
Multiplicity in TESOL:

**Multilingualism, Multimodality
and Multiple Intelligences**

Riah Werner, March 30, 2018

Multicompetence

Cook, 2010

“the knowledge of more than one language in the same mind or the same community”

Multicompetence

Multicompetence involves a shift away from an monolingual orientation towards language learning, towards valuing multilingualism in all forms

Multilingualism is inherently different from monolingualism, because the two (or more) languages are integrated and become a single system

Multicompetence values *all* language abilities, at all levels, holistically

Reframing multilingual identity as an asset not a deficiency

Multilingualism & Plurilingual Pedagogy

White, Hailemariam & Ogbay,
2013

“practitioners in mainstream schools have much to learn from the informal learning practices of plurilingual students”

Multilingualism and Plurilingual Pedagogy

Multilingualism is knowing more than one language

Plurilingualism envisions students' languages as connected rather than separate

Multilingual or plurilingual approaches to language teaching involve the conscious incorporation of multiple languages into the classroom

Not everyone needs to speak the same languages for them to be useful

Students can use their shared languages, even if the teacher doesn't know them

Multiple Intelligences

Gardner, 1983 & 1999
Armstrong, 1994

1. Linguistic/Verbal
 2. Visual/Spatial
 3. Kinesthetic
 4. Interpersonal
 5. Intrapersonal
 6. Logical/Mathematical
 7. Musical
 8. Naturalist
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Multiple Intelligences

Theory developed by Howard Gardner in 1983 (updated to include Naturalist intelligence in 1999) which holds that there are multiple ways of learning, knowing and being smart, rather than just a general intelligence (IQ)

Intelligences are based in neuroscientific research and valued across cultures

Everyone has all 8 intelligences in different proportions

Verbal/Linguistic

The ability to decode meaning and use words orally and in writing.

Word smart

- Reading
- Writing
- Stories
- Speeches
- Brainstorming
- Note-taking
- Summaries

Visual/Spatial

The ability to understand and perceive spatial relationships and aspects such as shape, color and size.

Picture smart

- Drawing
- Pictures
- Charts and maps
- Coloring
- Building things
- Crafts
- Visualization
- Sentence strips
- Videos

Kinesthetic

The ability to use movements and gestures, when interacting, to express feelings and ideas using the body.

Body smart

- Movement
- Total Physical Response
- Gestures
- Mime
- Role Plays/Skits
- Physical games
- Choreography
- Language Experience Approach
- Field trips

Interpersonal

The ability to understand and interact with other people, establishing rapport and empathy.

People smart

- Interviews
- Dialogues
- Discussions
- Pair work
- Group work
- Cooperative learning
- Peer teaching
- Peer editing
- Pen pals
- Games

Intrapersonal

The ability to reflect upon who we are and how to cope with personal feelings.

Self smart

- Reflection
- Journals
- Self-assessments
- Personal connections
- Individual projects
- Learning logs
- Goal setting

Logical/Mathematical

The ability to use numbers, analyze data, understand abstract symbols, graphs, sequences and cause-effect relations.

Number smart

- Puzzles
- Logic games
- Inductive learning
- Rules and formulas
- Problem solving
- Ranking and sequencing
- Venn diagrams
- Math problems
- Quantifying learning

Musical

The ability to feel music and rhythm.

Music smart

- Songs
- Chants
- Rhythms
- Listening to music
- Playing instruments
- Writing lyrics

Naturalist

The ability to cope with the world outside of the classroom.

Nature smart

- Categorizing
- Field trips
- Natural objects
- Connections to nature
- Environmentalism

Multimodality & Multiliteracies

Cope & Kalantzis, 2009

1. Written
 2. Oral
 3. Visual
 4. Audio
 5. Tactile
 6. Gestural
 7. Spatial
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Multimodality and Multiliteracies

There are both linguistic and nonlinguistic modes of communication

These different modalities represent distinct ways of knowing and understanding information

Each mode has its own ways of structuring knowledge, therefore instead of a single way of being literate, there are multiple literacies available to us

Multiple modes can be used together to enhance and enrich communication

**Multilingualism + Multicompetence +
Multiple Intelligences + Multimodality
= Multiplicity**

The Multiplicity Project

Riobamba, Ecuador
Spring 2017

1. Context
 2. Aims
 3. Methods
 4. Activities
 5. Results
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The Ecuadorian Context

In 2012, Ecuador redesigned the national curriculum and adopted a more learner- centered methodology to increase students' English levels

Secondary textbooks included activities categorized by Multiple Intelligences, although the activities are unevenly distributed

Standards were updated to include recognition of students' other languages (Spanish and indigenous languages) as a foundation for learning English

Multiple Intelligences

1. Listen and complete with the verbs in the Word Bank.

Logical-Mathematical Intelligence

These people are good with numbers. They can do calculations **quickly**. They can solve problems using logic.

