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DIPLOMOVÁ PRÁCE

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Developing multiple intelligences through role play and
other game-like activities.

(Rozvíjení mnohonásobné inteligence prostřednictvím hraní rolí a jiných aktivit na bázi her.)

Prohlašuji, že jsem závěrečnou práci vypracoval samostatně a použil jen uvedených pramenů, literatury a elektronických zdrojů.

V Olomouci

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Abstract

The work shows us a fundamental analysis of the multiple intelligences theory and its possible development in the classroom via the use of a role-play and other game like activities. In the theoretical part, focus is centered on the description of the multiple intelligences theory and each individual intelligences, use of games and role-play and mutual correlation among these both matters. In the practical part, the main aim is held towards the actual analysis of individual games and role-play and its possible effect on the development of the particular intelligences.

Introduction

The main aim of this diploma thesis is to take a comprehensive look at the two phenomena in modern educational approach, the multiple intelligences theory and its application and the development through a role-play and the other game like activities.

Even though use of game like activities and a role-play in education is by a common folk widely considered as an occurrence of modern age, it is a very ancient method. Němec (2004) claims, that a use of a game like activities was present in human society even in the very distant past. He further says that the earliest forms of games were presents in the divine worshipping and further developed its function to social, didactic and amusing forms. /Němec/

Of course, above all that, Němec (2004) affirms that nearly everybody is aware of Comenius, the forefather of our education, where his stance towards the use of games in the classroom is widely known by almost every child in the pre-school system. Sadly though, throughout the generations, the concept of game enhanced classroom education vanished, due to the fact that the “standard” strict model of education, which was and sometimes is still present in our schooling system, lies in a little bit more tough and narrow paradigm, where the usage of more relaxing and fun activities was considered as something undesirable and ineffective /Němec/.

Unfortunately that lead to an unintended creation of schooling system, where the development of all intelligences described by Gardner (1983) was suppressed, as the main aim was merely to improve and intensify linguistic and mathematical skills that were and still might in some schools be considered as the only qualities that matter /Gardner/.

Thus, the intention of this thesis is to follow the ancient wisdom of our educational predecessors and further examine the application of game like activities in the classroom and the use of a role play. All that with the consideration towards the multiple intelligences and its development, via the methods mentioned above.

As it is common, this work divides into the two separate parts, the theoretical and practical one. In the theoretical part the main focus is oriented to the two main concepts. The first one is the description of The Multiple Intelligence Theory by Howard Gardner (1983) and its categorization and then the subject of game like activities with a role-play, its use in the classroom and also the classification of various types of games and its application.

Practical part then represents the actual examples of various game-like/role-play activities and its types. The use of such games in the classroom and its possible effects on the development of the multiple intelligences. All these aims are evaluated by questionnaires filled by pupils as a way of feedback.

The great importance of the multiple intelligences, games and a role-play in the modern education is a significant foundation of this diploma project and an actual application of these methods in the real live classroom environment provides a series of interesting results which this thesis could present.

Theoretical part

1. THE MULTIPLE INTELLIGENCES THEORY BY HOWARD GARDNER

Howard Earl Gardner, as Wikipedia (2017) describes, was born in 1943 and is a famous American scientist, psychologist and the professor at the Harvard University. He dedicated his career to the research and exploration of the human mind, its abilities and possibilities of its development, via education and mental exercise. By his lifelong impact on this phenomena, he published many books and articles concentrating on the problem of multiple intelligences. /Wikipedia/

Gardner's theory of multiple intelligences was first brought to a life and profoundly described and examined in the year of 1983 in a breakthrough book *Frames of Mind: The theory of multiple intelligences*. This piece of work suggested, that all humans are born with the seven independent intelligences: Verbal-linguistic intelligence, logical–mathematical intelligence, spatial intelligence, musical intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence and interpersonal intelligence. All these intelligences could be developed throughout thorough exercising and enhanced by a constant practice in the schooling system but still somehow being limited, thus all individuals are strong in some of these intelligences and weak in others. Characteristic of each person is then the combination of a stronger and poorer attributes of given intelligences. Point is to find out and examine in which of these a person excels or not. /Gardner/

Later in his theory, he added an eighth intelligence – naturalistic, in the book *Intelligences Reframed (1999)*. There are some suggestions that even the ninth existential intelligence could be a part of this classification, also mentioned in his 1999 book. This intelligence is further being examined by experts though. /Gardner/

As a curiosity it might be mentioned, that in a quite recent interview with BigThink (2016), Gardner suggested that he might consider to add an additional intelligence to his already profound system, the teaching pedagogical intelligence,

which supposedly allows us to successfully teach other people. He also repeatedly refused to include other suggested intelligences like sexual, humorous and cooking intelligence. /BigThink/

This Gardner's (1983) classification of intelligences meant a breakthrough in the human mind psychology as it strongly inveighed against the traditional concept of measurement, which was merely based on the theory, that the intelligence is rather a single capacity than a complex system. Gardner (1983, p.15) therefore claims: "Multiple intelligences theory pluralizes the traditional concept." /Gardner/

Gardner (1983) also criticized the concept of a standard model of acquiring the information by memorizing everything. Emphasis should be applied on a wholesome understanding of the given problem and become conscious of it rather than memorizing it artificially. /Gardner/

For decades, Jean Piaget (1951) along with the other behaviorist suggested that intelligence is something that we acquire genetically from our parents as a form of heredity and that an individual might embrace nearly any information or knowledge if presented and stimulated appropriately (memorized), but the amount of intelligence that one inherits is simply given and could not be therefore anyhow affected. /Piaget/

Kathleen Gaffney (1995, p.1) added a nice metaphorical clarification to this: "If intelligence was a blob of clay, you could fashion your clay into specific shapes. Even if you had the same amount as someone else, the result might "look" different. One fact was indisputable, that blob was all the clay you had to work with, you couldn't get any more."

This Piaget's cognitive developmental theory was studied and refused by Gardner (1993), as he eventually researched all people are unique and have different set of intelligences and their combinations, so every individual has a very specific intelligence profile, that allow them to excel in a various things and could not be measured or approached with the strictly same tasks, like traditional IQ tests. To

properly cover the whole field of human thinking, it is a must to implement a much more complex and wider set of examinations. /Gardner/

This claim is also supported by Gaffney (1995), who expresses that everybody has all of the seven intelligences and that nearly all of them are able to improve and enhance every intelligence on a different level. She also claims that the intelligences interact within the each other in a very complex ways and that every individual is possible to gain intelligence in the most of the spheres. /Gaffney/

According to Krechevsky & Kornhaber (2011), Gardner began to identify the set of multiple intelligences by actually studying how cognitive abilities develop with normal children and how they degrade with persons that suffered various brain disorders and damages. /Krechevsky & Kornhaber/

Gardner (1983, p.33) eventually realized that scientific and psychological terms like skills, talents and faculties might not be that correct: “However, I realized that each of these word harbored pitfalls”. Basically he recognized, that all these attributes are not just only attributes but something much severe – and intelligence itself. He then started to define intelligence as the ability to solve problems and as a way to construct devices appreciated within one or more cultural environment. /Gardner/

Gardner (1999) in the *Intelligence Reframed* later described the definition of intelligence as a potential based on biopsychological level that processes data and information. This potential then activates in a cultural environment and is able to solve problems and construct devices praised in given cultural habitat. The reason why he changed words like skills and talents to intelligences is because one cannot count or see an intelligence. Instead there are neural potentials that might or might not be activated. And it all depends on the very values of singular culture, the possibilities given by that culture and individual choices made by each person or their close ones, like family, teachers, etc. /Gardner/

While Gardner (1993, p.35) researched human intelligences, he set up eight different criteria divided into four basic groups: biological sciences, logical analysis, developmental psychology and traditional psychological research. “I laid out a set of

eight different criteria. I combed the relevant scientific literature for evidence on the existence of many candidate faculties.” /Gardner/

1) Biological sciences:

Potential isolation by brain damage:

Here Gardner (1983) says how he was mostly interested in a way how one kind of intelligence could be separated from the rest of them. During research, there were present patients who preserved one intelligence intact despite the fact, that other intelligences were severely damaged by a brain malfunction, on the other hand there were cases of local brain disorder, when one intelligence was impaired while others have been spared. Both of these discoveries approved the actual findings of until then unproven multiple - intelligences. /Gardner/

An evolutionary history and an evolutionary plausibility:

Gardner (1983) implies, if we study the modern mind of a man we find out that most of the information were gained by the deduction of knowledge of the predecessors like Homo sapiens and older. Further in his book he stated these studies introduced a new way and possibilities to evolutionary accounts of these capabilities as the intelligence that examines animals and plants or the intelligence that elaborates the movies and cultural concepts of other members of the species. /Gardner/

2) Logical analysis

An identifiable core operation or set of operations:

Gardner (1983) further indicates about presence of a set of procedures and practices which is a part of each intelligence. For example linguistic intelligence contains core operations of phonemic discriminations 20 command of syntax, sensivity to the pragmatic uses of language and acquiring of word meanings. /Gardner/

Susceptibility to encoding from a symbol system:

Gardner (1983) explains the development of various systems of symbols throughout the ages for various activities as language rules, mathematical equations, etc. /Gardner/

3) Developmental psychology

A distinctive developmental history with a definite set of “end state” performances:

Gardner (1983) documents some patterns of developmental history covered within the human mind. Basically it means if you want to exceed in some field, you need to develop that field’s intelligence first. /Gardner/

The existence of idiot, savants, prodigies and other exceptional people:

Gardner (1983) mentions there are many people who have not experienced any brain injury at all, but still have uncommon profiles of intelligence. An example could be one savant, who excels in extreme strength and other many abilities. Scientist have also brought a theory that autistic people, that experienced a tremendous traumatic damage to the right hemisphere, might obtain a damage in that part of brain, that governs the possibility to understand what are the other people aims or motives.

