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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

Combining the Internet and Multiple Intelligences to Teach EFL in the
Fifth Grade at “Abdón Calderón” Elementary School

**Trabajo Investigativo del Curso de
Graduación previo a la obtención del
Título de Licenciada en Ciencias de la
Educación en la Especialización de
Lengua y Literatura Inglesa.**

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Abstract

Combining the Internet and the Multiple Intelligences Theory to teach EFL at “Abdón Calderón” Elementary School is about the usage of the activities available on the Internet in order to design a lesson plan based on the principles of Multiple Intelligences Theory.

The methodology used for this monographic work was based on an active research because we collected and analyzed bibliographic material to support the application of this approach. On the other hand, the field research was conducted through an interview. In addition to that, we applied a survey to twenty school teachers in “Abdón Calderón” Elementary School. All of these were conducted to have the enough bases developing this investigation.

After analyzing this work we conclude that educators should design a lesson plan which promotes the development of Multiple Intelligences since each human being is different. The only thing that teachers need is decision, creativity and the most important they need to leave behind their own paradigms.

Key Words

Intelligences

Internet

English

Lesson

Activities



Resumen

La combinación del Internet y la Teoría de las Inteligencias Múltiples para enseñar Inglés como lengua extranjera en la Escuela Primaria "Abdón Calderón" habla acerca del uso de las actividades disponibles en el Internet con el fin de diseñar un plan de clase basado en los principios de la Teoría de las Inteligencias Múltiples propuesto por Howard Gardner.

La metodología utilizada para este trabajo monográfico se basó en una investigación activa, ya que hemos recogido y analizado material bibliográfico para apoyar la aplicación de este enfoque. Por otro lado, la investigación de campo se llevó a cabo a través de una entrevista. Además de eso, se aplicó una encuesta a veinte maestros de la escuela "Abdón Calderón". Todo esto fue llevado a cabo para tener las suficientes bases para el desarrollo de esta investigación.

Tras el análisis de este trabajo se concluye que los educadores deben diseñar un plan de clase que promueva el desarrollo de las inteligencias múltiples, ya que cada ser humano es diferente. El único aspecto que los profesores necesitan es decisión, creatividad y lo más importante, necesitan dejar atrás a sus propios paradigmas.

Palabras Claves

Inteligencias

Internet

Investigación

Inglés

Plan

Actividades



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I want to dedicate this work, first of all, to God for allowing me to get to this point and giving me health to achieve my goals, as well as his infinite goodness and love. To my parents because they believed in me and because they gave me worthy examples of improvement and dedication, they showed me the value of the hard work in order to succeed in life. Thanks to them because they were always pushing me in the most difficult times of my career and now I can see my goal achieved, the pride they feel about me was what made me go all the way. This is for you because I admire your strength and I am thankful of what you have done for me. Love you!

Priscila



This work is dedicated, first of all, to God who gave me the opportunity to live and who gave me a wonderful family. To my parents for being the fundamental pillar in all that I am, in all my education, both academically, and in life, for their unconditional support perfectly maintained over time. All this work has been possible thanks to them. To Geovanny who has been a friend and inseparable partner at all times.

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Introduction

The objective of this research is to determinate the importance of combining the Internet and the Multiple Intelligences Theory as a new approach to teach English as a Foreign Language. Moreover, we want to provide teachers and students some activities taken from the internet based on the principles of the Multiple Intelligences Theory and design a lesson plan that can be used in the classroom.

This monograph work is divided into five chapters. In the first chapter, we can find the description of the problem, the justification, the research question and the general and specific objectives.

In the chapter two we can find the theory and concepts of Multiple Intelligences Theory according to Howard Gardner, the author of the book *Frames of Mind*. Also, Thomas Armstrong explains us why this theory is called multiple intelligences and not multiple skills, aptitudes or talents. Then, Donovan A. McFarlane gives a brief explanation of each one of these intelligences. To complement this, Marti Bierdeman gives us a summary of some activities that can be used for educational purposes according to these intelligences. In addition to that, Susan Deane, Eric Baber and David Gordon talk about the Internet as a useful tool inside and outside the classroom. Finally, Walter McKenzie explains us how teachers can take advantage of technology (the Internet) and the Multiple Intelligences Theory in order to change the traditional way of teaching.

In the chapter three teachers can find the methodology used to perform this research.



The chapter four is related to the results and analysis of the survey and interview that was applied to get more information for this topic research. Here we can find charts, graphics and the interpretation of the results obtained.

Finally, the chapter five contains the conclusion and recommendations after doing this research.



Chapter I

The Problem

1.1 Topic

COMBINING THE INTERNET AND MULTIPLE INTELLIGENCES TO
TEACH EFL IN THE FIFTH GRADE AT “ABDON CALDERON”
ELEMENTARY SCHOOL

1.2 Description of the problem

Nowadays, in the XXI century technology is increasingly present in education. In fact, it is present in our daily lives and that is why in general technology, especially the Internet should be part of the learning process at educational settings. Furthermore, the younger population, which is already born with this technology and they normally access to the Internet to download music, to communicate with friends or to look for any information, it would seem strange for them to accept that teachers do not use it along their learning process. In addition to that, teachers should take into account that they are still applying old teaching methods and do not base their work on important theories such as Howard Gardner’s Multiple Intelligences Theory, which recognizes different learning intelligences that are independent of one another. In this modern world, educators need to use many creative ways to get their students' attention, to make classes more interesting, and to make the learning process meaningful, especially with little children. Also, as teachers we should recognize that each student is different and they have their own way to learn. For that reason, teachers should know their students'



intelligences, so that they can be developed at the school setting. As a result, if these intelligences are developed, they may become a potential that could lead students all the way to success. Therefore, English teachers should take advantage of these tools to work in a non-traditional way. In order to achieve this goal, teachers could combine the use of the Internet and Gardner's Theory. In order to do that, teachers first should identify the learning style of his or her students. Second, they might search on the internet activities according to each student's intelligence. After that, teachers could design a lesson plan combining the activities that are available on the internet and the Multiple Intelligences Theory. Finally, apply the activities with the students.

1.3 Justification

This topic was chosen because in this modern age the Internet provides many sources to obtain information, to communicate, and to investigate, so teachers should take advantage of it and to implement it into their classes. In addition, teachers acknowledge about the Multiple Intelligences Theory but they are not applying it as it should be. According to Walter McKenzie, the author of the book *Multiple Intelligences and Instructional Technology*, these intelligences are verbal, logical-mathematical, visual, bodily-kinesthetic, musical, interpersonal, and intrapersonal.

Verbal Intelligence: is the most traditional used by teachers because they are, most of the time, talking and explaining to students; nevertheless it involves the capacity to understand another language. Logical-mathematical



Intelligence: here, we use “logic and reasoning,” and with this intelligence facilitate us to solve problems. Visual Intelligence: students do not see only what the teacher presents; in contrast this intelligence allows students process the information before they speak. Bodily-kinesthetic Intelligence: in the kinesthetic intelligence, we can use activities according to “fine and gross motor.” Musical Intelligence: is the capacity and sensitivity to produce and to think in terms of rhythm or tones of sounds. People with this intelligence are inclined to play musical instruments, sing, whistle, compose melodies or focus on environmental sounds. Interpersonal Intelligence: students learn through correlation between them. Also, this intelligence helps them to understand others, to contextualize their behavior, moods and desires. Intrapersonal intelligence: it refers to the ability of self-understanding; it is associated with emotional life. Children with this intelligence are inclined to ask themselves and people around them the reasons behind learning things all the time; they need to know the necessity and importance for their learning. Walter McKenzie notes that "children who ask, ‘Why do I need to learn this?’ or ‘How does this affect me?’ are exercising their intrapersonal intelligence" (12).

Teachers could take advantage of this theory to reach each single student, but are still working with the traditional education. Paulo Freire, who was one of the most important educators of the XX century, explains his conception about the traditional education; he talks about the “banking concept” in which students are passive learners:

Education thus becomes an act of depositing, in which
the students are the depositories and the teacher is the



depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the “banking” concept of education. (72)

Education is not the same as it was in the XX century, and as teachers of the XXI century we have to adapt to these changes or these challenges in order to satisfy the students learning needs. Therefore, educators could combine the use of the Internet and the Multiple Intelligences Theory to achieve effectiveness in the learning process and it would be interesting to observe how children respond to this approach in order to adapt new resources in the classroom.

1.4 Research Question

How helpful is for English as a Foreign Language teachers to incorporate the Internet and the Theory of Multiple Intelligences into their teaching practice?

1.5. Objectives

General Objective

- To combine the use of the Internet and Multiple Intelligences Theory for teaching English as a Foreign Language to fifth graders level in “Abdón Calderón” school.

