



Young Learners' Corner

Dear **ELT News** readers, dear YL **TEAm** members!

Today's issue of the YL Corner is devoted to Multiple Intelligences. Check the Webwatcher to browse through many interesting websites for more information on this interesting subject or have a try with a Multiple Intelligence Test and create your own MI Profile.

The invitation to contribute to the Young Learner Corner is an ongoing one and I would really like to hear from you, whether you are an experienced teacher or just starting your profession. Send us teaching tips, interesting website addresses, lesson plans you have tried out, interesting worksheets or describe a project you have done with your class. Send us the address of your school and join the Penpal and E-pal Corner. Any contribution is welcome.

I look forward to your contributions.

Irena Köstenbauer
YL TEAm coordinator
magik@e4kids.co.at

Gardner's Multiple Intelligences – and How to Implement them in the Classroom **Collected from different Internet sources** **by Irena Köstenbauer**

Howard Gardner's claim that there are several different kinds of intelligence has answered many questions and cleared up many doubts that teachers have had. All of a sudden, it became clear why so many otherwise bright pupils did not excel on tests, why during the lesson some pupils would become restless, their attention switching off, why some teachers were better perceived by pupils than others.

When asked how educators should implement his theory of multiple intelligences, Gardner says: "It's very important that a teacher take individual differences among the kids very seriously....The bottom line is a deep interest in children and how their minds are different from one another, and helping them use their minds well".

An awareness of multiple-intelligences theory has

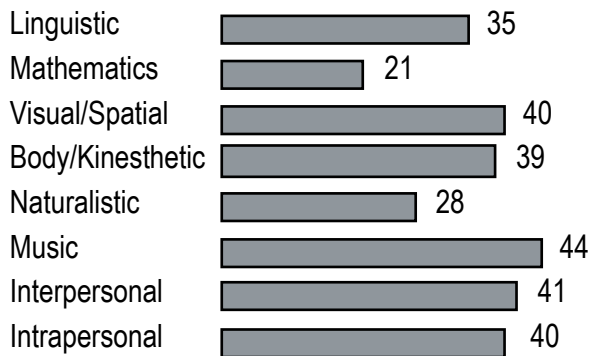
stimulated teachers to find different ways of teaching and planning their lessons.

In Variations on a Theme: How Teachers Interpret MI Theory, (Educational Leadership, September 1997), Linda Campbell describes five approaches to curriculum change:

- Lesson design – this might involve team teaching using all or several of the intelligences in the lesson.
- Interdisciplinary units – combining different elements of studies to give every pupil a chance.
- Project work - where pupils learn how to imitate and manage complex projects.
- Assessment – devised in a way which allows pupils to show what they have learned.
- Apprenticeships – which allow pupils to gain mastery of a valued skill gradually, with effort and discipline over time. According to Gardner, apprenticeships should take up about one-third of a pupil's schooling system.

Understanding Gardner's theory of multiple intelligences can help teachers and educators to allow pupils to safely explore and learn in many ways and

help them direct their own learning, appreciate their strengths and not be afraid of their weaknesses.



Professional profile:

Irena Köstenbauer, who has 25 years of international teaching and lecturing experience, is a founder and the principal of English For Kids Language Villages, an institute

which has been teaching English to and developing materials for young learners as well as running full immersion programmes for the last 15 years. She is the author of teaching materials for kindergarten and primary school children and a frequent reviewer and contributor to **ELT News**, where she has launched the Young Learners' Corner. Her particular interests are in young learners and in content and language