

Universidad Autónoma del Estado de Hidalgo

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Multiple Intelligences in the Language Classroom

The aim of this paper is to report the findings of a Multiple Intelligences (MI) questionnaire (Appendix 1) administered to the BA in ELT cohort 902 –twenty three research subjects- at the Universidad Autónoma del estado de Hidalgo as part of a broader study “*Proyecto Integral de Análisis de factores que afectan la Eficiencia Terminal en Programas de formación de docentes de lenguas de Universidades Públicas en México*” (PIAFET) to determine their perceived MI preferences. As well as to find out the impact of MI as one of the possible causes that might hinder students from concluding their BA studies.

Multiple intelligences (MI) refers to a learner-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Traditional IQ or intelligence tests measure logic and language. These tests are based on a test called the Stanford-Binet, founded on the idea that intelligence is a single unchanged, inborn capacity. This idea has been strongly challenged by the MI movement (Richards and Rodgers, 2008). MI proponents believe that all human beings possess a wider range of intelligences, but people differ in the strengths and combinations of them. MI is based on the work of Howard Gardner of the Harvard Graduate School of Education (1993).

The idea of Multiple Intelligences has attracted the interest of many language educators. Gardner in his book *Frames of Mind* (1983) suggested that humans’ possess not a single intelligence, but a wider range of intelligences. Initially the author conceived seven intelligences, which are known as the *native intelligences* and in 1997 adds two new intelligences (Gardner quoted in Harmer; 2005). According to this author this model is culture-free and avoids the conceptual narrowness usually associated with the traditional models of intelligence. The seven native “*Intelligences*” are:

- *Linguistic*. The ability to use language in special and creative ways, which is something lawyers, writers, editors, and interpreters are strong in. For a person with a strong linguistic intelligence the relationship between form and content can be very appealing.

- *Logical/mathematical.* This intelligence can be associated with “scientific” thinking. It often comes into play in the analytical part of problem-solving – when we make connections and establish relationships between pieces of information that may seem separate, when we discover patterns, and when we are involved in planning, prioritizing and systematizing. The ability to think rationally, often found with doctors, engineers, programmers, and scientists.
- *Spatial.* This intelligence is mainly dependent on our ability to see, through sound, and through somatic awareness. The perception of space is multi-sensory, even if, in many people, the visual aspect predominates. The ability to form mental models of the world, something architects, decorators, sculptors, and painters are good at. Language uses spatial thinking when it describes time and other concepts in terms of space.
- *Musical.* A person with a well-developed musical intelligence benefits from being in a world of beat, rhythm, tone, pitch, volume and directionality of sound; for language learning many of these features are part of the linguistic realm. A good ear for music, strong in singers and composers
- *Bodily/kinaesthetic.* Characteristic of this intelligence is the ability to use one’s body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes. Having a well-coordinated body, something found in athletes and craftspersons.
- *Interpersonal.* The core capacity is the ability to notice and make distinctions among other individuals and, in particular among their moods, temperaments, motivations and intentions. Examined in its most elementary form the interpersonal intelligence entails the capacity of the child to discriminate among the individuals around him and to detect their various moods. Highly developed forms of this intelligence are to be found in religious and political leaders, skilled parents and teachers, and in individuals enrolled in the helping professions as therapists, or counselors. Central to this intelligence is the ability to listen to what the other person seems to be saying, to be able to gain good rapport with another person, and to be adept at negotiation and persuasion.
- *Intrapersonal.* The ability to understand oneself and apply one’s talent successfully, which leads to happy and well-adjusted people in all areas of life. In this intelligence, the horizon is where the boundaries of self lie. The ability to abstract oneself and to daydream is good evidence of the intrapersonal intelligence at work.

In 1997 Gardner adds two new intelligences: *Naturalist and Existential*:

- *Naturalist*. The ability to understand and organize the patterns of nature.
- *Existential*. This intelligence might be manifest in someone who is concerned with fundamental questions about existence, or who questions the complexity about existence. In other words, according to the author: “*Individuals who exhibit the tendency to pose and ponder questions about life, death and ultimate realities*”.

If we accept the MI theory in language learning, the fact that different intelligences predominate in different people imply that the same learning task might not be appropriate for all our students. Learners with a strong logical/mathematical intelligence might respond well to a complex grammar explanation whereas other learners might need the help of diagrams because of their strength in the visual/spatial area. Learners who have strong interpersonal intelligence might need a more interactive environment if their learning is to be effective. According to Puchta and Rinvoluceri (2005) people learn languages much better when allowed to do so within the wide range of perspectives afforded by MI. These authors also point out that if the language teachers are prepared to systematically involve other intelligence areas in their language lessons, the benefits can be seen in terms of:

- Students’ motivation. Students’ motivation depends partly on how addressed they feel in a class and how meaningful they think the activities are to them. That is to say, if the teaching is focused mainly on the linguistic domain, only the students with a strong linguistic intelligence will benefit; whereas the other students with different intelligences will not. In order to avoid this problem, it is a good idea to use activities that draw on a variety of intelligences so that all the students can feel more appreciated and cared for.
- The language classroom. In the language classroom there is a tendency to regard as intelligent only those students who show a high degree of linguistic ability and who therefore share the intelligence that language teachers are strong in. as a result the students who exhibit different intelligence will feel frustrated. MI deals with learner differences and considers learners as unique and develops instruction to respond to this uniqueness.

