.	x	x					
66	Read and listen answer the questions.	x						
67	Read and listen to the dialogue and questionnaire. What is it about?	x						
68	Read and listen to the text and mark to topics you hear.	x						
69	Read and match the description to the jobs.	x	x					
70	Read the note and practice pronunciation.	x			x			
71	Read the text again and mark the true or false sentences.	x	x					
72	Read your examples.	x						
73	Rewrite the sentences.	x						
74	Underline all questions in the text and match them to the rules.		x	x				

SHRNUTÍ

Diplomová práce se zabývá vztahem teorie rozmanitých inteligencí a jazykových úkolů. Úvodní teoretická část poskytuje informace o Gardnerově teorii rozmanitých inteligencí a popisuje 7 základních typů intelligence: verbální, logicko-matematickou, hudební, prostorovou, tělesně-pohybovou, interpersonální a intrapersonální. Vysvětluje zavedení Gardnerovy teorie do oblasti vzdělávání s důrazem na jazykové vzdělávání.

Výzkumná část obsahuje analýzu jazykových úkolů, které se objevují v pěti vzorových učebnicích anglického jazyka. Hlavní ideou práce je zjistit, zda a v jaké míře je zmiňovaných 7 typů intelligence začleněno do těchto úkolů.

Výsledky výzkumu jsou poté interpretovány a vystaveny diskuzi. Závěrem práce jsou navrženy možné implikace výzkumu do praxe.