4) Traditional psychological research

Support of experimental and psychological tasks:

Gardner (1993) implies that psychological researchers are able to identify various tasks that affect domains of human behaviour. Therefore an intelligence can be found by the particular set of suitable assignments. /Gardner/

Support from psychometric findings:

Gardner (1993) further says how standard psychometric way can measure intelligence. It is for example IQ test, that only measures very specific and limited type of ability. But there is a possibility to adapt such test to eventually identify a true unique individual intelligence. /Gardner/

1.1. Verbal - Linguistic Intelligence

Aim of this subchapter is to thoroughly describe and analyze a verbal-linguistic intelligence. There are many definitions of it, e.g. a simplified definition by Howard Gardner (1983), who indicates the linguistic intelligence involves sensitivity to a spoken and written language, the ability to learn languages, and the capacity to use language to accomplish certain goals. /Gardner/

An apt comment is also mentioned by Grow (1997), who describes the well-developed linguistic intelligence as an ability to see the connection between words, overtones, their relation and the sensitivity towards the matter and elegance of style. /Grow/

Gardner further implies this intelligence includes the ability to effectively use language to express oneself rhetorically or poetically; and language as a means to remember information. Writers, poets, lawyers and speakers are among those that Howard Gardner sees as having high linguistic intelligence. /Gardner/

A more profound description of linguistic intelligence is provided by Armstrong (1993, p. 2): who sees it as “The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist)“. He also points out the verbal intelligence includes the ability to work with the syntax and the structure of language, having a profound knowledge about the semantics and meanings of the language, including ability to use language practically and pragmatically and also with a proper sense for the sound system of the language (phonology). Thereafter Armstrong implies: “Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself).“ /Armstrong/

It is commonly understood, Gardner (1993) claims, that the best way to improve and develop linguistic intelligence is in the first period of human lives, during

childhood, as children perceive and adapt all these abilities much more efficiently than an adult individual. /Gardner/

To summarize this, verbal-linguistic intelligence shows an explicit sensitivity towards language itself, whether it is a spoken word or a written text. Those who have a high level of this intelligence are excellent speakers and listeners.

1.2. Logical – Mathematical Intelligence

This subchapter concentrates at the description of the logical-mathematical intelligence. Armstrong (1993, p. 3) defines mathematical intelligence as: „The capacity to use numbers effectively (e-g., as a mathematician, tax accountant, or statistician) and to reason weil (e.g., as a scientist, computer programmer, or logician)“. He further implies this intelligence is sensitive to a various logical patterns and correlates with the abilities to properly categorize, classify, calculate and also implements a profound critical thinking. /Armstrong/

The more simplified and understandable definition was given by Teele (2000), where the author follows the description of this intelligence by the learners‘ point of view. He says that student who masters mathematical intelligence is able to explore patterns and relationships a make connections among them. Such student finds enjoyment in logical reasoning, is keen on solving the mathematical equations and likes to solve problems and experiments. To deal with all this a systematic and logical thinking is needed. /Teele/

As well as a verbal–linguistic intelligence, Gardner (1999) further says, this one is a common aspect in the standartised traditional testing. It is (was) alongside with previously mentioned intelligence considered as the main virtue an individual should have, thus it was (is) the (almost) only part of a pupil‘ s examination throughout decades. /Gardner/

That was already described in this thesis, according to Gardner (1983), as not as very efficient and effective way how to develop thinking and personal attributes of

a child, since it atrophies the complex web of all mental traits an individual might have. /Gardner/

All this said is further vividly stated by Teele (2000), where he clearly implies that a combination and blending of both, verbal-linguistic and logical-mathematical intelligence is a blissful outcome for students and pupils who undergo tests frequently. That is quite clear when we imagine how most of the academic workers, psychologist and other experts exhibit an excellent mixture of linguistic and logical intelligence, all thanks to the fact, that intelligence test are solely focused to dominate in these faculties. It is absolutely clear how these two intelligences easily controlled the system of education. /Teele/

To sum everything up, the logical-mathematical intelligence is based on the ability to properly analyze logical problems and matters, to successfully solve mathematical equations and be able to analyze thing scientifically.

1.3. Visual – Spatial Intelligence

As it indicates, the aim of this subchapter is an analysis of visual spatial intelligence. Gardner (1983) claims this intelligence is based on the ability to perceive things with eyes. “Thinking in pictures” he says. It is an ability to process seen objects, remember them, visualize them in our minds and also recreate them on a piece of paper. /Gardner/

Christison (1996) declares visual – spatial intelligence involves the sensitivity to form, space, color, line and shape. /Christinson/

Armstrong’s (1993) definition suggests it is the capability to sense the visual-spatial surrounding environment of our world precisely, for example as a hunter, explorer or a guide, and also be able to practice transformations upon these perceptions, as an architect, painter, etc. This intelligence has increased sensitivity to color variations, lines, shapes, spaces and all the connections possible among these

elements. It also includes the ability to imagine visual and spatial aspect and handle orientation in this spatial universe. /Armstrong/

Gaffney (1995, p. 8) sees the problem of visual-spatial intelligence as: "Often referred to as visual-spatial this intelligence involves the ability to understand, perceive, internalize and/or transform space. People who have this intelligence often enjoy chess, like many colors, do jigsaw puzzles and can imagine the world from a bird's eye view." /Gaffney/

To embrace visual-spatial intelligence from the learner's point of view, Berman (2002) indicates the best way how to adapt and learn visual-spatial intelligence effectively is to constantly be stimulated by the visual support, that means working with pictures, charts, diagrams, card, etc. Further he illustrates the implementation of activities, that give the learners a possibility and an opportunity to work with their visual – spatial intelligence more, in a way that is convenient. It might contain a perceptive activity like the exploration of shapes or textures, work and play with photos, its description, drawing, etc. Important is also to improve an imagination by description of memorized places. /Berman/

Thus, the visual-spatial intelligence is no less important part of an individual thinking and its development also requires a very specific set of activities.

1.4. Musical – Rhythmic Intelligence

Further in this subchapter the aim is to analyze musical-rhythmic intelligence, when Gardner (1993) basically describes it as a capability to hear, understand, divide, distinguish and analyze all noises, tones, music, sounds, patterns, etc. Obviously a person with developed musical intelligence is good at singing, composing songs, playing musical instruments and have a good sense of rhythm. /Gardner/

Berman (2002) agreeably describes the activities a musical intelligence involved people should engage in, to actually apply their intelligence type, as listening, singing and playing a musical instrument. Basically everything that contains

rhythm, rhymes and other sound patterns, like tapping, clapping, music, scream, etc. simply involves the learners. /Berman/

According to Armstrong (1993, p. 4) it is: „The capacity to perceive, discriminate, transform and express musical forms. This intelligence includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece.“ /Armstrong/

Gardner (1999) more or less agrees with these definitions, as he declares musical intelligence is involved in the elementary acknowledgment of rhythmic patterns, then in profound talents and skills in the musical performance (either singing or distinguishing noises) or composition and it also encircles the ability to fruitfully work with various tones, pitches, rhythms, etc. Strong connection with the audio part of linguistic intelligence is also present. /Gardner/

Christison (1996) points out the musical intelligence also involves in us the possibility to express ourselves emotionally and develop feelings through music. That is commonly accepted thing among society, as it is vastly popular to include music to everyday lives of all mankind, it makes people either happy or sad, angry or calm, filled with energy or feeling relaxed. Music have a strong influence on a personal state of mind of an individual and how one absorbs it is exactly about the given capacity of musical – rhythmic intelligence a person received. /Christinson/

The musical-rhythmic intelligence presents an ability to deeply understand all noises and rhythms and mutual correlations among such features. A rhythmic person is very familiar in the fields concerning this topic.

