Teaching to Multiple Intelligences: Expanding Approaches to Diverse Learning Styles

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Cultural Studies Department

French 3

Course Description: This is the third class in a series of 4 French courses that span from Beginning through Intermediate Mid levels. There are 17 undergraduate students in this class.

Course Goals: To develop proficiency in the 5 C’s: Communication, Connections, Comparisons, Culture, and Communities. To teach students to speak, listen, write and read at the Intermediate Low level (ACTFL Guidelines).

Objectives:

- Clarifying: I use a lot of imaging when I study.
- Giving advice: When I read, I prefer to have illustrations.
- Making comparisons: Giving advice. I learn well in a traditional lecture format that is organized with.
- To help students tap into those intelligences they don’t need to move.
- This: The results of the inventory correspond to my learning style!
- This: I think teaching to multiple intelligences will help me to retain.

Step One: Administer Gardner’s evaluation that identifies students’ diverse intelligences. (See Figure 2 below). Explain to students:

- This inventory is voluntary.
- This inventory will help you to evaluate how you learn best.
- This inventory will help me to create teaching methods to reach students’ diverse learning styles.

Step Two: Catalogue intelligences for each student individually. (See Figure 3).

Step Three: Calculate the frequency of learning styles represented in the class. (See Figure 4).

Figure 2

My Multiple Intelligences

Read each description and when it corresponds to your personality, your interests and to your abilities, circle the number of the phrase. Respond spontaneously.

1. I read a lot.
2. I like to use calculators, counting machines, computers.
3. I play or I would like to play a musical instrument.
4. When I read, I prefer to have illustrations.
5. I like to work with others.
6. I need to move.
7. I work better alone than with others.
8. I love to invent and write stories.
9. I listen to all different types of music.
10. I am good at strategic games
11. I gesticulate a lot when I speak.
12. I see visual images in my head when I think about something.
13. I often hum a song out loud in my head.
14. I like to keep my things organized.
15. I like to do word searches or play Scrabble.
16. I love animals (dogs, cats, hamsters, squirrels, birds).
17. I count rapidly in my head.
18. I remember easily the rhythms or the music of commercials.
19. I read maps, tables and diagrams without difficulty.
20. I have a lot of friends. I am well liked.
21. I move a lot or shake my foot if I have been sitting too long.
22. I have my own opinions about things.
23. I show concern about the environment by recycling, and limiting use of natural resources.
24. I love to tell stories or use plays on words.
25. I spend a lot of time outdoors. I love the outdoors.
26. I write and compose better than most.
27. I love to perform science experiments.
28. I can think of being in touch with my feelings.
29. I am good at working with my hands. I like working with my hands.
30. I often like to listen to music.
31. I have a good sense of observation.
32. I help others easily.
33. I find it easy to listen to directions or to read instruction manuals.
34. I have difficulty concentrating on my work if there is music or a radio playing.
35. I love to sketch or doodle drawings.
36. I get bored a lot when I read.
37. I like to recognize or classify plants, animals, insects, shells or rocks.
38. I think a lot about how things work, or about the causes of different phenomena.
39. I can mimic movements and behaviors of others.
40. I know my strengths and weaknesses.
41. I express myself with a rich vocabulary.
42. I am good at strategic games—cheers, checkers, etc.
43. I organize activities with my friends.
44. I love to do crossword puzzles, word mazes, etc.
45. I am capable of hearing music in my head.
46. I am coordinated, for example in sports, dance, theater.
47. I can keep the beat with my body when I listen to music.
48. I keep the beat with my body when I listen to music.
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Figure 3

Multiple Intelligences: Class Profile

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<th>Frequency</th>
<th>Relative Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>1</td>
<td>1/40</td>
<td>2.5</td>
</tr>
<tr>
<td>Logical/Math</td>
<td>6</td>
<td>6/40</td>
<td>15</td>
</tr>
<tr>
<td>Visual/spatial</td>
<td>9</td>
<td>9/40</td>
<td>22.5</td>
</tr>
<tr>
<td>Musical</td>
<td>7</td>
<td>7/40</td>
<td>17.5</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>2</td>
<td>2/40</td>
<td>5</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>3</td>
<td>3/40</td>
<td>7.5</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>8</td>
<td>8/40</td>
<td>20</td>
</tr>
<tr>
<td>Natural</td>
<td>4</td>
<td>4/40</td>
<td>10</td>
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<tr>
<td>Total</td>
<td>40</td>
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Step Four: Create lessons that are tailored to reach specific intelligences represented in the class, and to promote proficiency in the 5 C’s. Example: Teaching to Visual/Spatial Learners.

Applications for Future

- To train students to use intelligences outside their preferred way of learning. Research has shown that if students are given the opportunity to learn material using multiple analogs, their memory increases.
- To incorporate Gardner’s ninth intelligence—existential, with my students.
- To remain current with research on Second Language Acquisition and Teaching Practices.
- Promote good Brain Hygiene.

Who else could benefit from teaching to multiple intelligences?

- This approach could work in any teaching environment, from one on one tutoring to lecture formats, and across disciplines: for example, in the Sciences, Arts, History and Medicine.

What Students are Saying

- The results of the inventory correspond to my learning style! I think I would benefit from learning French through Music— I’m musical.
- Yes, lessons that incorporate both visual/spatial and kinesthetic together would have a profound effect on me.
- I learn well in a traditional lecture format that is organized with slides and notes to copy on the board.
- I use a lot of imaging when I study.
- I think teaching to multiple intelligences will help me to retain material.
- I agree with this approach. I learn best through visual and auditory learning.

Bibliography:

ACTFL: American Council on the Teaching of Foreign Languages, 2012
De la Garanderie, Antoine— La Gestion Mentale— La Fédération des Sciences, Arts, History and Medicine.

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