In order to discover our students predominant intelligences, several authors among them Christison (1997; 7-8 quoted in Richards and Rodgers; 2008) proposes that learners should take and MI Inventory so that they can develop their own MI profiles based on the inventory. This information will help them to be aware of their intelligences and how to use that intelligence in language learning. This information will also help the teacher for lesson organization and multisensory activity planning. Some authors have

designed activities and materials to cope with the various intelligences. The activities and the materials that support them are often shown or suggested in tables in which a particular intelligence is paired with possible resources useful for working with this intelligence in class. Harmer (2005) reproduces a chart taken from “*How to use Gardner’s seven intelligences in a class program*” presented by M Loom at the Internet site for the University of Canberra in Australia, which highlights learners’ preferred learning tasks according to their MI orientation:

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic learner “ The word player”	Read, write, tell stories	Memorising names, places, dates and trivia	Saying, hearing and seeing words.
Logical / Mathematical Learner “ the questioner”	Do experiments, figure things out, work things out, work with numbers, ask questions, explore patterns and relationship.	Maths, reasoning logic and problem solving	Categorising, classifying working with abstract patterns/ relationships.
Spatial Learner “ The visualise”	Draw, build, design and create things, daydream, look at pictures, watch movies, play with machines.	Imagining things, sensing, changes, mazes/ puzzles, reading maps, charts.	Visualizing, dreaming, and using the mind’s eye, working with colours and pictures.
Musical Learner “ The music lover”	Sing, hum tunes, listen to music, play an instrument, respond to music.	Picking up sounds, remembering melodies, noticing pitches / rhythms, keeping time.	Rhythm, melody, music.
Bodily/ Kinaesthetic Learner	Move around, touch and talk, use body language.	Physical activities, (sport/ dancing/ acting)	Touching, moving, and interacting with space, processing knowledge through bodily sensations.
Interpersonal	Have lots of	Understanding	Sharing,

Learner “ The socialiser”	friends, talk to people, join groups.	people, leading others, organising, communicating, manipulating, mediating conflicts	comparing, relating, cooperating, interviewing.
Intrapersonal Learner	Work alone, pursue own interest	Understanding self, focusing inward on feelings/ dreams following instincts, pursuing interests /goals, being original.	Working alone, individualised projects, self-paced instruction, having own space.

This information will help language teachers to plan their classes, activities and materials, to cope with their learners MI orientation.

Methodology

A Multiple Intelligences (MI) questionnaire was administered to the BA in ELT cohort 902 –twenty three research subjects- to determine their perceived MI preferences. The questionnaire (Appendix 1) was designed by Liligeia Lamberti (TESOL) and adapted by Beatríz Romero from the Universidad Autónoma de Baja California (UABC) and Lilia Joya from the Universidad Nacional Autónoma de México (UNAM). The questionnaire comprises an “*Inventory of Multiple Intelligences*” and covers Gardner’s ninth dimensional model of intelligences. It was administered in Spanish to avoid respondents’ linguistic difficulties.

The questionnaire consists of nine sections; each section corresponds to one of the nine intelligences:

<i>Linguistic</i>	<i>Logical/mathematical</i>	<i>Spatial</i>
<i>Musical</i>	<i>Bodily/Kinesthetic</i>	<i>Interpersonal</i>
<i>Intrapersonal</i>	<i>Naturalist</i>	<i>Existential</i>

Each section is composed of ten statements which reflect the respondent’ preferred learning style accordingly to the described Intelligence; a number has to be placed next to each statement: 2 stands for *very true*, 1 for *true* and 0 *not true*; once the questionnaire is completed, the respondent has to sum up the numbers. These numbers reflect the respondent’s strengths and weaknesses in a given intelligence. The intelligence that obtained the highest score represents the strongest intelligence for the respondent and the one with the lowest score exhibits his/her least preferred intelligence. The criterion

used for considering a “*strong Intelligence*” was when the respondent scored 15 or more than 15.

ANALYSIS AND INTERPRETATION

The research subjects’ findings are shown in a pie chart that reflects the whole population tendency as well as in individual graphs -a graph per respondent- to identify individual’s perceived MI preferences. In order to maintain confidentiality the respondents’ were identified by numbers. However their names and numbers were kept so that the researchers could keep track of the research population subjects.

According to the information obtained students 5, 6, 8, 9, 10, 13, 16, and 23 (34.78) reveal interpersonal intelligence strength. The core capacity of this intelligence is the ability to be able to work well with people; this intelligence is predominant in salesperson, politicians and teachers. This means that contrary to the expectations, less than the 40% of the whole research population, who will become teachers, are not strong in this intelligence.

The second intelligence that could be expected to be predominant among the research subjects’ is Linguistic. Just a few research subjects 10, 12 and 16 (13.04%) exhibit this intelligence. Linguistic intelligence refers mainly to the ability to use language in special and creative ways as well as the ability to look at the relationship between form and content within a sentence.

With regard to the musical intelligence, only research subjects: 8,9,14,15,16,18 and 23 are strong in this intelligence 30.43%. According to some authors, among them Puchta and Rinvolucry (2005) learners with a well developed musical intelligence will face less problems when dealing with the sounds of the language, in terms of pitch, intonation, individual sounds and stress.

The predominant intelligence among research subjects was Bodily/kinesthetic. Students 1, 2, 5, 6, 8, 10, 12, 16, 22, and 23 (43.47%) are strong in this intelligence. A characteristic of this intelligence is the ability to use one’s body in highly differentiated and skilled ways, for expressive as well as goal-directed purposes. This characteristic could be exploited by the students and teachers to improve their communicative competence.

The intelligence that obtained the lowest score was Logical/Mathematical. In fact the whole research population is quite low in this intelligence as no one obtained a score higher to 15. One of the main features of this intelligence is the ability to think rationally, which is an ability that could be expected to be found among professionals

who will face the need not only to solve various types of problems as professionals but also the need of making decision in their everyday life. The lack of this intelligence might represent a problem for people who have to make decisions in their praxis as teachers.

Intrapersonal Intelligence, which is the intelligence that has to do with happiness at being on one's own, with joy at knowing oneself, is the second intelligence that obtained the highest score. Student's 1, 3, 4, 10, 13, and 14 (26.08%) are strong in this intelligence. In fact, the lowest score obtained in this intelligence by student 20 was an 8 the other numbers are quite even 10s and more than 10s; this could be interpreted according to the authors that young people are strong in this intelligence, due to their age. However further studies have to be carried out in order to find out if this is the main variable with regard to this research population.