1.5. Bodily – Kinesthetic Intelligence

Even the movement of body is considered as an intelligence, as this subchapter tends to describe. Gardner (1983) implies it contains many factors how an individual person moves with concentration on the level of perfection. Further it contains the ability to dance, the motor activity, sensitivity in fingers, which might be in direct connection with musical intelligence, as a person needs to be precise when playing for

instance an instrument (be able to distinguish between both hands and concentrate when practicing the piano play, for some it is quite a problem to work with one hand a different thing than to do with another). Every aspect of human lives that is based on movement is affected by this intelligence. It is clear when some people, no matter how hard they try, are clumsy, always dropping things and hitting obstacles. On the other hand, there are many people who are accurate in every movement, even while just walking it could be noticed how smoothly they move. Profound practice and development of this intelligence is also needed, to ensure a man would not become atrophied. /Gardner/

An official definition of bodily intelligence by Berman (2002, p. 5) states: “People who have dominant bodily-kinaesthetic intelligence have an advantage if they take part in physical activities.” He then explains, it does not matter if they use just legs or arms, people like this profit from every single movement their body can make. The way bodily – kinaesthetic people learn is rather based on doing than seeing and hearing, due to the highly developed motor skills. Such people cannot stay calm for a longer period of time, thus they need to be more active than the rest, to ensure the proper development of the intelligence. If idle, they tend to be frustrated. /Berman/

Teele (2000) further reveals the activities that bodily-kinaesthetic learners could use as a way of both practice and fun. These activities might be various crafting seminars, clapping, sports, miming, gestures, drama classes, role-play and games. Last two mentioned could be applied in the classroom to ensure the vivid and meaningful progress of a lesson. /Teele/

Even the bodily movement should not be neglected, as it surely is a meaningful part of the multiple intelligences, learners with well-developed kinaesthetic intelligence could excel in various physical activities and other related exercises.

1.6. Intrapersonal Intelligence

This subchapter’s aim is to thoroughly describe intrapersonal intelligence, which Gardner (1983) describes as a way a person views and perceives himself via his

internal mechanisms and senses. It is an ability to deeply understand a personal inner self and the way of collaborating with inner thoughts and feelings. A strong separation from the outer world is possible, people with highly developed intrapersonal intelligence tend to be alone and live within their own thoughts and believes. This intelligence embraces a self-awareness, self-appreciation, self-consciousness and self-reflection. /Gardner/

Last point mentioned is supported by Lazear (1993) as he agrees, that self-reflection is a way to step back from ourselves and watch ourselves from the distance, like some distant observers. /Lazear/

Gardner (1993) further defines this intelligence in a very similar aspect – it is a way to understand primarily oneself, to appreciate and elevate one's feelings, motivations and fears. In Gardner's point of view it is an elaboration of a person's character, its improvement and a set of inner concepts that regulate and characterize our lives. /Gardner/

Armstrong (1993) complements this definition with a similar manner. He describes how self-knowledge influences how a person develops an ability to act flexibly on the basis of that knowledge. That basically means this intelligence helps an individual to adopt a proper and accurate inner picture of a deep inner self, including either strengths and weaknesses, fears, motivations, believes, etc. Such individual is then aware of all inner processes like moods, temperaments, motivations, desires and already mentioned ability to adapt self-discipline, self-understanding and self-esteem. /Armstrong/

Berman (2002) further explains how our society praise this intelligence through religion, psychological theories or rites of passage. Intrapersonal intelligence is strong with people who tend to make lists of pros and cons, visit nature frequently to absorb its beauty or try to motivate themselves, seek meditation and often analyze themselves through various personal reflections. /Berman/

1.7. Interpersonal Intelligence

Description of an interpersonal intelligence is the aim of this chapter, as Gardner (1983) described it as an ability to interact with outer world and others. It is an empathetic ability, an ability to understand and motivate others, to feel their needs, to teach and encourage them, or motivate and lead to better levels. Also it is a possibility how to persuade and convince others about own personal truths and interests. It is a strong usage of words, unique way how to influence other individuals and a way how to acquire their favour, how to achieve popularity and fondness. It is a successful personal orientation within a society or community with its approval. Gardner states occupations like teacher, businessman, leader, psychologist and counsellor could be the perfect examples suitable for highly developed interpersonal intelligence. /Gardner/

Berman (2002) adds an artist as another typical occupation to this list of convenient jobs concerning interpersonal intelligence, as the artists are experts when it comes to human psychology, as they need to know their audience, how to make them cry, how to make them laugh, all that while performing. /Berman/

Armstrong (1993) contributes with the more elaborate version of defining concept, where he indicates the interpersonal intelligence, among already mentioned aspects like ability to perceive and make distinctions in every personal intention, to guess mood of other individuals, listen to their feelings and to motivate them, also contains other important traits as a power to recognize and analyse facial expressions, gestures and the voice. He claims it is the capability for discriminating among various interpersonal cues, and the ability to recognize, analyse and adequately answer to those cues in an efficient way. /Armstrong/

To summarize the description of interpersonal intelligence, it is the capacity to understand personal traits of other individuals and a way how to successfully collaborate with others.

1.8. Naturalist and existential Intelligence

The definition of the naturalist and existential intelligence is further described in this subchapter, Gardner (1999) states an interesting fact that naturalist intelligence is praised in many countries and cultures, even in advanced and scientifically evolved, as a way how to recognize what natural resources, animals, plants, minerals, etc. could be for us beneficial or harmful, what could be harvested or what is useless. Simply how to orient in our surrounding environment, as everything that is, is nature itself. Occupations that require advanced naturalist intelligence are for instance biologist, ornithologist, environmentalist and geologist. /Gardner/

The existential intelligence, even though never confirmed as the ninth intelligence by Howard Gardner (1999) in his book *Intelligence reframed*, was discussed quite intensively. Gardner (1999, p. 64) states: “Existential intelligence scores reasonably well on the eight criteria, however, I conclude that the narrowly defined variety of spiritual intelligence here termed “existential” may well be admissible, while the more broadly defined “spiritual intelligence” is not”. Gardner then describes existential intelligence as a respect towards infinite universe itself along with understanding the meaning of life, the meaning of death, fate and other physical and psychological perceptions of world. /Gardner/

Naturalist intelligence, simply said, represents an ability to recognize, analyze, distinguish and feel the differences among species, whether it is animal world, plants, minerals and other natural objects. Naturalist intelligence helps to categorize and classify all these species.

2. ROLE-PLAY AND GAME LIKE ACTIVITIES

In this chapter main focus is concentrated at the use of a role-play and other game like activities in the classroom. The aim is to ensure and explain how it could positively influence overall classroom environment and also help with the actual English language teaching and learning.

Philips (1993) explains the usage of role-play and other game like activities in the classroom brings up a lot of opportunities for not only the overall improvement of pupils' acquisition of language itself, especially speaking and listening abilities, but also helps to ease up the possible tension that rises with a monotonous and repetitive standardized classroom educational approach, where the excess usage of common textbook might lead to a dull experience. Simply said, it is a very important to find a compromise when teaching a classroom full of learners, compromise between regular way of the teaching and something a bit more "loose". A human being, especially during the childhood, easily loses the concentration and is unable to effectively work during a whole lesson if forced to sit and listen, or write, think extensively, etc. /Philips/

By bringing a role-play and games to the classroom education, as Ladousse (1989) explains, the teacher ensures a positive change of atmosphere, learners would feel more relaxed and especially motivated, as all gaming and a role-play is a very attractive for the most learners. Ladousse further suggests that pupils like to pretend playing school, at the doctors, at the store and so on. It improves their imagination and embraces their own perception of the reality. Through this experience pupils can evolve their awareness of the surrounding world, which helps to communicate with the rest of the learners. /Ladousse/

Ladousse (1989) also adds a very important fact that even a slower and rather uncooperative learners are more likely to participate willingly in such activities, because it is simply a fun way how to do a task. Games and a role-play belong among a very few ways how to increase the confidence of the shy pupils. As they participate in a role-play as someone utterly else, it helps them to overcome inner shame and

participate without the greater effort. Being someone else, even for a few moments might influence their overall attitude towards speaking, as the possible mistakes done would not have a negative effect to a self-confidence as it would have in case of speaking for the real self. /Ladousse/

Nevertheless, bringing fun to the classroom via a role-play does not necessarily mean a downfall of a learning, according to Philips (1991), who further implies it is widely agreed that bringing joy to anything a person does, whether it is studying or working, even if it is a bit unattractive, it easily helps to overcome the reluctance towards the given assignment and converts it instantly to something more amusing. Philips supports this opinion by saying that activities, which are enjoyed by pupils, are memorized more easily and it is possible for them to success in language learning by gaining a higher level of motivation to their future learning. /Philips/

Adams (1973) claims a role-play could be easily defined as pretending to be anyone else in a given simulated scenario or stay being self in a given simulated scenario. It is an activity, where an individual changes one's behavior to pretend to be someone else, either unconsciously filling a random role or consciously fill an adopted role. /Adams/

On the other hand, from a psychological point of view, Khan (1991) divides a role-play in the different categories. The general and standard role-playing, as for actors or used in the education then taking a role of an existing person and perform a role-play with a partner who took a role of another existing person and also wide range of video games. She also describes games as an activity that has a very strict set of rules and set of goals. After one achieves these goals, game ends. /Khan/

Shelagh Rixon (1999) says game gives players a healthy competitive approach, a contest with clear winner. It helps to evolve a self-awareness in an individual with motivational instruments. /Rixon/

Wright (1979) supports this theory with the opinion that an essential characteristic of a game is its challenging aspect. /Wright/

Hadfield (1998) explains the game in a very similar way, as an activity governed by rules, goals and especially with aspects of fun. /Hadfield/

When playing games or applying a role-play, it is still important to actually learn something though. To connect fun with learning. Thornbury (2006) proclaims that one of the best ways how to increase a fluency in the language speaking and to put the language to work is to practice it via games. He supports his theory with the language plays which were applied both on children and adults with an exceptional results. /Thornbury/

While applying game or a role-play in the classroom, it is easier to motivate learners. For example Khan (1991) emphasizes usage of games exactly for their motivating contents. /Khan/

Philips (1991) also supports this statement by declaring it is easier to memorize an enjoyable activity and the possibility of success in the language learning rapidly increases thanks to the linked motivation as well. /Philips/

Spousta (1996) brought up an interesting fact that the basic activities of human's lives is to love and to game. And that a game is goal itself, not a merely way how to reach it. However, he proclaims that usage of game might be a little bit problematic. Based on the psychological and the pedagogical researches, he emphasizes there are always positive and negative sides for nearly anything in the world and even using game could sometimes lead to unwanted results. /Spousta/

Use of a role-play and games might without any doubt be a very positive merit to the English language teaching and learning, but also it could bring many unwanted outcomes that could endanger a smooth learning process of the learners. Thus, it is very important to maintain a balance in its application.