Specific Objectives



- To identify fifth graders' learning styles through a test.
- To search in the Internet activities according to each student's intelligence.
- To design a lesson plan combining activities that are available on the Internet and are based on Multiple Intelligences principles.
- To apply the activities with fifth graders.



Chapter II

Literature Review

This chapter contains specific information which will be useful and relevant to the topic “Combining the Internet and Multiple Intelligences to Teach EFL in the fifth grade.”

2.1 Multiple Intelligences: Theory and Concepts

Howard Gardner, the author of the book *Frames of Mind*, proposes three different uses for the term intelligence. He explains this term as a “property of all human beings ... a dimension on which human beings differ ... [and] the way in which one carries out a task in virtue of one’s goal ...”(10). As mentioned before, intelligence has different ways of being described, for that reason it has been studied with the purpose of understanding the learning process in a school setting, and as consequence, numerous theories have been proposed. Nevertheless the Multiple Intelligences Theory proposed by Howard Gardner has been the most accepted among the other tendencies of education, since this theory recognizes that each human being is different and they have their own way of learning. Therefore, each human being has his own intelligence or intelligences.

Thomas Armstrong, an American psychologist, who is a recognized speaker and essayist, author of numerous books on personal development and education, especially his book called *Multiple Intelligences in the Classroom*, explains that people wondered why Gardner called this theory



multiple intelligences instead of multiple aptitudes or even talents. It is because “we’ve tended to put on a pedestal one variety called intelligence, and there’s actually a variety of them, and some are things we’ve never thought about as being intelligence at all” (qt. in. Howard Gardner 8). To defend the name that Gardner put to this theory, he establishes a test in order to demonstrate that each intelligence must be called intelligence and not a simple skill, aptitude or talent. This kind of test was based on the following points of view.

- Potential isolation by brain damage
- The existence of savants, prodigies, and other exceptional individuals
- A distinctive developmental history and a definable set of expert “end-state” performance
- An evolutionary history and evolutionary plausibility
- Support from psychometric findings
- Support from experimental psychological tasks
- An identifiable core operation or set of operations
- Susceptibility to encoding in a symbol system. (Armstrong 16)

Potential isolation by brain damage makes reference to when a person may have damage in one part of the brain, his/her logical mathematical intelligence can be affected but his/her visual intelligence can be still functioning.

The existence of savants, prodigies, and other exceptional individuals explains that there are some people that have an extraordinary intelligence but the other ones can be weak. It means that one single person may be an



extraordinary musical player, but for this person it can be difficult to interact with people around him/her.

A distinctive developmental history and a definable set of expert “end-state” performance means that “each activity has its own time of arising in early childhood, its own time of peaking during one’s life time, and its own pattern of either rapidly or gradually declining as one gets older” (Armstrong 9). In other words, each person demonstrates a superior skill during infancy stage and while this person is growing up, he or she develops that skill until they arrive at the “end-state” at which this point this person will have reached the maximum development of his or her intelligence but when getting older this intelligence may be weakened.

Evolutionary history and evolutionary plausibility states that these “intelligences [meets] the test of having its roots deeply embedded in the evolution of human beings, and even earlier, in the evolution of other species” (Armstrong 12). Logical-mathematical intelligence could possibly be studied in civilizations such as the Mayans, Egyptians, or others civilizations that had a superior level of this intelligence. For example, the Mayans needed to develop this intelligence in order to calculate the Mayans Calendar or the Egyptians in order to build the Pyramids.

Support from psychometric findings explains that Cognitive psychologists were able to develop some tasks that indicate what kinds of abilities are related to one another. For instance, when solving a letter soup



Visual intelligence and Verbal intelligence appear in order to solve it. They need to be combined if that person wants to find the words.

Support from experimental psychological tasks states that psychometric instruments like the IQ test (intelligence quotient) should be used in order to determine and quantify which of the intelligences each person has.

An identifiable core operation or set of operations explains that the computers need programs to function; therefore in the same manner each intelligence possesses certain operations in order to manage the activities of these intelligences.

When talking about susceptibility to encoding in a symbol system, Armstrong agrees that "one of the best indicators of intelligent behavior is the ability to use symbols" (14). In other words, each intelligence operates using a different system of symbol. For instance human beings are able to encode symbols such as numerals, gestures and art forms.

As said before there are many factors that influenced Gardner when he decided what to call his theory. Since Gardner demonstrated that, actually, they are intelligences and not simple skills, aptitudes or talents.

There are seven different intelligences: verbal-linguistic, logical-mathematical, visual, bodily-kinesthetic, musical, intrapersonal and interpersonal intelligence. Donovan A. McFarlane who is a highly motivated, skilled writer and a scholar with a passion for research, teaching, and learning, gives a brief explanation of these intelligences in the paragraphs



below. In addition to that, Marti Bierdeman the author of the website “Celebrating Multiple Intelligences” gives us a summary of some activities in the following lines that can be used for educational purposes according to each intelligence.

Verbal-Linguistic Intelligence: it is the “[s]ensitivity to spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals” (McFarlane 2). People with this intelligence have a higher capacity to learn different languages, to communicate and express how they feel and what their ideas and opinions are.

According to Bierdeman, some activities that support verbal-linguistic intelligence are:

- Oral speeches
- Group discussions
- Brainstorms where the students can generate their own ideas in order to establish a dialogue and/or a debate
- Games with words such as crossword puzzles, Hangman, word memory, Pictionary, Tic Tac Toe, Bingo, Scrabble, etc.
- Reading aloud stories, poems, and tongue twisters
- Keeping a journal

With these activities, children with this intelligence may be more motivated and enthusiastic

Musical Intelligence: children with this intelligence have a certain “[s]kill in the performance, composition, and appreciation of musical patterns.



It encompasses the capacity to recognize and compose musical pitches, tones, and rhythms” (McFarlane 2). Every human being can access music and through musical activities children learn to listen which is important to understanding. People with a strong musical intelligence can easily sing, play musical instruments and compose music. It is not uncommon for these people to use songs and rhythms to learn. In fact, music may facilitate the learning of a foreign language.

Susan Hallam and John Price, the authors of the Research Section “Can the use of background music improve the behavior and academic performance of children with emotional and behavioural difficulties?” of the British Journal of Special Education, agree that “most pupils function very well with music in the background and that the right music at the right time can make them less stressed, more relaxed, happier and more productive” (88). Therefore, teachers may use background music to help students to reduce stress, improve their learning and long term retention. Teachers should use different types of music to introduce a new topic.

According to Bierdeman, some activities to develop this intelligence are:

- Incorporating music while working on a project
- Imitating their favorite singer
- Filling in the blanks to the lyrics of a song that they like
- Creating the lyrics and rhythms of a song

Interpersonal Intelligence: this intelligence is “[c]oncerned with the capacity to understand the intentions, motivations and desires of other people. It allows people to work effectively with others” (McFarlane 2). This



intelligence is important for any student, because it allows children to make friends, work in groups, or get help when needed. In reality, the learning process is a social activity. Children who have this type of intelligence are sociable children and they are able to interact with other partners, with different tastes and interests to them. These children may develop empathy at all levels and they are aware of the feelings of others, they respect them and are great leaders. They are known for their ability to solve discussions, group work or conflicts that occasionally arise at school or even at home. These are children who sympathize with the pain of others, always showing the desire to serve. Children with interpersonal intelligence are always surrounded by other people.

According to Bierdeman, some activities to develop this intelligence are:

- Group work where everyone can express themselves and contribute with something new
- Games with a certain number of participants and where they can to work in pairs
- Dialogue exercises
- Sales activities and product promotion
- Community activities that promote solidarity with poor people

Intrapersonal Intelligence: it is "[t]he capacity to understand oneself, to appreciate one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives" (McFarlane 2). One of the main characteristics of children with intrapersonal intelligence is their ability to be



deeply in touch with themselves. While this may seem essential and basic to any individual, it means that a person with this kind of intelligence will find it easier to have contact with themselves rather than contact with the outside, for example, with other people. That is the reason why most of the individuals with intrapersonal intelligence are characterized as being shy people; introverts and quiet when they are in group. This does not mean they cannot build relationships with others, but it may not be as simple as it is for those with interpersonal intelligence. Generally, students with an intrapersonal intelligence show a tendency to carry out their duties and obligations in a solitary manner; obtaining better results when working alone than working in groups. They also have a deep understanding of their own feelings and emotions; as a result these individuals are described as highly sensitive and aware of pain, joy, and such emotions.

According to Bierdeman, some activities to develop this intelligence are:

- Activities that promote relaxation, such as meditation and yoga
- Activities like Who Am I? Where the students create a description of themselves and highlight their most important values
- Motivational exercises, such as making personal and professional projections

Logical-Mathematical Intelligence: People with this intelligence are able to use abstract thinking using logic and numbers to establish relationships between different data. Also, they are able to find solutions to problems and to make complex mathematical calculations using reasoning.