Students 5, 9, 15, 16, 19, and 21 (26.08%) are strong in Spatial Intelligence. Gardner (Gardner quoted in Puchta and Rinvolucry; 2005) conceives this intelligence as being mainly dependent on our ability to see, for some people perception of space can be through touch as is in the case of blind people, others perceive this intelligence through sound and somatic awareness. According to this author the perception of space is multi-sensory even if the visual aspect predominates. The strength in this intelligence for language learners who are strong in this intelligence; is that it will facilitate their understanding of how the English language uses spatial thinking when it describes time and other concepts in terms of space, which in many aspects is quite complex to be understood by non native speakers.

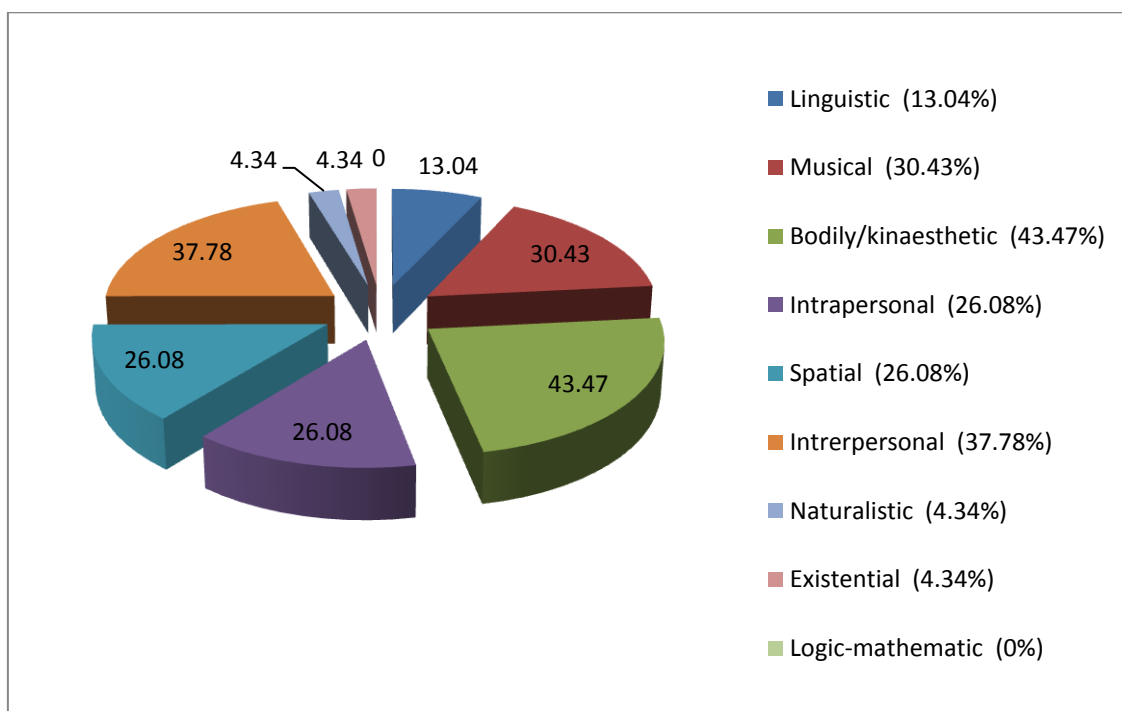
The last two intelligences which were added to the seven native intelligences reflect a quite different behavior between them. Naturalistic Intelligence, obtained the lowest individual scores. Student 20 scored in this intelligence only 1, student 7: 3, students 13 and 17: 4, students 3 and 22: 7, and student 4: 5. In fact only student 23 (4.34%) was strong in this intelligence. This intelligence has to do with the ability to understand and organize the patterns of nature. An implication of this result might be that we as educators have to raise our students' awareness of the need to be in harmony with nature. The last intelligence Existential has to do with perception of what is beyond, what is higher, what is greater than us. Only student 10 (4.34%) is strong in this intelligence. The other numbers were quite even; the average score range was between the nines and fourteens with just a 3 from student 7 and a 5 from student 20.

CONCLUSIONS

According to the findings, it could be concluded that the research subjects, are not strong in the Interpersonal and Linguistic Intelligences; these intelligences are mainly predominant in teachers and language teachers. Less than 40% (34.7%) of the whole population is strong in the interpersonal intelligence and only 13.04% in the Linguistic. The intelligence that obtained the highest score was Bodily/Kinesthetic: 43.47%. This intelligence refers to the ability to use one’s body in highly differentiated and skilled ways. This intelligence could be exploited adequately by this research population to improve their language level performance. In fact MI proponents point out, that human beings are not mainly strong in just a single intelligence as they can present a combination of more than one and that the *weak intelligences* could be reinforced through training and practice.

The implications of these findings may suggest that we as educators could help the research population to *get stronger* in the intelligences in which they are not strong at. However, further studies have to be carried out to investigate if this MI results could be considered as a factor to be included among the possible causes that hinder students from concluding their studies.

This Pie Chart represents the whole population tendency



- The criterion for considering a “Strong Intelligence” was when the respondents scored 15 or more than 15.

These graphs show the results of the strengths and weaknesses that students of ELT cohort 902 -twenty three research subjects obtained from “The Multiple Intelligence questionnaire” (Appendix 1).