2.1. The usage of role-play and games in the language teaching

The aim of this subchapter is to analyze how the usage of a role-play and games could influence the language teaching. It explores effects and outcomes of its application and studies ways how to implement this activities to the learning process.

Klippel (1991) points out it is an absolute must for non-native language speaking learners to experience a real life communicating scenario in the studied language to adapt basic ability to express the meaning. It helps to practice in a safe environment, where the real-life scenarios could be created and learners could benefit from it. /Klippel/

Safe environment is basic structural foundation of succesfull role-play in the classroom, as Klippel (1991) further indicates, the teacher could recreate an actual physical surroundings to remind various scenarios with focus at every detail. Whether it is hospital environment scenario, ordering a meal in the restaurant, meeting someone at the bus stop, and so on. /Klippel/

Wright (1979) also confirms the prosperity of a role-play usage as an instrument to liven up a lesson. He also emphasizes the advantage of the informal climate in the classroom after a role-play is applied, by saying the learners are less self-conscious and therefore more likely to open themselves deeply and with no fear to experiment. /Wright/

Scrivener (1998, p. 363) agrees with that by saying: “All of these are good ways to get students using the language. By bringing the outside world into the classroom like this, we can provide a lot of useful practice that would otherwise be impossible in cafes, shops, banks, etc.” /Scrivener/

Philips (1993) states a focus should not be placed on the grammar, but on the language as a carriage of communication. Thus said, she claims the teacher either gives learners an exercise in which they seek for simple grammatical rules by

themselves or can lead them to apprehend the basic language structure of given task to help learners define internal grammar of their own. /Philips/

Another very important fact was cleared by Krystýnková (1997) who says how learners tend to enjoy playing a game without actually noticing they might be surpassing a difficulty, either grammatical or personal while having a difficulty to socialize. /Krystýnková/

This theory is supported by Kožuchová and Korčáková (1997) which express a usage of role-play or games as the very efficient way ho to socialize in a new environment. Pupils have to follow the given rules, so they are unable to stay idle, they are instead pushed to promote their own abilities while playing and have the possibility to compare with other participants, which leads to a positive outcome in a form of self-appraisal. /Kožuchová and Korčáková/

Watcyn-Jones and Howard-Williams (2002) add that these activities are learner-centred, as the pupils work on their own, with teacher being more likely an observer than a boss, floating through the classroom, scanning the vicinity, eventually being able to help those pupils who are stuck, but not by directive criticism, but by giving a valuable piece of advice. This setup of alternative and more friendly environment creates a positive atmosphere in the classroom, which helps pupils to be more open with their communication among each other. It is a more natural and authentic way to develop proper language skills. /Watcyn-Jones and Howard-Williams/

Without any doubt, using a role-play and game like activities in the classroom is rather a positive than a negative experience, as Carrier (1985) emphasizes, by implying games add a variety to the particular lessons, preserve motivation, encourage shy and unmotivated students, improve relationship among teacher-pupil, enhance communication between pupils and the teacher and also could serve as the testing mechanism that exposes various weaknesses and strengths. /Carrier/

To summarize, the usage of role-play and games has a very positive effect on the language learning. While including games in the classroom language education, teachers are able to focus on multiple parts of a language. With one role-play task learners improve mainly both speaking and listening skills, along with concentration to grammar, vocabulary, pronunciation etc.

2.2. When and how use a role-play and games in the language teaching

Even though it is certainly a great insertion to a classroom education, it is important to realize, the usage of role-play and games should be somehow regulated, it cannot be used almost always, as it would lose its importance and positive impact. Pupils would easily get used to it and would be unable to switch back to the standard way of learning, as Ladousse (1989) likes to indicate. Further he put attention to a variety of classes, where some of them might not be as fond of games and a role-play as the others. Especially when it comes to the older learners. Some lessons also do not allow an implementation of a role-play as they are not suitable for it. But still there are no rules that imply how and when incorporate a role-play and games into the lesson plan. Some might choose a simple game as a warm up activity at the beginning of the lesson, some might implement games as a reward and some teachers might even recreate an afternoon Friday class to one big role-playing scenario, to let the pupils relax after a long and difficult week. It also might be used as a backup filling of the lesson, when ‘there is nothing else to do’ etc. It all basically corresponds with the ability and willingness of the teacher to use the game activities and a role-play or not. /Ladousse/

Paul (1996) also speaks about ways how to implement a role-play and games in to the classroom and came up with an interesting idea, where the lesson is divided into the two equal parts – study and fun part. /Paul/

This idea is not supported by Carrier (1985), who intends the division will always lead to the comparison of those two parts by the children, which would cause an unwanted disruption of the classroom environment. Instead of this solution, he

prefers a fluent integration of games to the learning process that would not cause pupils to compare different parts of the lesson. /Carrier/

Another very important fact was stated by McCallum (1980), implying teacher should not forget, that mood of the learners might change from time to time. Meaning that even though class normally enjoys the usage of a role-play in their lessons, there is still a possibility they would not welcome it occasionally. This is the reason why is the teacher obliged to be constantly aware of the actual atmosphere in the classroom and also be very empathetic to the current needs and feelings of each student. Simply summarized, teacher cannot force anyone to play a game, as the very basis of playing games is to enjoy them willingly. /McCallum/

The actual preparation of a role-play scenarios and games is very important and must not be underestimated. This stated by Carrier (1985), he further explains how even the funniest and the most popular classroom games may end up as a disaster, if not well prepared. Teacher must check all the necessary teaching aids needed to a successful implementation of a role-play and games. And that applies even though the equipment was checked recently, because one never knows, what could get wrong (overhead projector failure, sudden internet disconnection, inaccessibility of appropriate classroom, etc.). It is also requested to double check the materials frequently used (board games, flash cards), as they might be broken or incomplete. /Carrier/

After successful examination of all teaching aids needed, a clear and a specific set of instructions that would each learner understand, is important for smooth progress of the lesson, as Philips (1993) further explains and adds an importance of convenient simplicity of given activities, to ensure that all pupils would perceive what to do, and how to do it. Thus said, a proper set of games, on the proper level of difficulty is significant for the teacher's choice of usage. And after giving the instruction teacher is also supposed to monitor the class profoundly to ensure that all learners participate properly or follow to understand the instructions during the play. Philips notes to pay an extra attention to the language used when giving instructions. She indicates it is possible for teacher to use a mother tongue if explaining the rules of a rather complicated game. But to stick with the target language otherwise. She also

insists it is essential to let the children repeat the given instructions to ensure they understood it, thus to avoid a possible time consuming complications during an actual game play. /Philips/

Last but not least factor of a well-prepared implementation of game activities is certainly a good timing. This might be even the worst part to prepare, as no one ever knows how good or bad the progress of lesson would be. It is s then very hard to keep a punctual timing. This said by McCallum (1980), he further emphasizes the importance of a variety of each study group. /McCallum/

There will not be a same set of learners every time, as Carrier (1985) indicates, so the timing of each game activity will always be different. Good teacher must then realize to approach each class differently with the different set of timing. /Carrier/

With this on mind, McCallum (1980) further explains how even during the activity timing might change significantly, as one might never know how well each lessons goes, how active pupils are, whether they are tired or not, etc. Thus it is a must to have a minimal and a maximal time setting for the game. Resulting time outcome will then derive during the lesson according to the given circumstances. /McCallum/

A quite significant factor is also stated by McCallum (1980, p. 10) where he complains about a possible raise of a noise disturbance, that frequently envois game play - “noise factor - disturbing of the classes around you and size of the class.” /McCallum/

Here it is clear how the teacher must realize the possibility of disturbing other classes around, which would violate an overall school environment.

McCallum (1980) however states the fact, a teacher could ask other teachers to be patient or move class to other places or classrooms. /McCallum/

Crucial decision to make is also stated by Carrier (1985) who rightfully pointed out a bit quandary situation, when teacher must decide how to approach a correction of language mistakes, whether to correct any issue right away or to recon

among pupils while playing a game activities and focus on the problem correction after. /Carrier/

To summarize everything, it is clear that usage of a role-play and other game like activities has definitely a lot of advantages, but would not get by without a proper set of rules. Teacher must not only be able to keep and maintain a set of equipment and other teaching aids in a perfect shape, but also needs to find a proper moment when and how to implement such activities into the lesson. Teacher must keep in mind the overall asset of a role-play and games for particular lesson and also figure out if a class has a right mood for it. During the possible play then check learners if they follow the rules properly or need some help, secure the right timing for any activity and simultaneously maintain the order in the classroom.