“In Howard Gardner’s words, it entails the ability to detect patterns, reason deductively and think logically” (Mc Farlane 2).

According to Bierdeman, there are some activities to develop this intelligence:

- Scientific demonstrations
- Games that require the assembly of items such as Rubik's Cube, Puzzles, and Sudoku
- Simulations and the practice of buying and selling items
- Games that require strategy and the use of logic like chess and drafts

Bodily-Kinesthetic Intelligence: People with this intelligence can use their body’s movements as a means of self-expression. In addition, these people can manipulate physical objects easily. In this intelligence “Howard Gardner sees mental and physical activity as related” (Mc Farlane 2).

According to Bierdeman, the activities that teachers can use with their students related to bodily kinesthetic intelligence are.

- Integrating the theatrical representation of a play that is being read in class
- Crafts, art, and aesthetics related to a topic
- Student participation in contests such as book reading, poems or recitations where he/she uses his/her body language and expression



Visual-Spatial Intelligence: It is understood as "the potential to recognize and use the patterns of wide space and more confined areas" (McFarlane 2). With this intelligence, students have the ability to think and perceive the world; they can transform the visual experience through the imagination.

According to Bierdeman, some examples of activities to develop this intelligence are:

- The use of diagrams to group information
- Maps to find a specific point
- Management plans and drawings
- The use of their Imagination, graphs or descriptions of a scene

2.2 Internet: A Useful Tool Inside and Outside the Classroom

The Internet is a useful tool that teachers should take advantage of to implement it into their classes. Applying the Internet as a new tool for teaching English has many advantages. It provides many resources to obtain information, it catches students' attention and it satisfies students' learning needs.

The use of a tool as versatile as the Internet is providing us with some possibilities that did not exist ten years ago; it provides many sources to obtain information. Teachers can find a variety of activities that can be used at school such as songs, charts and games, but teachers can also find activities, which can be done for students as homework assignments. As Eric



Baber and David Gordon explain in their book *Teaching English with Information Technology*:

No other medium offers such an enormous range of material on every conceivable topic... [a]nd this material is already in electronic form, making it simplicity itself to copy and paste texts into a word processor, ready for being made into exercises. (24)

As explained before, the Internet offers many resources such as warm up activities and free lesson plans which some teachers use in the classroom. On the other hand, there are teachers that use these resources as pedagogical platforms. For example, e-mail and chat rooms generate ideas which may not arise during a classroom discussion. Students may be more inclined to participate since the context is less formal.

Another benefit that the use of the Internet provides us with is that it helps teachers to catch students' attention. This is, today, one of the biggest challenges for educators, but there is a very effective way to overcome this challenge. The student should be the protagonist during the class, not the teacher anymore. As Susan Deane, who is s an experienced educator and consultant in online education, believes "the instructor will guide or facilitate the course and the students will be active participants" (8). The Internet gives the opportunity to students to become protagonist of their learning since it is an innovative method, it is fun and creative. Another important point is that students react in a positive way because they enjoy what they are doing.



Moreover, educators should take into account that students are the center of education, for that reason they are supposed to satisfy their students' learning needs. The Internet is very useful for most people, especially students. If they have doubts about something, they can look it up and find the answer very rapidly. Independently, they can also research in order to find out new or different information related to their studies.

In addition to that, the Internet is a powerful tool but like any other tool, the result depends on the use that teachers and students make of it.

Educators should guide and supervise how students use the Internet.

2.3 Combining the Internet and the Multiple Intelligences Theory

According to Walter McKenzie, some teachers still have a traditional view of multiple intelligences. This is because each teacher focuses on his or her subject. McKenzie observes that "each academic area receives specific attention through a quantifiable amount of time in the school day" (14). But all the intelligences need to be connected in the curriculum.

In addition, McKenzie believes, "No theory is more capable of matching technology to the needs of learners than Gardner's model" (38). This model applies to all areas, and it has utility in education. Also, the Internet has a main role because teachers use it in order to get activities based on the Multiple Intelligences which can be applied during a lesson plan. There is a lot of information that can be found through it.

In this "technological era," educators have to take advantage of this tool as McKenzie explains:

The only way to ensure that emerging technologies are going

to be successful in the classroom is to make sure that they are



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well grounded in educational theory, thoughtfully implemented,
and then carefully reflected upon. (38)

Multiple Intelligences and Instructional Technology written by Walter McKenzie gives us concrete approaches to using multiple intelligences and technology (the Internet) in the classroom. Also, another important fact that can be found in the book is that teachers can discover all sorts of possibilities on how to use the Internet and other materials to change the traditional way of teaching.



Chapter III

Methodology

The methodology used in this investigation is based on qualitative research because there was a direct interaction with the students to whom the activities were applied. Also, we were able to observe the behavior that they demonstrated with the proposed approach under examination. A positive result was observed since students were motivated and had an active participation during the lesson plan which was designed with six different activities. Each activity corresponds to each one of the intelligences. All the time they wanted to talk, participate, give opinion, and go to the blackboard.

Also, the methodology is based on an active research because we collected and analyzed bibliographic material such as online books, websites and journals to support the application of activities taken from the Internet which are based on the principles of Multiple Intelligences Theory. On the other hand, the field research was conducted through an interview to Soledad Vivero, who is a teacher in “Los Andes” school. Also, we applied a survey to twenty school teachers. The purpose of the interview and the survey was to get more information about the topic; all of these were conducted to have the enough bases for our investigation.

3.1 Interview

We had an interview with Lcda. Soledad Vivero, who is a teacher in “Los Andes” school. To perform the interview we used a questionnaire of twelve information questions (see annex #1) in order to get more data about



our topic, clarify our doubts and answer the research question. The interview took place in the living room of her house. We had the enough time to finish it. It had duration of 15 minutes.

3.2 Survey

We applied a survey to twenty teachers of “Abdón Calderón” school. To perform the survey we used a questionnaire of ten statements (see annex #2). When the survey was designed, it was created with questions that would get more information about the topic of research and analyze the use Multiple Intelligences and the Internet in the classroom. The survey was performed at “Abdón Calderón” school, and its duration was about 20 minutes.



Chapter IV

Results and Analysis

4.1 Interview

In order to add more ideas about the Internet and the Multiple Intelligences Theory, an interview was carried out with Lcda. Soledad Vivero who is an experimented teacher about topics that are related to our topic. We asked her 12 questions and in each of her answers she demonstrated her knowledge about the topic. She talked about her experiences like an English teacher in “Los Andes” school since 1997.

During the interview, Soledad Vivero explained us that the Internet is a useful tool to teach nowadays because teachers have the advantages to find games, activities, songs, or even a lesson through the Internet. Teachers also can use videos, power point presentations, movies, all of these to reinforce the previous knowledge; however, her school does not have enough resources to do it and it is a problem that most of the schools must confront. When talking about the Multiple Intelligences Theory, she said that she knows Gardner’s theory but it is difficult for her to design a lesson plan that includes all the activities according to each intelligence because of the time.

This interview was very meaningful because we obtained enough information for the investigation of our topic. Furthermore, Lcda Soledad Vivero clarified our doubts about the topic by answering the question “Can you explain us a little bit about the multiple intelligences?”; also, the interview answered the research question, “How helpful is for English as a Foreign



Language teachers to incorporate the Internet and the theory of Multiple Intelligences into their teaching practice?”

To sum up, teachers still are using the old teaching methods and do not take advantage of the Internet and new theories like Multiple Intelligences Theory because there is a lack of resources and there is a lack of interest from part of the teachers, since it takes considerably time in order to prepare and design a lesson plan containing activities for each one of the intelligences.

4.2 Survey

In order to find out the reality about this topic, we developed a survey that was applied to 20 teachers in “Abdón Calderón” school, which is located in Ricaurte. On April 10, 2013, teachers received a survey containing 10 questions. These questions were about the Internet and the Multiple Intelligences Theory. Their answers demonstrated the reality that each teacher faces in their classroom.

After doing this survey and find out the results, we can say that the Internet is helpful inside the classroom. On the hand, Gardner’s theory is not applied as it should be. Teachers do not take advantage of it. The application of this project is feasible because teachers acknowledge that it is a good idea to apply this approach, but they still teach in the traditional way. So we need to combine the Internet and the Multiple Intelligences Theory to get an effective learning process.