Interpersonal Intelligence

These people can interact with others **easily**. They can understand other people's emotions. They can _____ in public.

Musical Intelligence

These people are good at music. They can _____ and play musical instruments. They can learn using songs and melodies.

Visual-Spatial Intelligence

These people are good with images. They can _____ and draw impressive paintings. They can design useful objects.

Verbal Intelligence

These people are good with words. They can write beautiful poems. They can _____ languages **easily**. They can tell funny stories.

Kinesthetic Intelligence

These people can _____ their bodies **very well**. They can act and dance. They can be good athletes.

Intelligence

Definition

Activities

L Linguistic	The ability to decode meaning and use words orally and in writing.	<ul style="list-style-type: none"> Discussions and mini-debates Reading and writing stories, reports, reviews e-mails and Inferring grammar rules
M Logical and Mathematical	The ability to use numbers, analyze data, understand abstract symbols, graphs, sequences and cause-effect relations.	<ul style="list-style-type: none"> Classifying Sequencing Problem-solving activities
K Bodily/ Kinesthetic	The ability to use movements and gestures, when interacting, to express feelings and ideas using the body.	<ul style="list-style-type: none"> Role plays Games and contests
I Interpersonal	The ability to understand and interact with other people, establishing rapport and empathy.	<ul style="list-style-type: none"> Projects Group work Games and contests
I Intrapersonal	The ability to reflect upon who we are and how to cope with personal feelings.	<ul style="list-style-type: none"> Reflections Self-evaluations Talking about community and personal issues
M Musical	The ability to feel music and rhythm.	<ul style="list-style-type: none"> Tapping the rhythm Listening to stress, rhythm and music
N Naturalist	The ability to cope with the world outside of the classroom.	<ul style="list-style-type: none"> Campaigns to become environmentally sensitive
V Visual and Spatial	The ability to understand and perceive spatial relationships and aspects such as shape, color and size.	<ul style="list-style-type: none"> Drawing and interpreting maps and graphs Doing crossword puzzles

Multiple Intelligences in Ecuadorian Textbooks

The School Context

7th grade at a public school

132 students (82 male, 50 female; ages 11-12; Spanish and Kichwa speakers)

Beginners with 7 months of previous English instruction

3 classes (43-45 students in each class)

8 lessons over the course of 4 weeks (8 hours class time)

Due to quirks in the school calendar, one class (7C) only had 5 lessons during the project (6 hours class time) and was not able to complete the full unit.

The Aims

Goal

Improve student learning and deepen retention by integrating MI activities and multiple modalities into a unit, accompanied with plurilingual pedagogy

Strategies

Create a unit that include activities that target all 8 intelligences to teach names of rooms and questions and answers about locations

Measure impact by comparing test scores from the 1st and 2nd units (before and after project implementation)

The Methods

Each activity in the unit was designed to target one of the Multiple Intelligences

Instruction was conducted primarily in English, with some Spanish

Students were allowed and encouraged to share ideas in Spanish

All seven modalities were involved in the Multiple Intelligence activities

When language barriers arose, both students and the teacher used different modalities to communicate their meaning

The Activities

Visual/Spatial 1

Use pictures to elicit the names of the rooms

Tape pictures to the board to create the floor plan of a house

Have students draw floor plans of their own houses and label the rooms

Target language: bedroom, bathroom, kitchen, living room, dining room, office, hall, balcony, this is the _____

Kinesthetic 1

Ask several students to come to the front of the room

Position students to demonstrate the meaning of next to, between and opposite

Reinforce meaning using hand gestures

Ask students to describe where their classmates are

Have more students come to the front and ask them to stand next to, opposite or between their classmates

Target language: next to, between, opposite

Interpersonal

Demonstrate asking questions about the locations of rooms, using floor plan of the teacher's house on the board

Elicit student responses about locations of rooms in the teacher's house

Divide students into pairs

Students use floor plans of their own houses and ask their peers where different rooms are

Target language: Where's the ____? It's next to/between/opposite the ____.