2.3. Organizing the classroom

The aim of this subchapter is to concentrate at the organization of the classroom and the way it is complied. Methods used for its application and an actual organization is also implemented.

1) Individual work:

An individual work in the classroom is described by Tennant (2010) as the most standardized concept of “grouping” in the recent past. A lot of activities require nothing but an individual approach (e.g. writing, exams, etc.) /Tennant/

It is clearly stated what is positive about individual work by Philips (1993) who explains its importance in a self-reliance of a learner, who has to trust only own personal knowledge and powers. /Philips/

A negative aspect of an individual work is logically the absence of communication with the others, as Tennant (2010) continues to explain, but it could be dealt with by transforming an individual work to a pair work after a certain individual task is completed. /Tennant/

Ur (1981) implies that the advantage of games based on the individual work is a competition. The possibility of being a winner or a loser extremely motivates participants and causes unusual elevation of an individual interest. /Ur/

Drawback might however occur, as Philips (1993) conveys, when the winners start to humiliate losers, which leads to an unwanted disturbance of the classroom peace. /Philips/

2) Pair work:

Described by Tennant (2010), the pair work is a more modern approach that became most widespread type of the grouping. It is very common as it is a basic foundation of a role-play and other various speaking activities. Tennant further implies that pair work is the best way how to encourage students to cooperate with each other and as it also helps the learners to learn from each other. /Tennant/

Philips (1993) on the other hand states how a pair work could negatively affect teachers' ability to effectively control and hear what the learners are saying. /Philips/

Tennant (2010) insists the cooperation among pupils via pair work is a very beneficial as it improves their communicating skills. Of course in a perfect model scenario, where pupils actually do what they are asked to do though. /Tennant/

3) Groups:

Groups are the third category. The definition by Philips (1993) states group consist of more than three people, while upper limit is not determined, but she also suggests when it exceeds number higher than five it might lead to a negative outcome. /Philips/

Other pedagogic experts as Kolář and Vališová (2009) share this opinion, as they insist the best solution how to evolve a cooperation among the learners is to frequently implement a group work in the classroom education. /Kolář and Vališová/

Ur (1981) finds the benefit in the possibility to help shy and quiet students to express themselves within a much smaller group than a whole class. A lot of students find it hard to communicate in front of larger set of people, thus being divided into a smaller groups might help them to overcome their fears. /Ur/

Tennant (2010) adds working in groups highly improves the relationship between the learners and causes better classroom atmosphere. /Tennant/

Negative aspect of a group work is for teacher to maintain the order, as learners incline to be frisky while being divided in groups, but Ur (1981) simply states it is important to have a set of rules that would not allow pupils to go wild and disrupt the working atmosphere. /Ur/

4) Summary:

There are several ways how to organize a classroom. It all depends on the chosen activities. Class is then divided into the various groups, according to the given activity. Types of grouping depend on the type of a game, but also on the numbers of present students, different approaches to the certain games and other significant factors, that might occur. Nothing is strictly given, all depends on the current situation. The most common types of a classroom organization are individual work, work in the pairs, larger group works and the biggest one a whole class.

2.4. Types of games and a role-play

This subchapter concentrates at the description of the various types of games and a role play. The aim is to characterize each classification and provide a proper explanation.

Many researchers express an existence of a vast variety of games and role-play. Hadfield (1998) names common activities such as guessing games, information gaps or matching. /Hadfield/

Ladousse (1989) for instance aims at a role-play representing a real life situations. /Ladousse/

Gordon Lewis and Günther Bedson (1999) complete it with other games adding physical movement to a common seated activities like guessing, searching etc. /Lewis and Bedson/

Hadfield (1998) divides games into the two main categories. Competitive, where participants aim to win as individuals and cooperative, where they need to collaborate with each other to reach the goal. /Hadfield/

To divide all games properly is nearly impossible, as options and varieties are endless, but Lewis and Bedson (1999) give a clear and well-arranged classification that covers the topic sufficiently:

1) Movement games:

Games that aim to combine more type of intelligences, especially the physical one with other depending on the type of the activity (translating game that combines linguistic intelligence and physical intelligence; find your partner combining physical and interpersonal intelligence, etc.). /Lewis and Bedson/

Ladousse (1989) simply states how movement activities basically cover all the skills. /Ladousse/

The very significant advantage of movement games according to Lewis and Bedson (1999) is the participation of all pupils, where the teacher solely serves as an observer. Movement games divide to competitive or cooperative and must contain a set of rules, teaching aids needed for its usage always differ according to the chosen game. Different types of movement games might be: charades as icebreaker, Tossing balls in circle for name recognition, Cup Stacking/Speed stacks, Simon says, singing, find your partner, etc. /Lewis and Bedson/

2) Task-based games:

Are a great opportunity how to improve the basic language skills, as Adams (1973) provides an explanation, that task-based games allow pupils to connect and cooperate within each other, thus at least pair work is required. There is a set of clear rules that must be obeyed. Teacher is the organizer of the whole thing and observes the outcomes. Examples of task-based games are: Listing and/or brainstorming, Ordering and sorting, Matching. /Adams/

3) Role-play games:

Ladousse (1989) describes a role-play games as a speaking, writing and listening activity, where the learners represents either themselves or someone else in given scenarios or a specific situations that might lead to an unexpected climax. It helps students to practice a real-life scenarios in a real-life environment. Performers must be active and cooperative within each other, teacher facilitates the whole activity and sets a rules that must be followed. Creation of such scenarios is entirely up to the students/teacher and is only limited by their fantasy, thus they may practice a visit at the doctors, at the shop, buying a car, etc. /Ladousse/

4) Guessing games:

Very simple definition of guessing games was given by Lewis and Bedson (1999) – a guessing game is based on a principle of guessing an information that is somehow withhold from us by an another individual. Teacher again serves merely as an observer and facilitator, but needs to do all the preparations for given game. Set of rules is also required. Examples of guessing games: Back writing, guess who, guess the animal, mystery object, riddles. /Lewis and Bedson/

Gardner (1993) marks various set of intelligences may be improved by guessing – intrapersonal, visual, logical, linguistic. /Gardner/

5) Matching games:

Defined by Lewis and Bedson (1999) matching games are very simple and understandable, based on matching correct sets of pictures, pairs, etc. Teacher is the facilitator and must prepare materials beforehand, setting of a game is again both cooperative and competitive. Such games help to develop speaking and reading skills, thus for instance improve linguistic and visual intelligence. Examples: Vocabulary scramble. /Lewis and Bedson/

6) Board games:

As its title indicates, board games are played on the some kind of a board, whether it is white, black, interactive, etc., according to Ladousse (1989), who further states how it is possible to play the board games in different settings of a grouping, it is always a matter of a current situation. Preparation of materials is essential with most of the board games and of course a sensible set of rules is also crucial. Board games might be both cooperative and competitive. Teacher serves as a supervisor. Examples: Hangman, snake, scrabble. /Ladousse/

Lazear (1993) claims board games may improve, besides other things, interpersonal skills, visual-spatial intelligence or linguistic intelligence. /Lazear/

7) Card games:

There is an indefinite number of card games in the universe and Hadfield (1998) compares the contribution of them to the board games. Card sets must be complete, otherwise the learners would be unable to play it properly. A few examples of card games are spoon, memory game, go fish. /Hadfield/

8) Desk games:

A lot of games tend to mingle, Lewis and Bedson (1999) resolve this problem as one can put a game into the different categories. Among desk games we can integrate a memory game, which is also a card game etc. Improvement of the

intelligences is multiple. Grouping is similar to the previous categories, as it is possible to play desk games as an individual learner or in pairs, larger groups and even as a whole class, which brings a possibility to choose a competitive or cooperative aspect. Previously prepared materials are required, teacher is a controller and an observer. Desk game examples are: memory games, scrabble, puzzle, taboo, jenga. /Lewis and Bedson/

9) Computer games:

Last but not least, Prensky (2002) insist PC games are certainly a great asset to a learning process, even though it can negatively influence the other learner's study duties by its ability to draw an attention of a person for a large period of time. Thus not frequently present in schools, such games might still improve a various set of skills, such as reading, listening or a concentration, while practiced at home. Still, a various set of online classroom games to improve either listening, speaking, perception or logical thinking is available. Of course a computer must be included in the classroom. /Prensky/

10) Summary:

Usage of game-like activities allows both teacher and learners to experience a different classroom roles. While normally being a leading character, teacher moves to a more neutral zone and serves rather as an observer than a strictly superior personality. Learners on the other hand have a possibility to take a responsibility and cooperate among each other, improve their communicating and interpersonal skills. Every game is different though and applies on the different situations every time. Teacher must be very careful when choosing a game, as it is certainly not an easy task, but the outcome might positively affect both parties involved and even develop a better relationship and the overall classroom atmosphere.