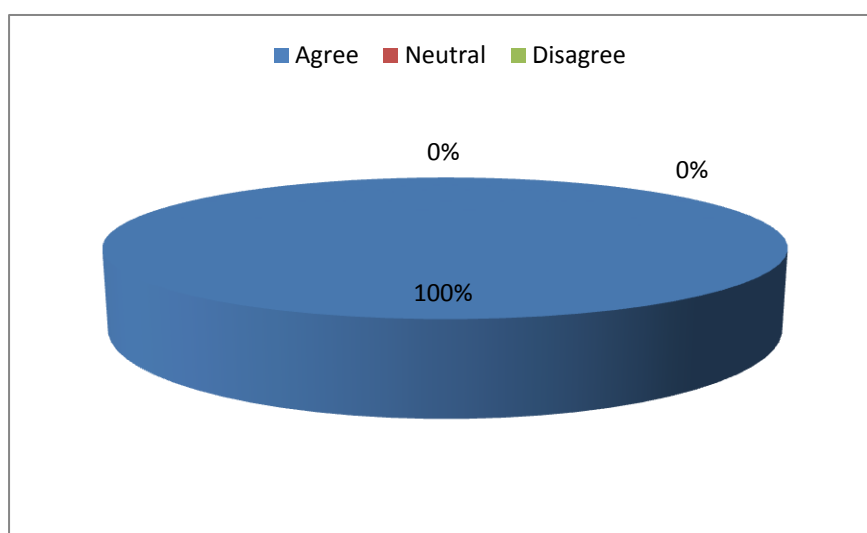


4.3 Interpretation

Questions

Question	Agree	Neutral	Disagree
The Internet is a useful tool	20	0	0

1. The Internet is a useful tool

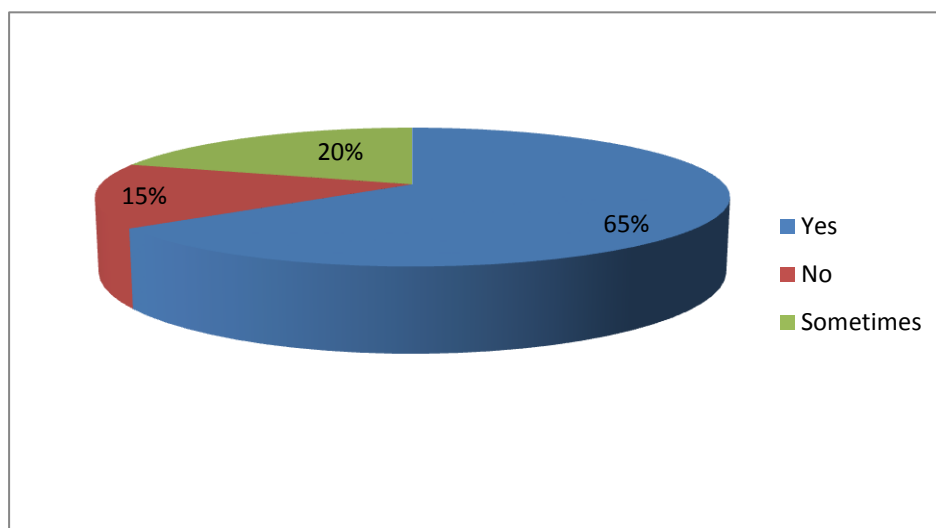


On the first question all the teachers agreed that the Internet is a useful tool since it is a new tool for teaching and has many advantages. It provides many resources to obtain information, it catches students' attention and it satisfies the students' learning needs.



2. The Internet can be used inside the classroom

Question	Yes	No	Sometimes
The Internet can be used inside the classroom	13	3	4

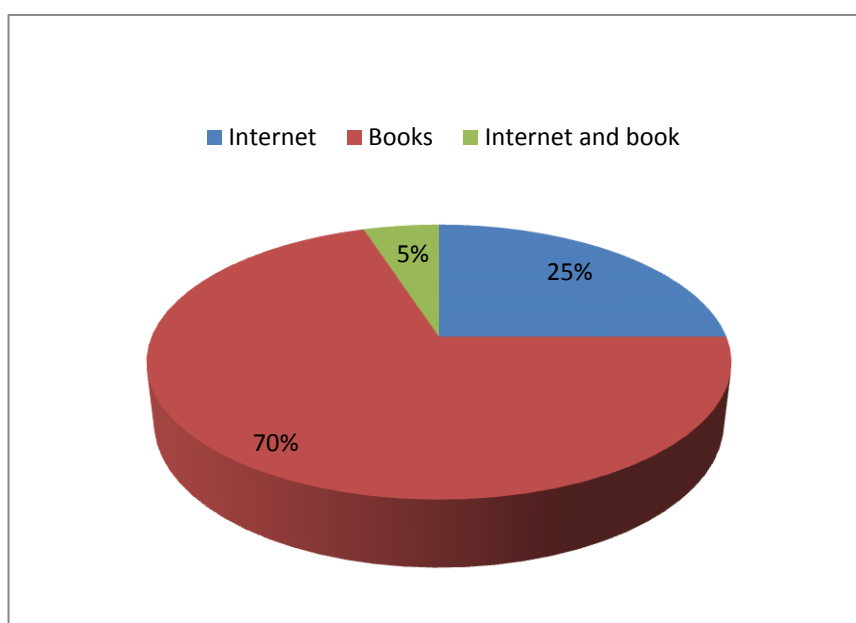


On the second question, 13 teachers answered that they can use the internet inside the classroom while 3 said they do not use it, and 4 sometimes use it. Some teachers use the Internet inside the classroom because they know how to use it while others cannot do it because they are outdated with technology. Other reason is because the school does not have technological resources like a computer lab.



3. Which of the following sources have you used to get activities?

Question	Internet	Books	Internet and Book
Which of the following sources have you used to get activities?	5	14	1

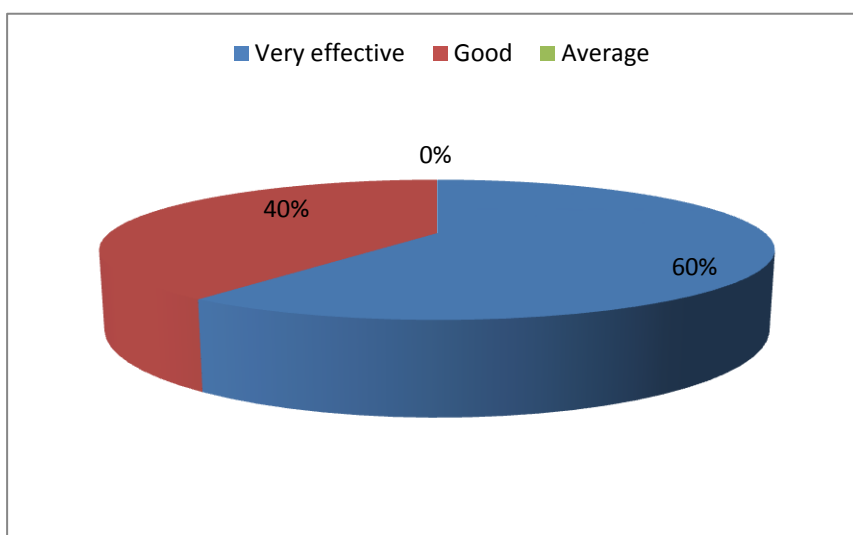


On the third question 5 teachers said that they use the internet for getting activities, 14 teachers still work by using books and just one use the internet and books together. It occurs because teachers are not taking advantage of this innovative tool and they are still working with the traditional way.



4. If you use the Internet, how are your classes?

Question	Very effective	Good	Average
If you use the Internet, how are your classes?	12	8	0

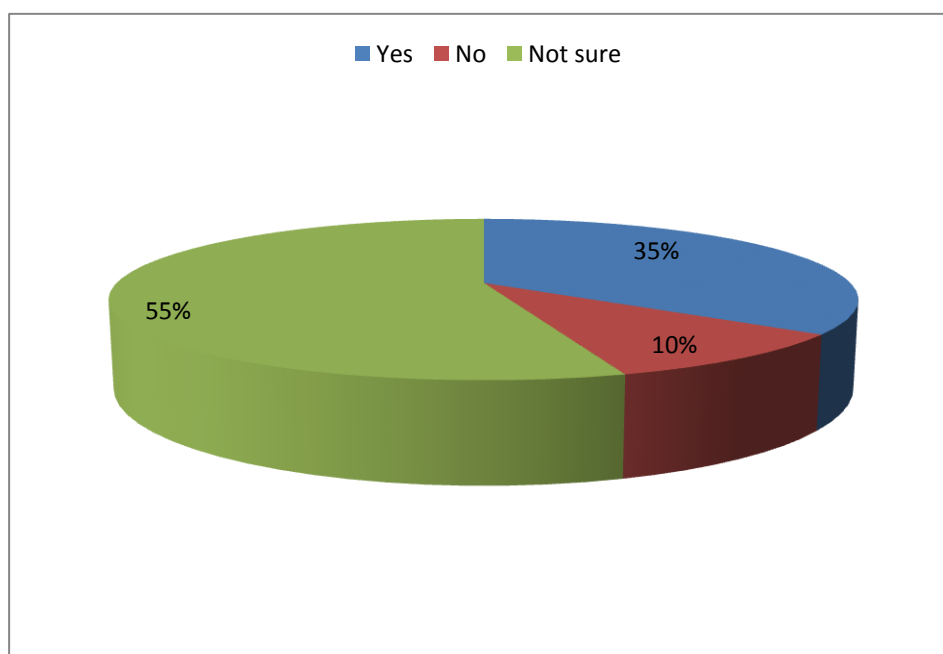


On the fourth question, 12 teachers agree that when using the internet classes are very effective and 8 think that classes are good. This answer is because teachers can find in the Internet a variety of activities that can be developed in school like songs, charts, and games. Also, teachers can find activities to be developed at home for homework tasks.