Visual/Spatial 2

Using pictures of individual rooms, create a floor plan for the teacher's house on the board and describe the location of the rooms

Give students 2 minutes to remember the locations of the rooms

Remove all but one picture

Show a room and ask the students where to put it, following their instructions exactly

When the students say the correct location, tape the picture to the board

Target language: It's next to/between/opposite the _____.

Intrapersonal

Tell students you are thinking of your favorite room, describe the location and ask students to tell you which room it is

Ask students to think of their own favorite room and write clues to describe where it is

Extensions: Have students describe the activities they do in their favorite room, ask them to explain why they like that room (in Spanish if necessary), or have them read their clues to another student who guesses which it is

Target language: It's next to/between/opposite the _____.

Kinesthetic 2

Show a picture of a room and ask the students what activities they do there

Have the students demonstrate the actions and list them on the board under each room

Say an action and have all the students demonstrate it

Do an action and have the students tell you the verb for it, then the room

Say the name of a room and have students demonstrate appropriate actions

Target language: sleep, eat, cook, study, take a shower, relax, etc.

Logical/Mathematical

Scramble the letters in the rooms and write the names on the board

Ask the students what is on the board

Have students to unscramble the letters and write the names of the rooms

Alternate activity: Create a logic puzzle and have students label the rooms on a blank floor plan by deducing their locations

Target language: names of rooms

Verbal/Linguistic 1

Write a paragraph on the board describing your daily routine, including where you do each activity, with blanks for the rooms

Have students read the paragraph and fill in the blanks

I wake up in the bedroom. I walk down the hall and brush my teeth in the bathroom. I return to the bedroom and get dressed. I go to the kitchen and prepare my breakfast. I eat in the dining room. I get my books from the office and go to school. After school, I sit and listen to music in the living room. I go out on the balcony and look at the city.

Target language: actions and names of rooms

Musical

Teach the students a song and have them sing it

Where's the kitchen? Where's the kitchen?

It's right here! It's right here!

It's next to the office. It's next to the office.

Here it is! Here it is!

Target language: questions and answers, here it is

Naturalist

Write the names of rooms on slips of paper and have the students sort them into categories based on their similarities

Encourage the class to find an arrangement where every room is part of a grouping

Ask the students to explain why they grouped the rooms together (using Spanish if necessary)

Target language: names of rooms and actions

Verbal/Linguistic 2

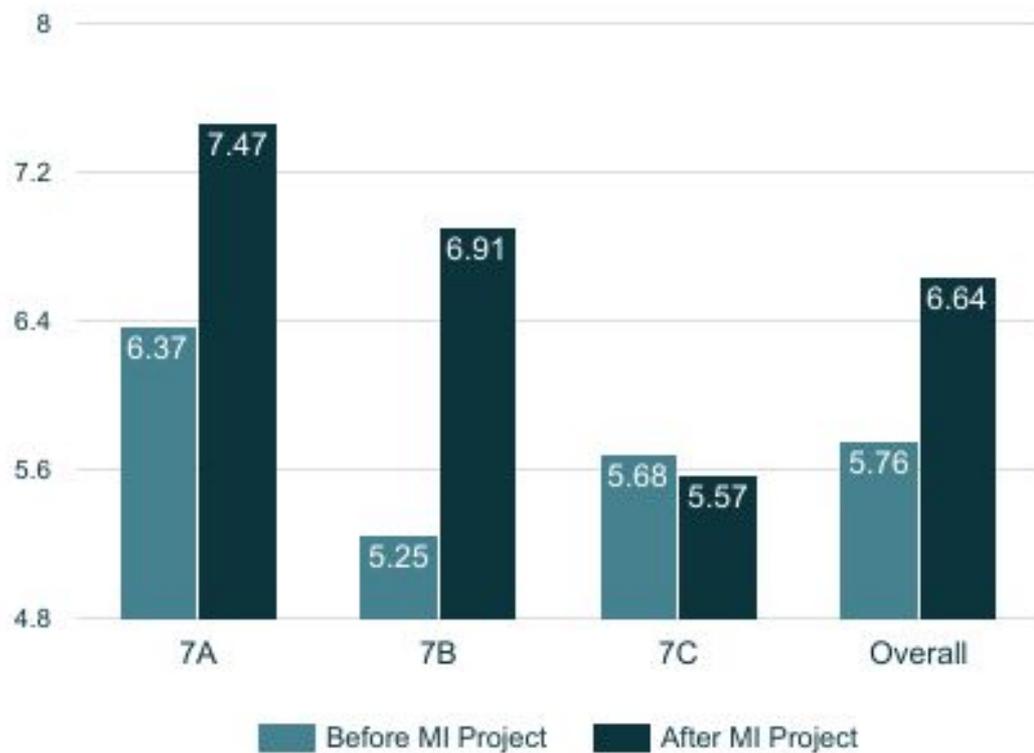
Draw a floorplan on the board and give students mini whiteboards and dry erase markers