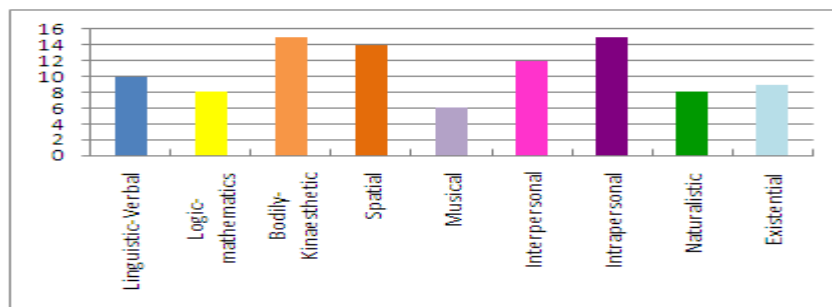
Multiple intelligences

	Linguistic- Verbal
	Logic- mathematic
	Bodily-Kinaesthetic
	Spatial
	Musical
	Interpersonal
	Intrapersonal
	Naturalistic
	Existential

➤ Each of the intelligences is represented by a specific colour. The colour selection was merely used to differentiate the nine multiple intelligences.

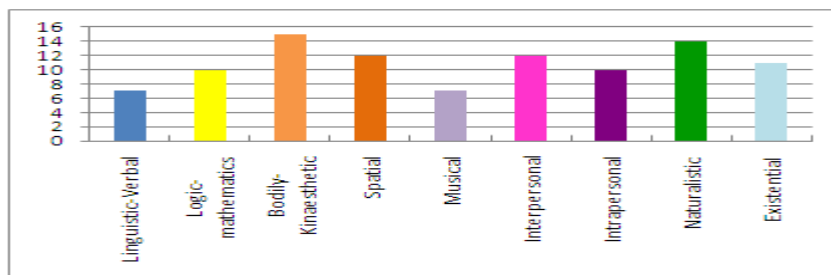
Graphs

Student 1



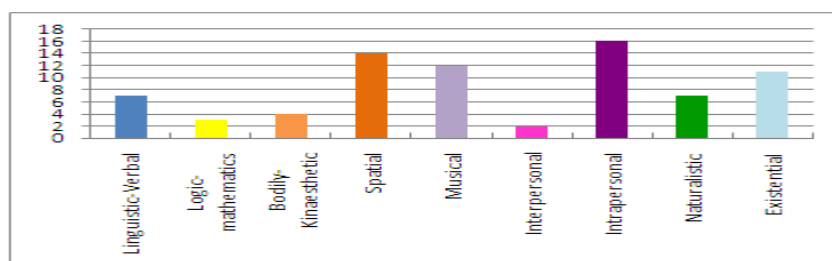
➤ Student 1 shows a tight between two strengths: *Intrapersonal* and *Bodily Kinaesthetic* s and his/her *Musical* weakness.

Student 2

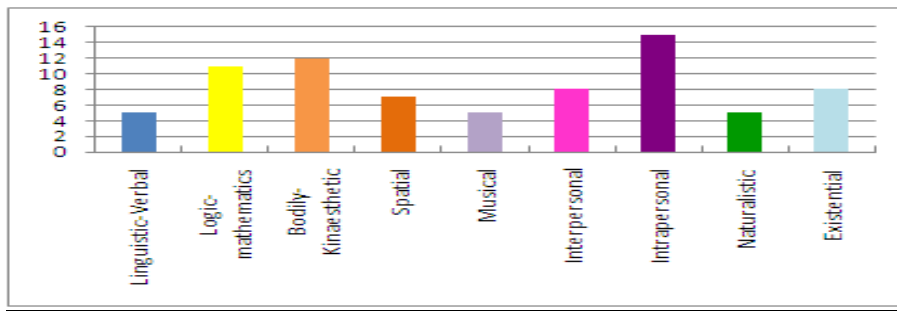


➤ Student 2 reflects his/ her *Bodily/Kinaesthetic* strength and *Musical* weakness.

Student 3



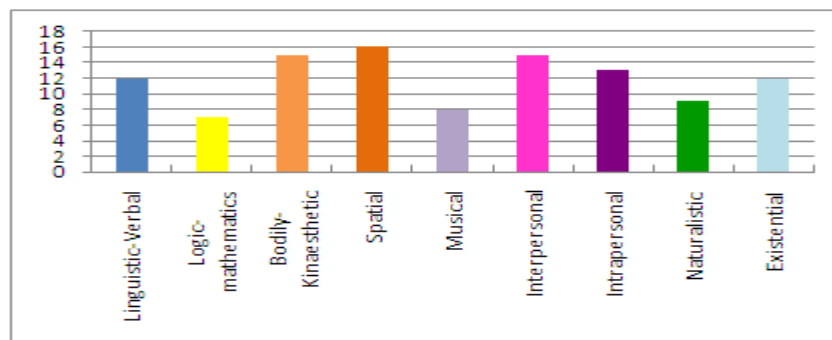
- Student 3 indicates an *Intrapersonal* strength and an *Interpersonal* weakness.



Student 4

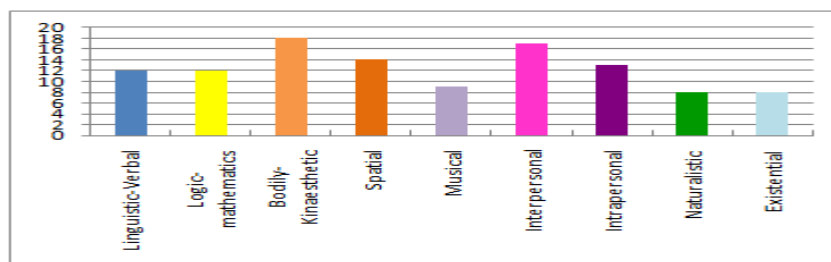
- Student 4 shows an *Intrapersonal* strength and a tight between three weaknesses: *Linguistic-Verbal*, *Musical* and *Naturalistic*.

Student 5

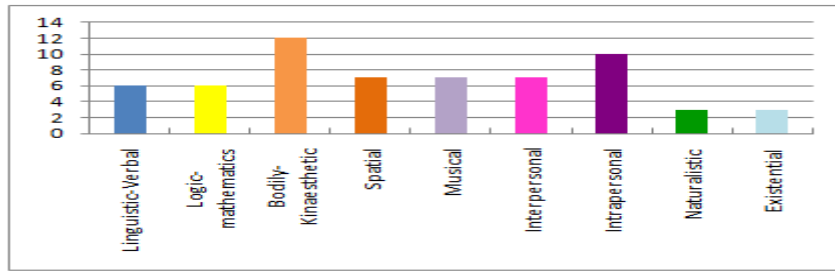


- Student 5 indicates *Spatial Intelligence* strength and a *Logic mathematics* weakness.