5. Gardner's theory works efficiently inside the classroom

Question	Yes	No	Not sure
Gardner's theory works efficiently inside the classroom	7	2	11

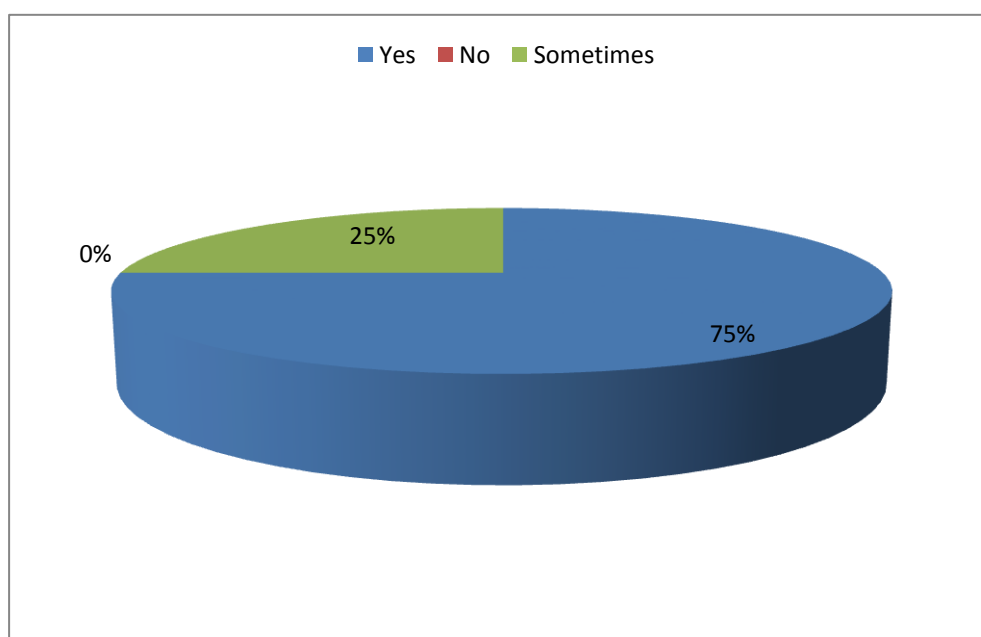


On the fifth question, 11 teachers were not sure about the efficiency of Gardner's theory but 7 admitted this theory works really well and 2 disagreed with it. The 7 teachers who admitted the efficiency of this theory have a deep knowledge about it. The other teachers who were not sure or who disagreed with it, it is because they thought that it takes so much time to design a lesson plan with each one of the intelligences.



6. This theory promotes students' interaction

Question	Yes	No	Sometimes
This theory promotes students' interaction	15	0	5

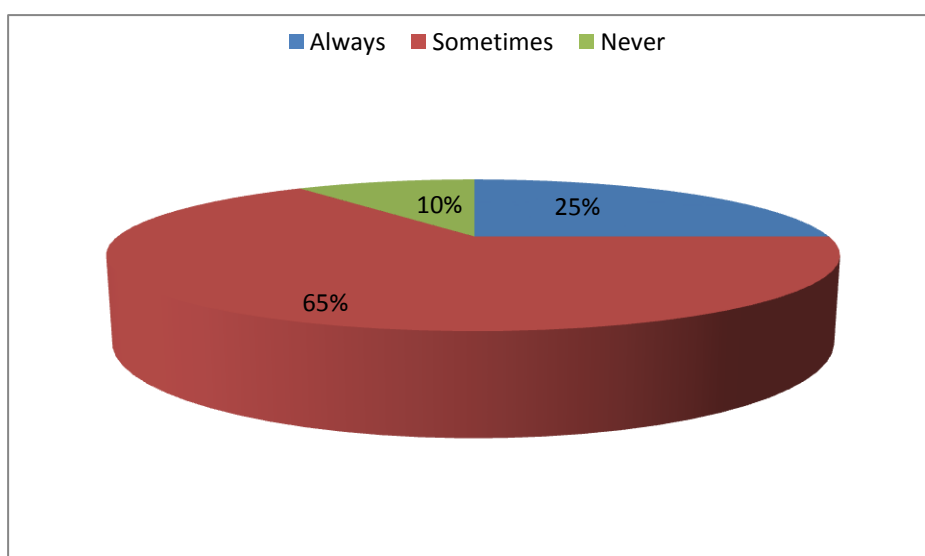


On the sixth question, 15 teachers responded that Gardner's theory promotes students' interaction because physical movement is needed when doing the kinesthetic activity or they needed to work in pairs or in groups, and so on, meanwhile 5 responded that sometimes it promotes the interaction since intrapersonal intelligence is part of the MI theory and they had to work by themselves.



7. Have you used this theory?

Question	Always	Sometimes	Never
Have you used this theory?	5	13	2

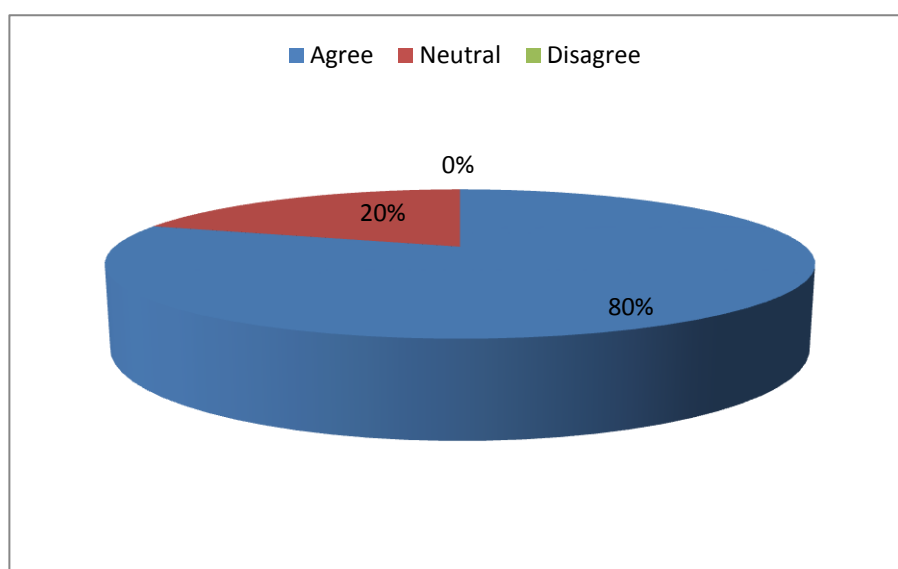


On the seventh question, 13 teachers commented that they sometimes apply the multiple intelligences theory, 5 teachers apply it always and 2 admitted that they never apply this way of teaching. As we said before, it occurs because teachers need more time in order to find activities based on the principles of Multiple Intelligences Theory.



8. This theory helps students in their English language learning

Question	Agree	Neutral	Disagree
This theory helps students in their English language learning	16	4	0

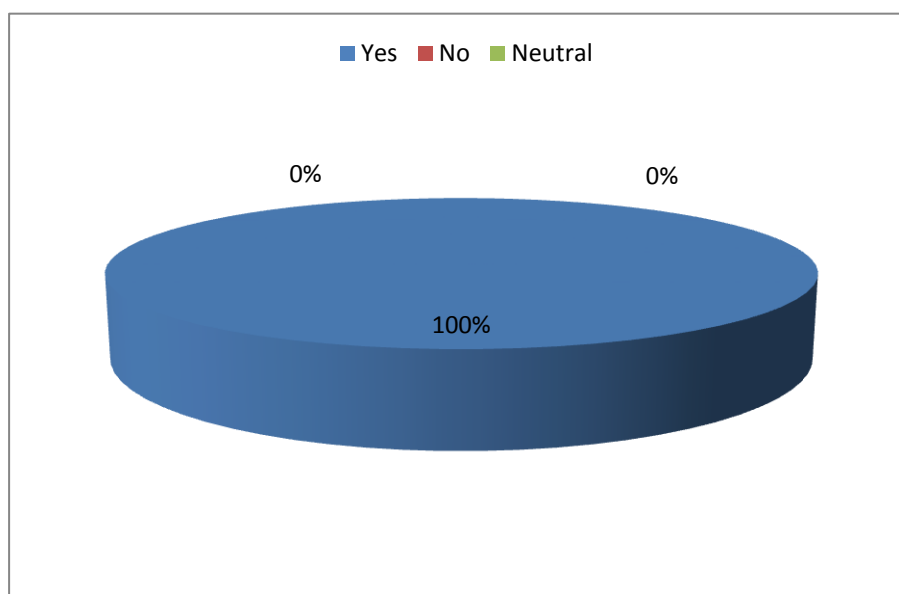


On the eighth question, 16 teachers observed that this theory helps students in their English learning process and 4 teachers do not have any comment. This is because teachers provide students with different activities related to the same topic where the students can practice and consolidate their knowledge.