2.5. The role of the teacher

Teacher must keep in mind the importance of his/hers work while implementing a role-play and game likes activities into the classroom education, as it explains Adams (1973), who divides teacher's work into the two stages:

In the pre-communicative phase, the role of a teacher is more dominant and authoritarian, as he/she plays a various set of roles:

Language instructor:

- collects the language materials needed for a role-play and other game activities
- introduces a new vocabulary
- practices the new aspects with the learners
- immediately corrects all mistakes made

Classroom organizer:

- organizes the upcoming activities according to the requirements and circumstances
- set by the current situation, divides students into the groups or pairs
- establishes the correct seating arrangements

Second stage is an actual game performance, where teacher moves from the authoritarian position to more subtle role of an observer, facilitator. Emphasis is put on the students' individual work. Roles that teacher plays are:

Classroom organizer:

- further organizes and monitors newly-emerged groups or pairs
- maintains order in the classroom.

Facilitator:

- helps students with their questions,
- tries to solve some problems.
- encourages participants if stuck, effortless, unmotivated

Observer:

- scans the whole classroom and checks every individual learner if participates, their weaknesses and strenghts
- writes down any verbal or grammar mistakes made
- prepares feedback

/Adams/

This classification of the roles further expand Gower and Walters (1983), which insist at some point, it might be necessary for the teacher to get actually involved in the classroom game play as a participant. Simple monitoring of the classroom must not be always as efficient as it should be and direct contact would then be inevitable. Gower and Walters insist to follow few basic steps:

- 1) After setting up the game, learners should have a quick chance to get on with it by themselves, without further mentoring.
- 2) After a short while a very quick checking of their so far progress by discreet glances.
- 3) Participants should not be disturbed unless they ask what to do again, by being confused, or after finishing a game earlier.
- 4) Importance of maintaining a balance in advising; asking too many questions should not be allowed.
- 5) Paying a proper amount of attention to everybody; one group of learners should not be neglected while other is helped frequently.
- 6) Upfront correction of mistakes is not allowed, unless being asked by learners. Every mistake should be noted for later discussion.
- 7) Taking notes of an overall progress of the activity
- 8) Being positive and encouraging.

/Gower and Walters/

It is highly possible that learners without any experience with role-play and other game like activities would be confused at the start. Implementation of such games into a lesson plan might be slower at first than expected, as pupils would tend

to seek constant help of the teacher, but eventually every issue will cease to exist and positive outcome will prevail. Still the teacher must not forget to set all the fundamental rules at the very beginning of this practice and further explaining the roles of the each participant during the process. But if everything was made correctly, there is nothing to be afraid of.

3. DEVELOPING THE MULTIPLE INTELLIGENCES

(through a role-play and other game-like activities)

In this chapter, the main aim is held towards the actual correlation between the multiple intelligences and its possible development through a role-play and games. Each individual intelligence is further explored with the concentration to its potential improvement.

The usage of role-play and other game like activities is certainly one of the best ways to improve learner's multiple intelligences, as it contains many aspects and possibilities to do so, which is after all considered by Khan (1991). She further clearly states that once a child participates in a role-play activity, it accepts a role of someone else, which allows it to identify with an absolutely different role than it is used to be normally, thus has a chance to act out a performance contrasting with its regular activities and most importantly with a probability of applying different aspect of the intelligence than it was used to do previously. /Khan/

Gardner (1983) implies the capacities of the human mind and intelligences could be formed and modulated by the various environmental richness. Pretending different roles while role-playing provides such enrichment. /Gardner/

This is also partly supported by Armstrong (1993), who confirms the above statement, but adds the individual's intelligence is affected mainly by the combination of three main factors - biological endowment, personal experience and cultural values. /Armstrong/

Rixon (1991) emphasize, by allowing learners to put themselves in the place of another, it helps them to perceive wider aspects of the reality or attributes of a given person and to realize more profoundly varied features of the different situations and scenarios. /Rixon/

This theory also promotes Ladousse (1989), by implying that a role-play is the best way how to prepare for the outside world, how to evolve various personal abilities

and the multiple intelligences while still being in a safe preparation environment, without a possible negative impacts of reality. /Ladousse/

Some researches and studies, according to Khan (1991) proved a quite positive influence of the classroom games and especially a role-play to the overall enhancement of a learner's communication abilities, mathematics, logical thinking, self-awareness, problem solving and various intrapersonal and interpersonal skills such as being empathetic and sensitive to others. All these skills could be significantly improved by a suitable set of games. /Khan/

Role-play and games according to Gardner (1993) supposedly boost the core components of intrapersonal and interpersonal intelligence at the utmost levels, as the fundamental part of most games is an overall discussion and a group participation. /Gardner/

Nevertheless, even though there are some evidences and proofs of the positive influence of applying the role-playing and games to the development of multiple intelligences, still there is only a limited empirical research to approve all these theories.

3.1. Developing the verbal-linguistic intelligence

This subchapter tries to explore how a verbal intelligence could develop via usage of a role-play and games. Charles M Lines (2017) explains how to develop such intelligence. Teacher must concentrate at any activity that involves a great amount of writing and/or speaking. Such activities may contain at least a few of the following aspects and their varieties (these are merely examples and definitely not the only possible solution to this problem):

- An issue description by applying various phrases and word combinations
- Recreating given ideas and concepts with own words
- Simple communication among pupils in pairs or groups.

- Solving a problem by performing a play (Thus actual role-play)
- Expressing personal experience via role-play
- Word games (scrabble, anagrams, crosswords, etc.)
- Storytelling and narration
- Story writing
- Making a TV or radio newscast
- Creating a newspaper
- Having a debate
- Making advertising materials

/Lines/

3.2. Developing the logical-mathematical Intelligence

When it comes to the development of a logical-mathematical intelligence through a role-play and games, Lines (2017) further describes, how it is crucial to apply any techniques involving an analytical approach. Such approach tends to dig deep into the systematic part of a brain and evolves that thinking. Few examples of games or its attributes that might be useful:

- Various strategy games
- Sudoku and similar number games
- Riddles, puzzles
- Mind games
- Development of process maps defining various problems
- Usage of deductive reasoning
- Mystery solving
- Predicting outcomes based on circumstances
- Financial planning

/Lines/

3.3. Developing the visual-spatial intelligence

Developing the visual-spatial intelligence via games and a role-play, according to Karen Frazier (2017) involves any techniques that help to visually express and then work with thoughts, ideas and concepts. Developing activities might contain following aspects:

- Simple drawing and other art activities
- Creating a mind map dealing with problems and issues
- Usage of diagrams and flowcharts instead of words.
- Various construction games
- Video games
- Using gestures
- Working with play money

/Frazier/

3.4. Developing the musical-rhythmic intelligence

Teele (2000) implies, basically any techniques including any sounds or other rhythmic factors might help with the development of this intelligence while using games. Following examples might be used:

- Usage of rhythmic rhymes and memorizing them
- Writing and reciting (poetry)
- Dancing performance
- Usage of music for relaxation or stimulating purposes after/before gaming
- Usage of music as a way to fill the surroundings while playing – ambient music
- Singing or rapping about various school related concepts

/Teele/

3.5. Developing the bodily-kinesthetic intelligence

Everything containing any movement at all while using games might help to improve this intelligence, as Frazier (2017) describes. Whether it is dancing, jumping, moving around the class, touching things, etc. Activities or its attributes might be following:

- Actual role-play always contains movement
- Re-enacting historical or literary events
- Dancing, jumping, moving while gaming, charades, ...
- All types of hands-on activities (to feel, touch and manipulate with objects)
- Design and build various models (either buildings, machines, etc.) out of cheap and available materials.

/Frazier/

3.6. Developing the intrapersonal intelligence

Self-encouraging game activities helping with the overall awareness and reflection of oneself help to improve intrapersonal intelligence. That said by Teele (2000) is further explained by implying, that games are helping to enhance intrapersonal skills with following ideas:

- Application of inner needs – talking about themselves, expressing personal feelings
- Setting personal goals
- Usage of games with self-directed outcome (treasure hunts)
- Applying games with the concern for real life experiences
- Pretending to be someone else and feel how given person might behave (an actual role-play experience again)

/Teele/

3.7. Developing the interpersonal intelligence

Lines (2017) says, it might help to develop an interpersonal intelligence the usage of any approach involving group interaction while gaming. Following examples might help:

- While role-playing focus at the interaction between two and more pupils
- Any other group activity based on mutual communication
- Performing the role of other person to gain the different perspective may be also included
- Co-operation of very different pupils with diverse personalities
- Mentoring or teaching concepts to another student
- Conducting interviews
- Role playing historical or literary situations
- Team building exercises

/Lines/

3.8. Developing the naturalist intelligence

Frazier (2017) emphasizes, how the development of this intelligence via games might be a little bit complicated, but the concentration at any activity that includes production and nurturing of learner's own ideas may be helpful. Following activities or its attributes could be used:

- The species categorization
- Collecting items from nature (in a form of competition, etc.)
- Nature walks while being at a schooltrip
- Orienteering
- Games concentrating at plants or animals

/Frazier/

Practical part

1. THE AIMS OF THE PRACTICAL PART

In the practical part of this thesis the main aim is to discover whether the application of various types of games and role-play could develop individual multiple intelligences. Popularity and entertainment of each game is also the part of a survey. All games used in the classroom during the teaching practice were analyzed through a set of questionnaires. The concentration is held towards the actual games' type description and a possibility to develop multiple intelligences. All games described were used in actual classes during teaching practice. Description of classes and overall school environment will be as well implemented.