Student 6

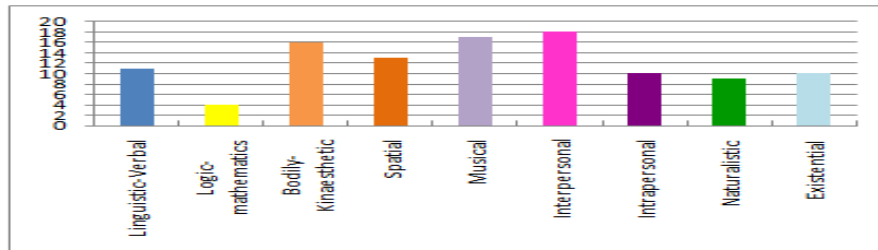


- Student 6 reflects *Bodily/Kinaesthetic* strength and a tight between two weaknesses: *Naturalistic* and *Existential*.



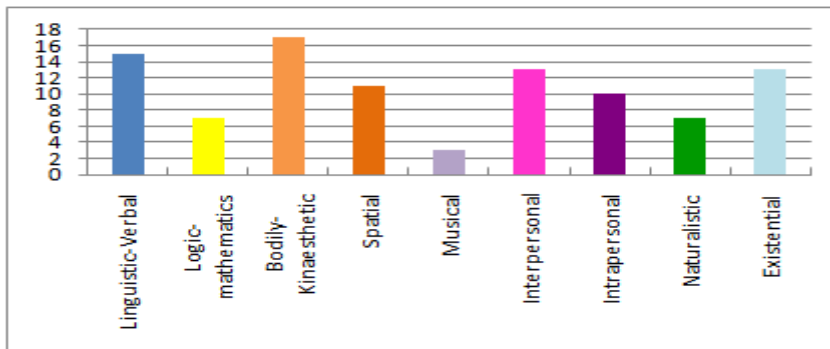
Student 7

- Student 7 shows a *Bodily/kinaesthetic* strength and a tight between two weaknesses: *Naturalistic* and *Existential*.



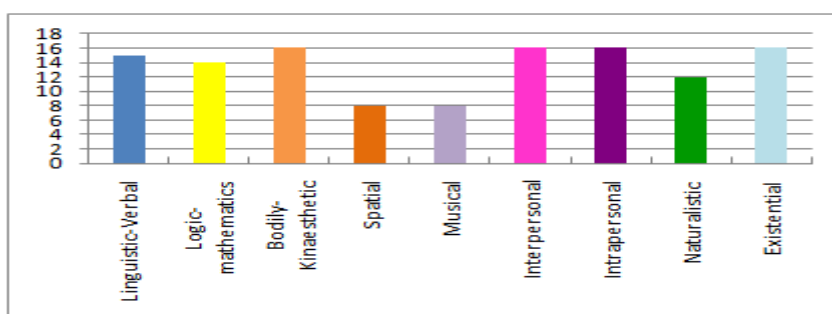
Student 8

- Student 8 indicates an *Interpersonal* strength and a *Logic Mathematics* weakness.



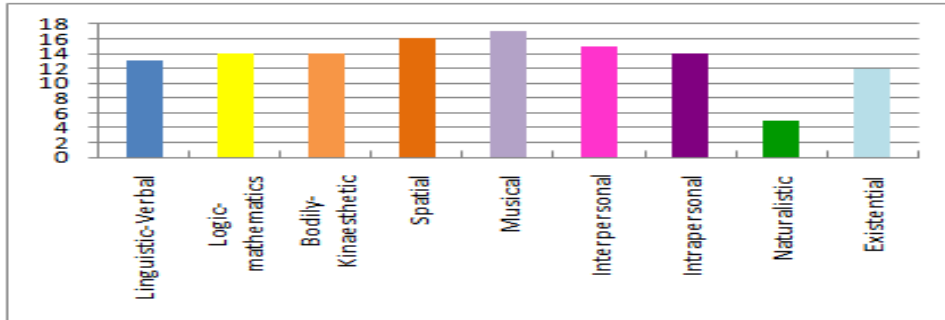
Student 9

- Student 9 shows his/her *Musical* strength and *Naturalistic* weakness.



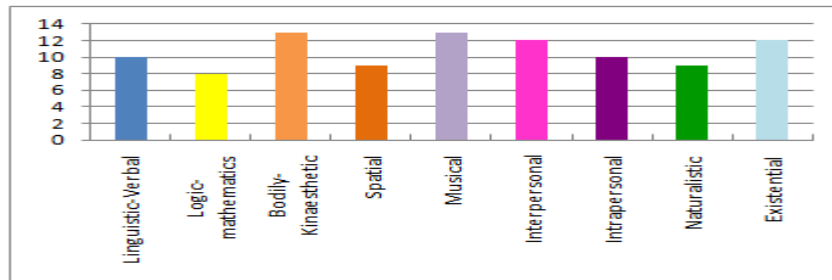
Student 10

- Student 10 reflects a tight between four strengths: *Bodily Kinaesthetic*, *Interpersonal*, *Intrapersonal* and *Existential*, and another tight between two weaknesses: *Spatial* and *Musical*



Student 11

- Student 11 indicates a *Logic-Mathematics* weakness and a tight between two

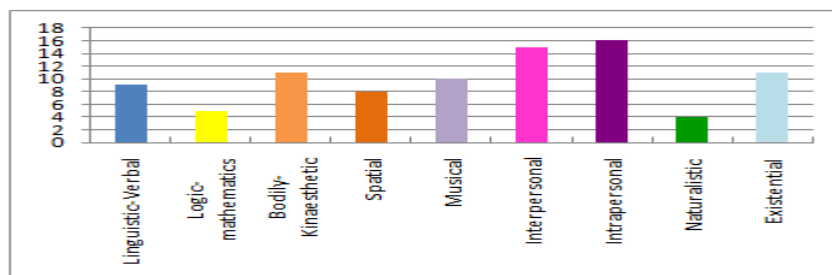


strengths: *Bodily Kinaesthetic* and *Musical*.