9. Do you think that the integration of the Internet and MI (Multiple Intelligences) can be positive?

Question	Yes	No	Neutral
Do you think that the integration of the Internet and MI (Multiple Intelligences) can be positive?	20	0	0

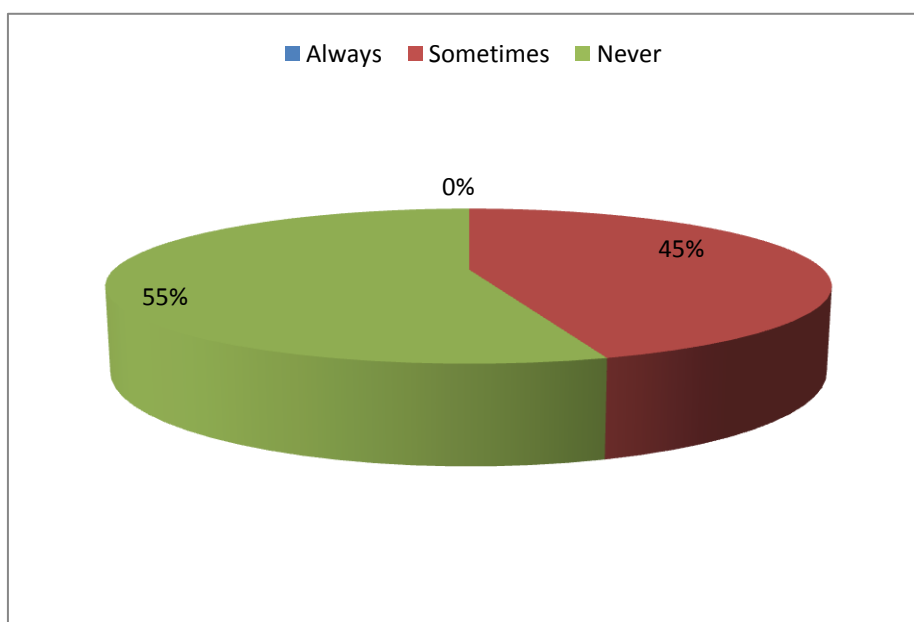


On the ninth question, all the teachers in the survey think that the integration of the internet and the MI theory can be positive because in this way educators can reach each single student changing the traditional way of education.



10. Do you combine the Internet and multiple intelligences to teach English as a foreign language?

Question	Always	Sometimes	Never
Do you combine the Internet and multiple intelligences to teach English as a foreign language?	0	9	11



The tenth question made us realize that although all the teachers are in favor of applying this theory since it works very well and has positive effects on the students' learning process, eleven of them never had applied it and nine teachers had applied this theory just sometimes. It can be because the teachers are not adapting to these new challenges that the modern world is imposing.



Chapter V

Conclusions and Recommendations

In order to do this investigation, we read books, articles, and journals related to the use of the Internet and the Multiple Intelligences Theory. We learned a lot of interesting things that are very useful and helpful for English teachers. At the beginning, we knew little about Howard Gardner and his theory. Now we have learned a lot about the activities that can be used for each one of the intelligences.

5.1 Conclusions

This project was developed to determinate the importance of combining the Internet and the Multiple Intelligences Theory as a new approach to teach English as a Foreign Language. As we know, the education had changed to the point that we are leaving behind the fact when the teacher was the center of the education and the way of teaching was based only on reading textbooks and doing grammar exercises. Nowadays, the Internet is providing an alternative to the traditional way of teaching since this tool gives a variety of pages where we can find different and interesting activities that can be used in order to design a lesson plan based on the principles of Multiple Intelligences Theory.

This investigation concluded that the combination of the Internet and the Multiple Intelligences Theory was accepted since students had a positive reaction when we taught a lesson on imperatives by using different activities.



This is because children felt identified when performing an activity that related to the intelligence they have developed the most. Some children liked more activities which physical movement was involved, other children liked activities in which they had to solve a puzzle, and others liked to work collaboratively, just to mention a few. Children are not the same and each one learns in their own way.

5.2 Recommendations

After analyzing our monographic work we recommend:

- Educators should change the way they teach, they cannot continue teaching from a single intelligence because the human being is more complete and complex.
- Teachers should implement a lesson plan which promotes the Multiple Intelligences Theory, and in this way teachers can foster the intelligences that each child has.
- Teachers should seek innovation in order to reach their students better. The only thing they need is decision, creativity but the most important they need is to leave behind their own paradigms.
- In the classroom, teachers should allow children to discover their area of interest in which they can express greater skill, enjoy exploring it and feel comfortable about themselves.
- For future investigations on Multiple Intelligences Theory, we recommend focusing on the most important intelligence. For us, it is



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the Verbal-Linguistic Intelligence since it helps students to communicate and express their ideas and opinions.



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Appendices

Annex #1

1. Can you explain us a little bit about the Multiple Intelligences Theory?
2. According to your point of view...Which is or which are the most important intelligences?
3. Have you ever applied activities based on Gardner's theory?
4. What are the main differences when using the MI theory and the traditional education?
5. Can the use of the Internet help during the English learning process?
6. Do you use activities taken from the Internet during your lessons?
How often?
7. At your school, do you have enough resources to use technology?
8. What benefits do your students receive from the Internet?
9. Do you think that the integration of the Internet and the multiple intelligences theory can be positive or negative? Why?
10. Have you ever applied the Multiple Intelligences Theory with activities taken from the Internet in your English language instruction?
11. (If the answer is positive) Can you tell us about your experience? (If the answer is negative) Why?
12. Do you have any advice for future teachers?



Annex #2

Survey for Teachers

This survey is about combining the Internet and Multiple Intelligences to teach English as a Foreign Language at schools.

1. The Internet is a useful tool

.....Agree.....Neutral.....Disagree

2. The Internet can be used inside the classroom

.....Yes.....NoSometimes

3. Which of the following sources have you used to get activities?

.....Internet.....Book..... Internet and Book

4. If you use the Internet, how are your classes?

.....Very effective.....GoodAverage

5. Gardner's theory works efficiently inside the classroom

.....YesNoNot sure

6. This theory promotes students interaction

.....YesNo.....Sometimes

7. Have you used this theory?

.....AlwaysSometimesNever



8. This theory helps students in their English language learning

.....Agree Neutral Disagree

9. Do you think that the integration of the Internet and MI (Multiple Intelligences) can be positive?

.....Yes No Neutral

10. Do you combine the Internet and multiple intelligences to teach English as a foreign language?

.....Always Sometimes.....Never



Annex #3

Interview Questions

We are going to talk with Lcda. Soledad Vivero who is an expert in topics that have relation with Multiple Intelligences and the Internet. She teaches English in “Los Andes” School.

Can you explain us a little bit about the multiple intelligences?

Well, it is an ability of the mind we are born with that, it is located in our brain because we have one brain but too different intelligences and each one of them give us the opportunity to do different tasks or activities like painting, drawing, playing basketball, singing, using logical mathematic, or by doing something with the body. Having different intelligences help to develop the different skills and it will help us to solve different problems in our lives and I think people who can develop multiple intelligences can do as many things as they want and have different jobs doing different things.

According to your point of view...Which is or which are the most important intelligences?

I think all the Multiple Intelligences are important to develop, but children will develop one more than other, it depends on what they like but all of them are important.

Have you ever applied Gardner’s theory?

Sometimes.



What are the main differences when using the MI theory and the traditional education?

In the traditional education, the students do not talk, do not participate, do not move they only repeat and repeat things, they just hear and do what the teacher says. They are passive learners. With the Multiple Intelligences Theory, students speak all the time, they need to move around the classroom, touch things and the most important they need to participate in the learning process. They learn by doing things.

Can the use of the Internet help during the English learning process?

Of course, because nowadays it is part of the education, the Internet grows and helps students and teacher to get information more easily and quickly. I think it changes the traditional education because it helps to improve it, and teachers need to take advantage of it.

Do you use activities taken from the Internet when teaching inside the classroom? How often?

When I can, of course I do it because it is an important tool. I look for activities maybe once in a week.

At your school, do you have enough resources to use technology?

Regrettably, in our school that is our debility because the school does not have the enough sources to do it.