Point to a room and ask students to write it and hold up their answer

Write questions and answers about the locations of rooms on the board, with blanks for next to/opposite/between, and have students write and show their answers

Target language: correct spelling of rooms, next to, opposite and between

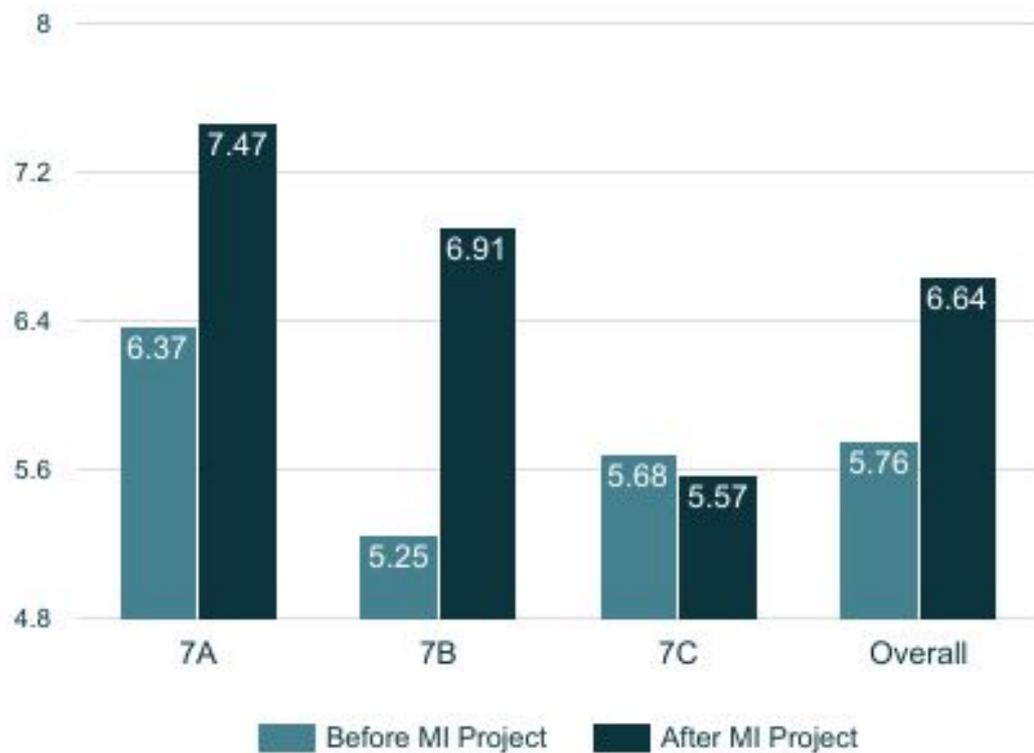
The Results



+ 0.88

average student test score improvement (out of 10 points)
after MI project implementation

The Results



+ 1.38

average student test score improvement (out of 10 points)
in classes that completed all 8 hours of the unit

Recommendations

Think about the *methods* of learning for each intelligence, not just the content

Make sure to include all 8 intelligences and 7 modalities

Give yourself plenty of time to create the activities for the intelligences that come less naturally or are most different from your typical teaching methods

Recognize that not all students will respond equally to all the activities

Plan the progression of activities so that repeated intelligences are spread out throughout the unit

Encourage students to use their first language(s) where necessary

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