Student 12

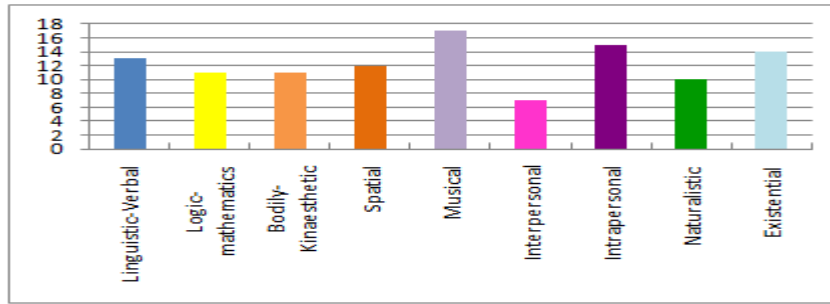
- Student 12 reflects his/her *Bodily/ Kinaesthetic* strength and *Musical* weakness.

Student 13

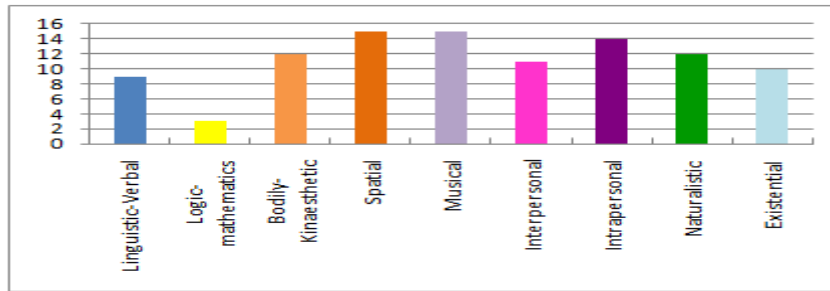


- Student 13 shows an *Intrapersonal* strength and *Naturalistic* weakness.

Student 14

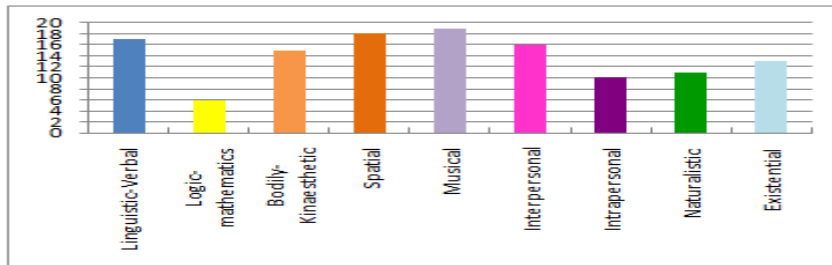


➤ Student 14 indicates a *Musical* strength and an *Interpersonal* weakness.



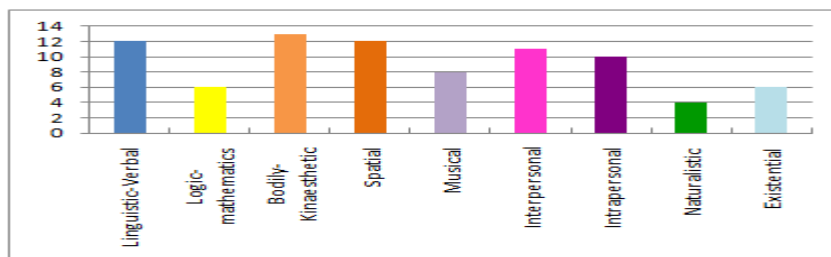
Student 15

➤ Student 15 shows a *Logic mathematics* weakness and a tight between two strengths: *Spatial* and *Musical*.



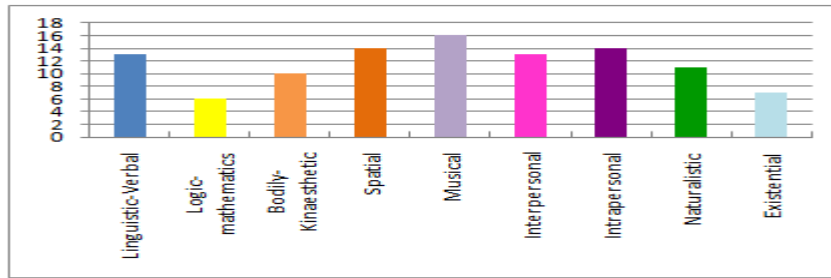
Student 16

➤ Student 16 reflects his/her *Musical* strength and *Logic mathematics* weakness.



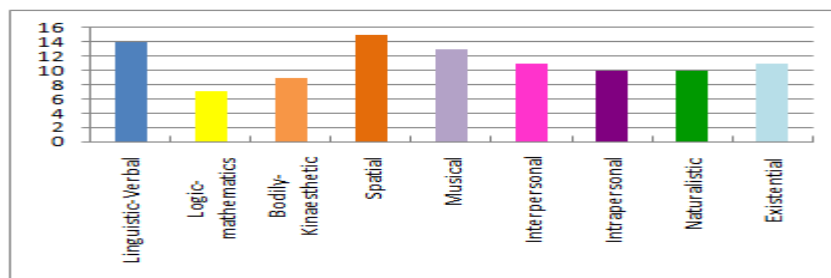
Student 17

- Student 17 indicates *Bodily/kinaesthetic Intelligence* strength and a *Naturalistic* weakness.