What benefits do your students receive from the Internet?

They learn better, it is easy to get information from this tool through the computer. It helps students to participate more. Also, I can use the Internet for searching movies, songs, videos and things like that. Students like all of these because they have fun while they are learning.

Do you think that the integration of the Internet and Multiple

Intelligences can be positive or negative? Why?

It is positive all the time. I think there are no negative aspects because as the Internet and as multiple intelligences are effective methods to teach the students. They enjoy doing different activities, not the same ones.

Have you ever applied the Multiple Intelligences Theory with activities taken from the Internet when teaching an English class?

Well, I have used activities taken from the Internet when teaching my English classes and also I have used multiple intelligences.

(If the answer is positive) Can you tell us about your experience?(If the answer is negative) Why?

The students like it so much, they have fun and they enjoy the class, they do not get bored because all the time they are doing something interesting.



Do you have any advice for the future teachers?

I think that the affection with students is a very important factor, teachers need to be considered when teaching, it is important to be friends and listen to the other person and think like him and to being in his place. My advice is that all the time teachers need to get updated in TIC's, the books are very useful but the Internet is one hundred times more useful. The new teachers should take advantage of all the new opportunities that they have because every year, the old teachers try to change the methodology but at the end we come back to the traditional education.



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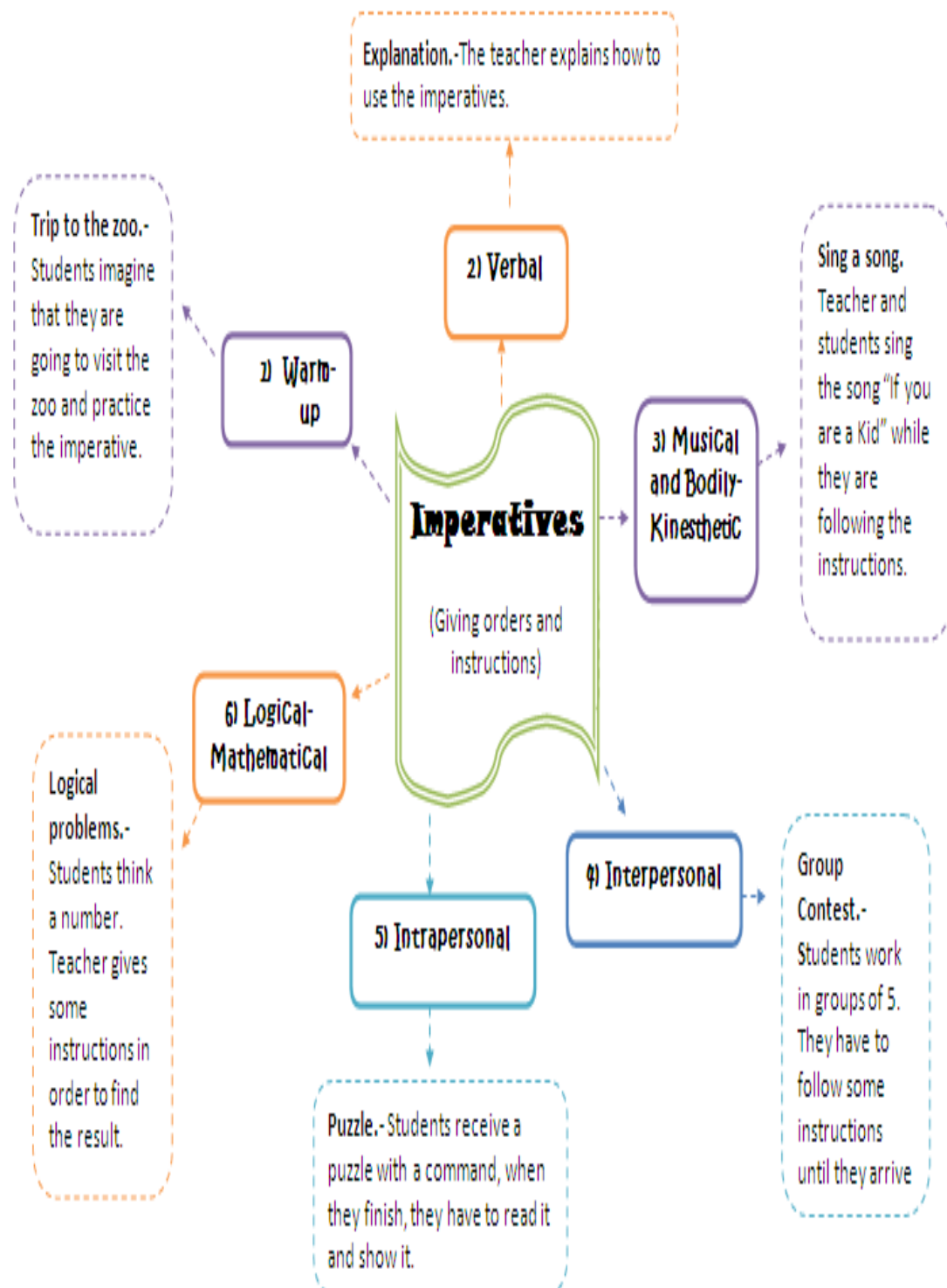
Annex #4

Booklet

Booklet



1





Objective:

By the end of the lesson the students will be able to give orders and instructions using the imperative form.

Materials:

Pictures

Blackboard

Markers

Flashcards

Stereo Equipment

Dice

Puzzle

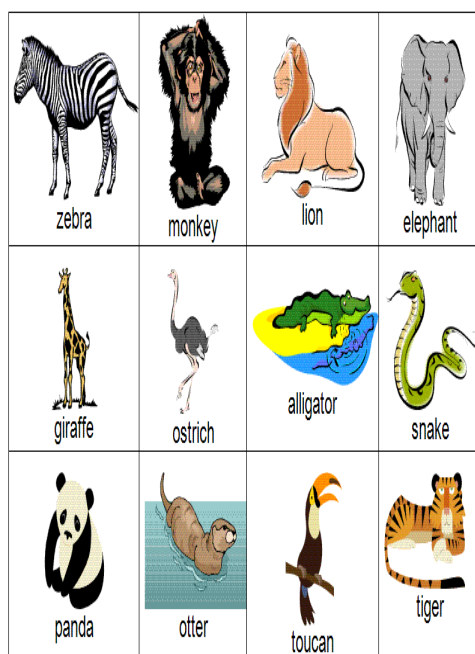




Trip to the zoo

Teachers stick pictures on the board with animals and some commands. The teacher asks to students “What animals can you see? Which are the rules in a zoo? The students answer the teacher’s questions by looking the pictures.

Zoo Animals



Do not touch the animals.
Do not feed the animals.
Put the garbage in its place.
Do not disturb the animals

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Verbal

The teacher uses the rules at the zoo to explain that imperatives are used to give orders, commands or instructions. Also, the teacher explains them how to do affirmative and negative imperative sentences. After that she asks them for instructions that can be used inside the classroom. The students respond “Do not eat in class” or “Be punctual”



“Do not eat in class”



“Be punctual”



Musical and Bodily Kinesthetic

Teacher gives to student a sheet of paper with the lyric of the song “Dance around”. Then, teacher and students sing together while they are following the instructions.



Boys and girls this song is about following directions so listen closely and see if you can follow the directions that I give, and get ready because later on we are going to dance.

If you are a boy, a boy, if you are a boy clap your hands.

If you are a girl, a girl if you are a girl stomp your feet

If you are a boy, a boy, if you are a boy tap your head

If you are a girl, a girl if you are a girl rub your belly

If you are a kid dance around, dance dance around.

If you are a kid dance around, dance dance around and stop!



If you are a boy, a boy, if you are a boy raise the roof

If you are a girl, a girl if you are a girl jump rope

If you are a boy, a boy, if you are a boy fly spaceship

If you are a girl, a girl if you are a girl go swimming

If you are a kid dance around, dance dance around.

If you are a kid dance around, dance dance around and stop!

If you are a boy, a boy, if you are a boy become a snake

If you are a girl, a girl if you are a girl become a frog

If you are a boy, a boy, if you are a boy snap your fingers

If you are a girl, a girl if you are a girl run in place

If you are a kid dance around, dance dance around.

If you are a kid dance around, dance dance around and stop!





Interpersonal Group Contest

- Students work in groups of 5 members.
- Each group has a dice.
- Each member of the group takes a turn to throw the dice.
- The student who throws the dice has to do what is written in the circle.
- If the student does not know how to do it, the group can help her/him but they have to go back 3 spaces.
- The group, which finishes first, wins the contest.