2. DESCRIPTION OF CLASSES

Classes used for the implementation of games were 8th and 9th grades. During one month of teaching, these classes were exposed to the application of various games' types and role-play. Age of participants was from thirteen to fifteen years old. As they were two oldest grades at school, their level of English was supposed to be quite acceptable, thus there were none expectations of any negative character.

The time endowment was three English lessons per weak for the 8th grade and four for the 9th grade. In the 8th grade, there were 5 boys and 11 girls and the 9th grade consisted of 8 boys and 9 girls.

Both grades fully cooperated when asked to participate in games and role-play, even most shy and introverted individuals. Significant motivation and devotion was observed, as for most of them, the application of games and role-play was a new matter that was warmly accepted. The development of various multiple intelligences was strongly assumed afterwards.

Pupils in both grades seemed to be very competitive, especially among different social groups that there existed. Surprisingly, the division in two ultimate separate groups - boys and girls - which was common in other classes of the school was not observed. The stratification that occurred rose up from a friendship among individuals and especially from a social separation to different groups according to their various preference of fashion, style, music taste, belief, etc.

Prior observation of both grades relieved such behavior in a general viewing of each class during their everyday attendance, both while break time and actual lesson itself. These separate groups did not expose any hostility towards each other, they just seemed competitive. Every time a little bit challenging task appeared, all groups tended to compete with each other. Thus the appearance and implementation of games and a role-play brought an enormous acceptance to these lessons and for the rest of this month experience it caused not only a happiness and positive stimulation of other senses, but also a brief look into the different approach of the classroom education.

3. SCHOOL ENVIRONMENT

School environment could ensure a positive outcome towards the positive development of the multiple intelligences as all classrooms are modern and well equipped, with the immerse intention to give an excellent educational outcome to the learners. Many obtain interactive board with the tremendous set of an educational software. Specialized language room along with several IT education rooms and well equipped workshop were also present.

Thus, the support for the possible development of the various multiple intelligences was available with no possible drawback. Overall school atmosphere and support is more than suitable for the application of a role-play and other game like activities. That ensures a very strong background for the smooth progress of the application of various set of tasks.

4. GAMES

4.1. Search your other half (movement game)

Aims:

WARMING UP ACTIVITY

- Participation of all learners
- Active speaking of each individual with the aim to express oneself
- Role-play implementation
- To acquire a new vocabulary while describing others.
- Basic movement implementation – relaxation of body and mind

Materials:

- Several (in this case eight) cards with split faces (see appendix 1)
- Source: Elementary Vocabulary Games (Jill Hadfield, 1998)

Procedure:

1. Every learner receives a half of the face card.
2. Everybody is then familiarized with the rules of this game.
3. Learners move round the classroom asking each other question based on facial description with aim to find out the other half, while role-playing own half face based on its typical traits.
4. Who finds other half as first wins (Might obtain a symbolic price – cookies, star, good mark, etc.).
5. Newly created pairs will sit together for the rest of the lesson (consolidation of interpersonal relationships)

Development of the multiple intelligences

This game could have a positive outcome on the development of following intelligences:

- verbal-linguistic (see the chapter 3.1.)

Pupils speak to each other as they try to describe what they faces look like and to find out the description of other faces. Proper vocabulary and pronunciation must be used. All this might lead to an improvement of this intelligence.

In the 8th grade, according to the survey (see subchapter 4.7.1.) 8 pupils (57%) of all participants answered positively they used a lot of speaking during this activity, 4 pupils (29% of all participants) used speaking moderately and 2 pupils (14% of all participants) did not used speaking often. Thus more than a half of participants could have developed a verbal-linguistic intelligence.

In the 9th grade, results were much more positive, as 13 pupils (76%) answered “yes” for the question “did you often use a speaking during this activity?”, 4 pupils (24%) answered “moderately” and no one answered “no”.

It is possible a majority of participants could have developed a verbal-linguistic intelligence.

- visual-spatial (see the chapter 3.3.)

While communicating with each other, pupils have to visually imagine how the described face might look like. That applies vice-versa.

Survey (see subchapter 4.7.1.) implemented in the 8th grade indicates 9 learners (64%) used often their imagination, 3 learners (21%) moderately and 2 learners (14%) did not. Possible effect at the development of this intelligence applies for a larger amount of participants.

In the 9th grade results were similar, as 12 participants (71%) answered “yes” for using their imagination often, 4 participants (24%) answered “moderately” and only 1 (5%) participant answered “no”.

- bodily-kinesthetic (see the chapter 3.5.)

As the children pass from one to another, they have to move. Verbal description of faces is also enriched by gestures and other bodily expressions.

Survey (see subchapter 4.7.1.) shows that 13 pupils (93%) in the 8th grade used movement, gestures and other bodily expressions very often and 1 (7%) did not use it.

9th grade participants were similar with the results as 15 participants (88%) answered positively they used movements and various bodily expressions, and 2 (12%) did use gestures and movement moderately. No one answered negatively.

- Interpersonal (see the chapter 3.7.)

As this activity is a group thing, it is an absolute must to participate and communicate with other learners. No one could be excluded. Thus the conversation happens for each individuals and could further develop interpersonal intelligence.

Survey (see subchapter 4.7.1.) indicates the communication with the others in the 8th grade was done by 9 pupils (64%), moderately by 4 (29%) and not only by 1 pupil (7%).

Results in the 9th grade were similar as 11 (65%) answered “yes”, 4 (23%) answered “moderately” and only 2 pupils (12%) answered “no”.

Positive effect at the development of interpersonal intelligence could influenced the better half of both classes.

- Intrapersonal (see the chapter 3.6.)

Pupils' description of faces might not only be facial, it also could describe inner thoughts and traits of each picture, entirely based on an individual imagination of every participant. Given faces are quite specific and each could resemble the typical appearance of some given character. For example fat bearded face with 'empty' eyes and big ears could resemble a character that has a lower intelligence and great appetite for food etc. All that is based on endless imagination though.

As the survey (see subchapter 4.7.1.) indicates, in the 8th grade the identification with the given face and its characteristics only applied at 7 students (50%). 3 students (21%) identified with their character only moderately and 4 students (29%) were not involved at all.

9th grade survey had a slightly better results, as 10 students (59%) were positive with their identification, 5 (29%) moderate and 2 students (12%) were negative with their answers.

To summarize this results, a possible positive impact at the development of intrapersonal intelligence only affected approximately a half of the participants in both grades.

Reflection

This game was issued for both 8th and 9th grade and all pupils seemed to be very interested in this activity and were eager to start playing. Description of rules was simple and clear and there was no need to repeat it. Some pupils in both grades shown a slight sign of concern, when being afraid of their non-efficient vocabulary. After a short consolidation in a form of direct support and encouragement all fears vanished and everybody started to move round the classroom asking silly questions, that this game requires.

Majority of pupils were eager to find out who is their other half, with the aim to win the price. It was clear they 'forgot' the game was played in a different language and subconsciously switched to English automatically. This is always a good sign, as it causes automatic and internal speaking that comes within the deep corners of a learner's mind. Similar effects appear while being intoxicated, person is not shy anymore and temporally loses the inner block and is suddenly much better expressing himself or herself.

Thus said, the anticipated problem of pupils showing each other pictures without asking required questions did not appear. All were keen to play by the book and follow the rules. Those who were uncertain with the particular words tried to describe given problem differently, which is a very good sign and helps to think critically. Czech expressions were used rarely. After few minutes a first winner couple got together and received a good mark. Rest of the pupils found out other halves shortly after.

A quick review of this activity in a form of survey (see subchapter 4.7.1.) was perceived very positively with the request to do this more often (as answered 86% of participants in the 8th grade and 82% of participants in the 9th grade). This activity was used at the very beginning of the lesson and implementation of a movement woke them up. Children seemed lively and happy afterwards and relaxed enough to proceed to the less attractive textbook tasks. Survey further indicates the improvement of facial description occurred for 10 pupils (71%) in the 8th grade and 13 pupils (76%) in the 9th grade. In both grades it was a majority of all participants thus the significance of this game is rather positive.

4.2. Matching card game (Matching game)

Aims:

- Participation of all pupils
- Cooperation among all participants
- Connecting the pictures with thematching words

Materials:

- Several worksheets consisting approximately 15 pictures and 15 words in bold and their definitions. Both worksheets are divided into cards, mixed and put in to the box for proper shuffle (see appendix 2 and appendix 3).
- Source: Game-like activities (Kupečková, 2010)

Procedure:

1. Participants are divided into pairs, then all pairs receive a box or envelope that contains the mixture of words and pictures.
2. In pairs participants try to match given words and pictures to its proper meaning.
3. Matching should be as quick as possible as it is a competition (it is optional to reward winning couple with minor gift or a mean of appreciation).
4. The first pair to match all pictures and words correctly becomes a winner. If no one is successful, pair with the most correct connections wins.

Development of the multiple intelligences

Following list of intelligences could be enriched by this game:

- Verbal – linguistic (see the chapter 3.1.)

As the game itself clearly indicates verbal intelligence is among those which are possible to develop. Matching words to given pictures requires a proper amount of verbal experience thus the development of such ability is ensured.