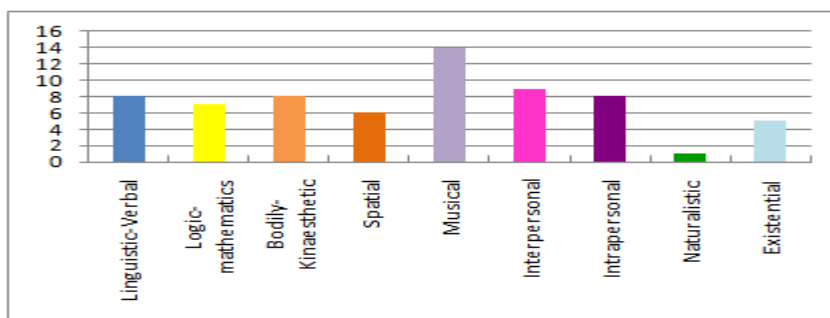
Student 18

- Student 18 shows his/her *Musical* strength and *Logic Mathematics* weakness.



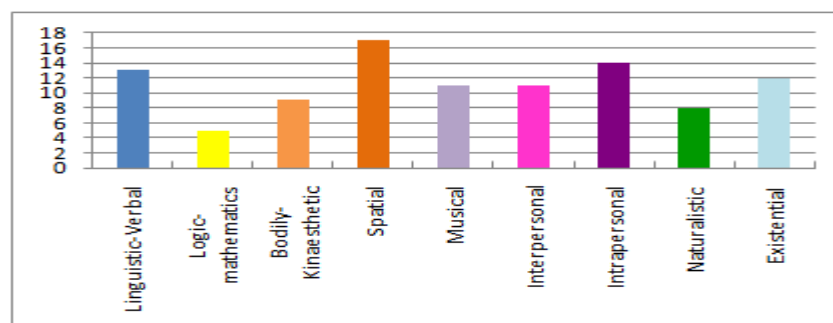
Student 19

- Student 19 indicates *Spatial Intelligence* strength and a *Logic Mathematics* weakness.



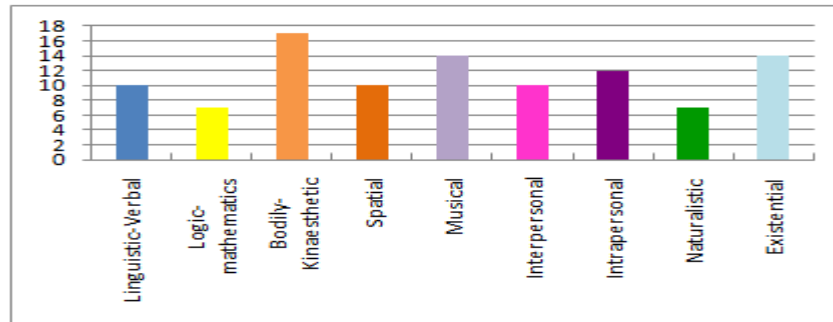
Student 20

- Student 20 reflects his/her *Musical* strength and *Naturalistic* weakness.



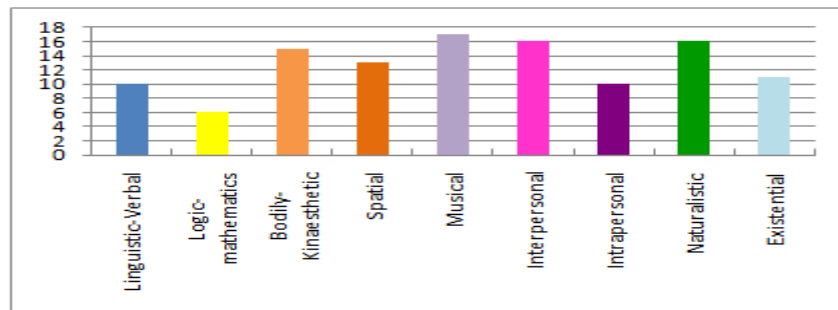
Student 21

- Student 21 indicates *Spatial Intelligence* strength and a *Logic Mathematics* weakness.



Student 22

- Student 22 reflects his/her *Bodily/Kinaesthetic* strength and a tight between two weaknesses: *Logic Mathematics* and *Naturalistic*.



Student 23

- Student 23 shows a *Musical* strength and a *Logic Mathematics* weakness.

APPENDIX 1

INVENTARIO DE INTELIGENCIAS MÚLTIPLES: ¿Cuál es tu estilo de aprender?

Lee cada enunciado rápidamente. Elige cuál es cierto para ti.

2 = muy cierto; 1 = ± cierto; 0 = no cierto

NOMBRE: _____

Lingüístico-Verbal:

- A. Me gustan los juegos de palabras como 100 Mexicanos Dijeron
- B. Soy bueno para escribir cartas
- C. Si escucho una canción, recuerdo la letra.
- D. Leo los letreros y anuncios en la carretera, en el camión o taxi.
- E. Aprendo más oyendo el radio o una clase que viendo películas o leyendo
- F. Mis materias favoritas en la escuela son lenguaje, historia, y no química ni matemáticas.
- G. Me gusta leer muchas cosas, incluyendo libros y revistas.
- H. Cuando escribo una composición generalmente escribo más que mis compañeros.
- I. Me han dicho que soy bueno para escribir.
- J. Me gusta contar historias y chistes.

TOTAL _____

Lógico-Matemático:

- A. Me gusta probar las cosas haciendo experimentos.
- B. En la escuela me gustan las clases de matemáticas.
- C. Busco la lógica y el patrón de lo que estoy haciendo.
- D. Puedo resolver problemas de números en mi cabeza sin usar calculadora.
- E. Me gusta lo que se ha categorizado, medido y analizado de alguna forma.
- F. Antes de construir cualquier cosa, mido, planeo y proyecto lo que voy a necesitar.
- G. Me gusta aprender o entender como funcionan las cosas y las máquinas.
- H. Me gusta jugar ajedrez, canasta y otros juegos de estrategia.
- I. Soy curioso y muchas veces hago la pregunta ¿porqué?
- J. Me gusta leer sobre los descubrimientos científicos.