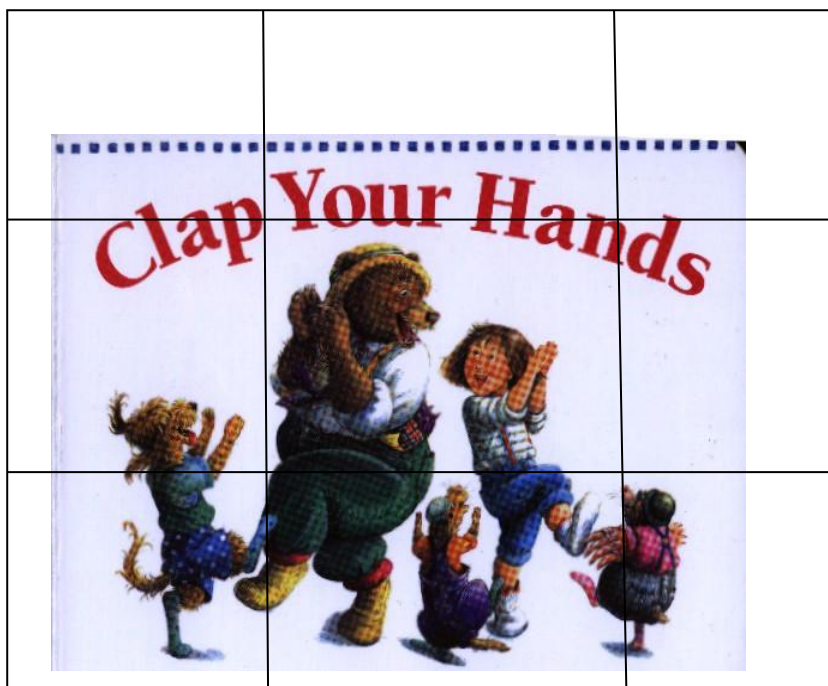
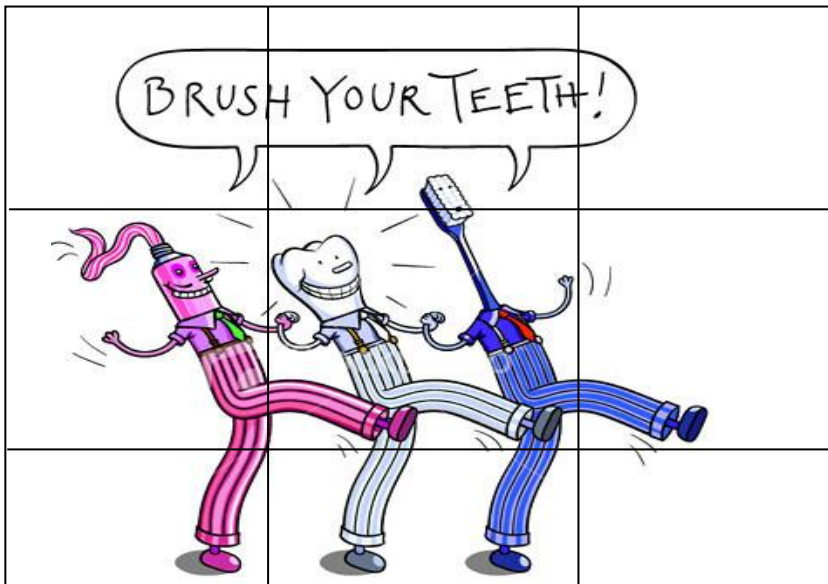




Intrapersonal

Puzzle

Each student receives a different puzzle with an instruction, when he/she finishes, he/she has to read it and show it in front of the class.





Logical-mathematical

Logical problems

- The teacher tells to the students to think a number from 1 to 10
- The students have to keep the number in their minds.
- Teacher says to them
 - Add five
 - Subtract three
 - Add six
 - Subtract the number you think
- Multiply by two
- The result is “Sixteen”
- The whole class should have this same result.





Booklet





Lesson Plan	
Lesson Title: Likes and Dislikes	
Objective: Students will be able to express their likes and dislikes	
Level: Fifth Graders	
Materials:	<ul style="list-style-type: none">• Blackboard• Markers• Helicopter• Pictures• Maraccas• Triangles• Tambourines• Cardboard• Mask





Presentation Warm up:

Mysterious object

The teacher describes a mysterious object.

- This object can fly but it does not have wings
- It is very big
- It goes like (and the teacher makes the sound of a helicopter)
- The students discover that the mysterious object is a helicopter







Verbal

The students have a silent reading about Leo Messi and Cristiano Ronaldo, two soccer players who express their likes and dislikes. After that the teacher explains to them the structure of the sentence:

- I like
- I do not like
- He likes
- He does not like



This is Leo Messi. He is 25 years old. He is from Argentina, but he lives in Spain. He likes playing football in Barcelona. He also loves going to the beach and go snorkelling and surfing. He doesn't like climbing or hiking. He doesn't like shopping

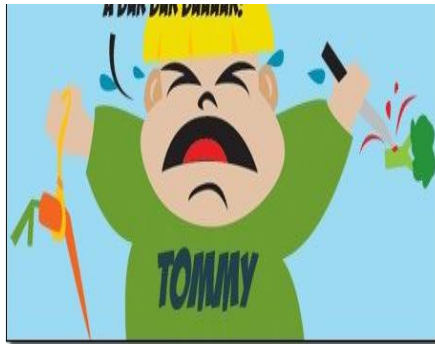


This is Ronaldo. He is 27 years old. He is from Portugal, but he lives in Spain. He likes playing football the most. He also loves going shopping and playing sports: golf, volleyball, tennis, snorkelling... He likes climbing but he doesn't like hiking.



Visual-Spatial

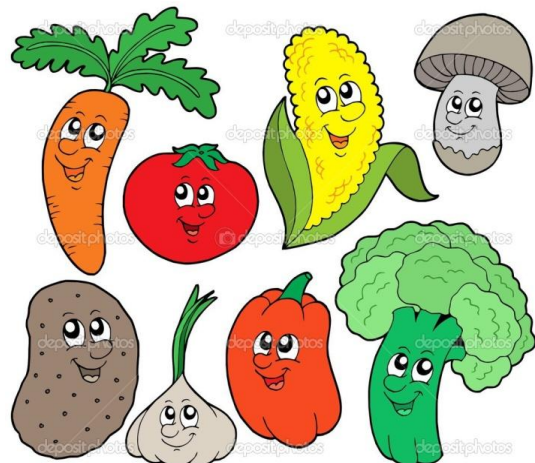
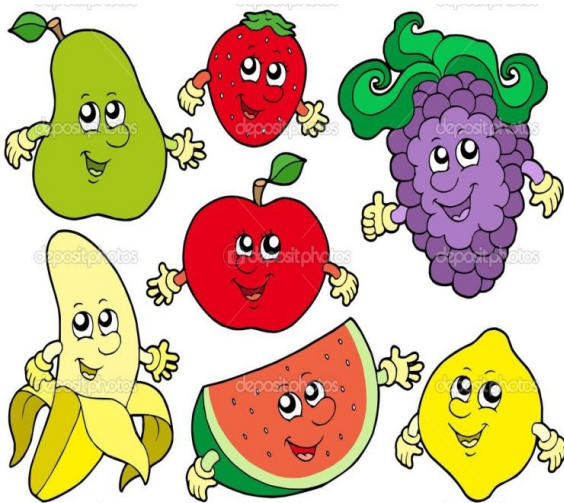
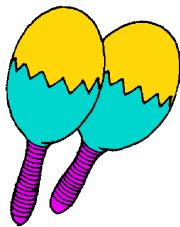
Students work in pairs. The teacher gives to the students some cards with pictures. Then, students mime the sentence about likes and dislikes, e.g. miming “I don’t like play basketball”





Musical

Teacher gives some instruments to the students like maraccas, triangles, tambourines, etc. After that, he puts some pictures on the blackboard and the student who likes it, play his/her instrument.





Bodily-Kinesthetic

Students receive animal mask. The students one by one pass to the front of the class and acts as if he/she were in a commercial. E.g. I am a little a beautiful cat, I like to drink milk but I don't like to drink coffee.





Interpersonal

Students work in pairs. They have 5 minutes to find as many similarities in their likes and dislikes with their partner as possible, e.g. “I like ice cream. And you?” “I like ice cream too.

Food likes & Dislikes (2)

My name is _____

Do you like...?



= Yes, I do



= No, I don't

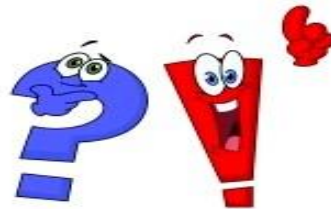
Color the food.

Draw a line to the food you like and don't like.



Intrapersonal

Each student writes sentences on a sheet of paper about what he/she likes and doesn't like. All the students interchange their sheets of paper. Each one reads it and try to guess who it belongs to.



Logical-Mathematical

Teacher asks: How many kids don't like carrots? All the kids who do not like them stand up and the rest of the class count them until find out the answer.