TOTAL _____

Corporal-Kinestésico:

- A. Me gusta jugar a actuar, hacer gestos y mímica.
- B. Hago un deporte o más.
- C. Necesito levantarme y moverme, no estar sentado todo el tiempo.
- D. Cuando hablo muevo mucho las manos, incluso cuando hablo por teléfono.
- E. Me gusta aprender haciendo o creando algo.
- F. Me gustan las actividades como acampar, pasear en bote, andar en bicicleta.
- G. Cuando voy de compras levanto y toco las cosas que me llaman la atención.
- H. Creo que mi coordinación física es buena.
- I. Me encanta bailar.
- J. Me gusta aprender haciendo algo en lugar de leer o escucharlo.

TOTAL: _____

Interpersonal:

- A. Me gusta estudiar y trabajar en grupo.
- B. Me gustan las actividades sociales y estar en clubes.
- C. Cuando tengo algún problema lo hablo con otros antes de actuar.
- D. Soy muy sensible a los sentimientos y estado de ánimo de los otros.
- E. Prefiero asistir a fiestas y otras actividades a estar solo el fin de semana.
- F. Para mí es muy importante hacer y tener amigos.
- G. La gente me dice que soy un buen líder.
- H. Creo que soy una persona que sabe jugar en equipo.
- I. Soy bueno para explicar y enseñar cosas a otras personas.
- J. Si dos amigos discutieron, intento que hagan la paz y se comuniquen TOTAL: _____

Intrapersonal:

- A. Llevo un diario donde anoto lo que pienso y lo que siento.
- B. Me gusta trabajar de manera independiente y a mi propio paso.
- C. Pienso con frecuencia en mis sueños y en mis recuerdos.
- D. Cuando tengo que hacer un proyecto me gusta pensarlo por algún tiempo.
- E. Cuando alguien lastima mis sentimientos me recupero rápidamente.
- F. Me gusta tener tiempo para meditar con tranquilidad.
- G. Me considero una persona que tiene auto-disciplina.
- H. Creo que me entiendo a mí mismo aunque otros no me entiendan.
- I. Puedo mencionar los valores en que se basa mi forma de vivir.

- J. Tengo opiniones y creencias diferentes y a otras personas les parece confuso TOTAL: _____

Naturalista:

- A. Me gustan las actividades al aire libre, como caminata y acampar.
- B. Soy bueno para plantar flores y otras plantas.
- C. Me gustan los libros y las películas sobre la naturaleza.
- D. Me gusta coleccionar piedras, hojas de plantas, conchas o plumas.
- E. Reconozco el patrón y el color en lo que veo, escucho y experimento.
- F. En la escuela mi materia favorita es la de Ciencias.
- G. Me gusta tomar fotos y dibujar escenas sobre la naturaleza.
- H. Soy muy detallista hasta en las cosas pequeñas.
- I. Soy bueno para clasificar, categorizar, seleccionar o analizar información.
- J. Me gusta usar binoculares, microscopios o telescopios para estudiar. TOTAL: _____

Existencial:

- A. En ocasiones, me comparo con lo infinito del universo.
- B. Creo que no hemos cuidado lo suficiente el mundo en que vivimos.
- C. Reconozco que el holocausto es parte de la naturaleza humana.
- D. He sentido al menos un profundo amor en mi vida.
- E. En alguna ocasión perdí la noción del tiempo al observar una obra de arte.
- F. Me gusta participar en campañas ambientales.
- G. Busco la ocasión y el espacio para sentarme a meditar y reflexionar.
- H. En la escuela asisto a las exposiciones y presentaciones de arte.
- I. Soy un asiduo espectador de las películas sobre el holocausto.
- J. Acostumbro leer temas filosóficos y sobre moral. TOTAL: _____

Visual-Espacial:

- A. Disfruto haciendo crucigramas, laberintos, hallar 7 cosas escondidas.
- B. Prefiero ver un mapa a que alguien me explique como llegar a un lugar.
- C. En la escuela, me gusta más la geometría que el álgebra.
- D. Me gustan los libros con fotografías, tablas y otras ilustraciones.
- E. Recuerdo con facilidad los detalles de algo que ya vi.
- F. Me fijo y observo el color de la ropa.
- G. Me fijo y disfruto de la arquitectura de los edificios.
- H. Disfruto las tareas de hacer tablas y organizadores gráficos.
- I. Siempre llevo mi cámara cuando voy de viaje o a eventos especiales.
- J. Me gusta dibujar y garabatear.

TOTAL: _____

Musical:

- A. La música es parte importante de mi vida.
- B. Canto cuando estoy en la regadera.
- C. Cuando estudio o trabajo murmullo canciones o tamborileo con los dedos.
- D. Otros me han dicho que canto bien.
- E. Conozco la tonada de muchas canciones diferentes.
- F. Con facilidad puedo hacer palmas al ritmo de una canción.
- G. Puedo tocar cuando menos un instrumento musical.
- H. Puedo detectar cuando un cantante o músico se sale de tono.
- I. La música me ayuda a escribir y a estudiar.
- J. Apago el radio o la TV sigo escuchando la música de los comerciales.

TOTAL: _____

TOTALES:

Lingüístico-Verbal _____	Visual-Espacial _____	Intrapersonal _____
Lógico-Matemático _____	Musical _____	Naturalista _____
Corporal-Kinestésico _____	Interpersonal _____	Existencial _____

El estilo de aprender *con mayor puntuación total* es *el estilo preferido de aprender*. Puede haber empates entre dos o más estilos preferidos de aprender.

Sin embargo, el autor de la Teoría de Inteligencias Múltiples, Howard Gardner, recomienda que se intente desarrollar todos los tipos de inteligencia.

✓ Muchas gracias,

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