Survey results (see subchapter 4.7.2.) were favorable, as the 13 participants (81%) answered positively for the usage of verbal expressions during this activity and only 3 pupils (19%) answered for moderate usage of speaking.

- Visual – spatial (see the chapter 3.3.)

Very significant part of this game is set of pictures, visual cards, where an individual must think and elaborate what given picture represents, which word or definition.

Survey results (see subchapter 4.7.2.) indicated the majority of participants (15 pupils, 94%) used their imagination frequently and only 1 pupil (6%) moderately. This could have a positive impact to the development of visual intelligence.

- Interpersonal (see the chapter 3.7.)

Based on pair work, where cooperation and mutual collaboration is needed, this game also could develop interpersonal traits.

As survey indicates (see subchapter 4.7.2.) the communication among pupils during this activity was high, as 13 pupils (81%) provided positive answers, 2 pupils (12%) were moderate and only 1 pupil (7%) did not communicate at all.

Reflection

This game was used with the 8th grade only for no particular but time managing purposes. This game served as filling of time at the end of the exhausting lesson, where other duties were already fulfilled, but there was still enough time left to fulfil.

Pupils already set in the pairs, as they are used to. Each pair received a set of cards to match and after a brief introduction they all started to match pictures with its word definitions. All pupils seemed to be quite enthusiastic, as expected, because the previous activities and duties required for them to successfully pass were a sort of difficult, so ‘reward’ activity was more than welcomed.

Even though the class was exhausted, they all participated with enormous interest and matched the pairs with no other severe complications. They even laughed vividly and shown positive affection to the individual set of pictures. Although some pairs were not using English all the time, they tended to transfer to Czech a little bit, so the constant supervision was a must, to ensure everyone's involvement in the usage of a target language.

Competition among pairs did not occur, even though it was clearly stated at the beginning of this activity, a winner could receive a positive appraisal. This was most probably caused by overall weariness of all participants. Positive thing is that all pairs, even the slower one were dragged into activity strongly, so no one stayed uninvolved or bored, which did not caused a negative disturbing atmosphere.

Winner could not be clearly stated, as the lesson ended sooner, then this game could be finished. Thus the honest appreciation of all participants was appropriate. Short questionnaire (see subchapter 4.7.2.) concerning the evaluation of this activity was given, with rather positive outcome, where the majority of students (88%) requested this game to be used more often and the same amount of students also expressed the game was entertaining. Thus the possible usage of this game next time was allowed.

4.3. What am I? (guessing game)

Aims:

- Involvement of all participants
- Boost of mutual cooperation
- Practice of a spoken language
- Acquisition of a new vocabulary
- Effective remembrance of newly acquired words

Materials:

- No particular materials needed, just a set of desired words to practice.
- Source: commonly known game

Procedure:

1. All learners are divided into pairs/groups
2. Teacher selects a target vocabulary or leaves the topic optional. In most cases simple theme is chosen, like “animals”, “famous people”, or vocabulary related to actual topic set in the textbook. Pupils then write chosen words on the piece of paper and stick it to the opponent’s forehead. Opponents do not know, what they are. Usage of other words or different vocabulary is also optional.
3. Each participant asks a question related to the given topic and tries to guess what he/she represents. Opponent is only supposed to answer yes or no sentences. (e.g. Am I a man? Yes you are. Am I an actor? No, you are not, etc.)
4. All participants are ought to switch their roles (from ‘asker’ to ‘answerer’) if their guess is incorrect.
5. Participants ask each other questions until someone correctly guesses the target word and becomes a winner
6. The very reason of this activity is to practice target vocabulary. Thus it could be adapted to any part of the curriculum. There is no particular goal for this game, only to practice new words.

Development of the multiple intelligences

Even as simple as it gets, this activity could also to help with the development of following multiple intelligences:

- Verbal – linguistic (see the chapter 3.1.)

Once again, it is a work with words. Participants think about a specific word/thing provided by a certain theme, then try to guess its correct form by asking

related questions. This all forces pupils to thoroughly think about all connections a given word has and that helps with the development of this intelligence.

Survey results (see subchapter 4.7.3.) provided by the 8th grade indicate 10 pupils (83%) used English language during this game frequently while 2 pupils (17%) used English only moderately.

Results in the 9th grade were quite similar, as 13 pupils (87%) were frequent in the use of target language and only 2 (13%) were moderate.

- Visual – spatial (see the chapter 3.3.)

As pupils have to profoundly think about a guessed word, they imagine what it could be and form a specific visualization in their heads. That means associating a various body parts of some animal to its actual guessing form, e.g. pupils suspect they are a lion, so they ask whether guessed animal has a tail, big teeth, big paws, big claws, etc. – thus visualize the image of given animal in their heads.

In the 8th grade survey (see subchapter 4.7.3.) results indicate 11 pupils (92%) used visualization and imagination during this activity while only 1 pupil (8%) did not.

9th grade results were a bit inferior, where 12 pupils (80%) were positive with the usage of their imagination, 2 pupils (13%) moderate and 1 pupil (7%) did not use imagination at all.

- Interpersonal (see the chapter 3.7.)

As it is a pair or work group, cooperation and collaboration among different individuals is requested, which leads to indirect association to partner's feelings and emotions. That is provided by a choice of guessed word, when every individual tends to pick something 'appropriate' for the opponent. That means, a person who has a strong interest for famous people would receive rather much difficult topic

from the opponent to guess with the intention to make the whole activity much more competitive. That means a participant who makes a choice of guessed word thinks thoroughly about the selection, to ensure the other participant would have a hard time guessing it. This analysis of the opponent requires a certain interpersonal abilities and might even evolve them.

According to the survey (see subchapter 4.7.3.) implemented in the 8th grade 11 pupils (92%) frequently communicated with each other while only 1 pupil (7%) did not. 9th grade results were much more superior as all participants (15) confirmed proper communication.

- Naturalistic (see the chapter 3.8.)

If the topic or a theme for the selection of guessed words is based on natural elements, like animals, plants, rocks, etc. it directly connects with naturalistic intelligence and helps to enhance it a little bit. For example a person who knows he/she is a plant, is obliged to have sufficiently evolved naturalistic intelligence to be able to distinguish among different kinds of plants and guess the target word properly. For some yellow leaves and green stem might basically mean an end of the game, as these individuals are unable of further categorization, for others it could be a piece of cake though.

Interesting results were given by the survey (see subchapter 4.7.3.) in the 8th grade as 10 pupils (83%) were positive with their ability to guess natural elements properly, 2 pupils (17%) were unsure and no one was absolutely unable to guess.

Results in the 9th grade were more different, as only 9 pupils (60%) acknowledged ability to guess natural elements without severe problems and with 6 pupils (40%) with moderate ability to comply.

Reflection

This game is quite well known among people, as it is used not only for educational purposes but for parties as well, so it was not a big surprise when majority of pupils were already familiar with it. This activity was quite popular and was implemented to the lessons very frequently. For both 8th and 9th grades.

It was not very difficult to explain the rules, as it was already known by many and those previously uninvolved very quickly adapted. Sometimes the theme of words to pick was given by actual topic from the textbook, but most of the times this game was played as a warm up or cool down activity. In this case, the topic was randomly picked, in most of the cases quite popular were animals, famous people and actual choice of pupils, guessing themselves among themselves. This lead to very funny scenarios and it further helped to improve intra and interpersonal traits, as the participants were keen to analyze their emotions, feelings and other aspects of each other.

In most of the cases game lasted for too long, as it was incredibly amusing and pupils could not stop. It always caused a laughter and joy, which is always a good thing as it helps to start the lesson positively or ease up the minds of pupils after a long boring lesson.

Competition among pairs/groups was also present, which sometimes lead to unwanted screaming and noise, so the supervision of all groups/ pairs was a must. Language used was a mixture of Czech and English, but after a few warnings pupils tried to focus on English more profoundly.

In both grades majority of pupils, 12 (100%) in the 8th grade, 14 (93%) in the 9th grade, evaluated this activity as entertaining with the request to do it more often, as 12 of them (100%) in the 8th grade and 13 (87%) in the 9th grade answered in given survey (see subchapter 4.7.3.) .This activity served mostly as a reward after a successful fulfilment of obligatory tasks from the textbook.

4.4. Hidden words (Board game/Card game)

Aims:

- Involvement of all learners
- Concentration towards pair/group work
- Revision of newly acquired words
- To drill the remembrance of newly acquired words

Materials:

- Worksheets containing 15 words, 15 picture cards and 15 numbers (Appendices 2, 4, 5)
- Source: Game-like activities (Kupečková, 2010)

Procedure:

- 1) All participants are divided into groups of four people. The amount of groups depends on the number of pupils present in the classroom.
- 2) Each group distributes all the pictures on the table to see them properly.
- 3) Each group picks a random number from the worksheet
- 4) Teacher provides hidden word concealed under the selected number.
- 5) Each group must then present a picture that represents hidden word and explain its meaning.
- 6) Each group could receive two points in total, one for correct picture and other for the correct definition

Development of the multiple intelligences

Character of this activity could lead to the improvement of the following intelligences:

- Verbal-linguistic (see the chapter 3.1.)

Main aim of this game is a work with words, speaking itself. Pupils have to analyze picked word and thoroughly describe it, then match it with proper picture and be able to explain their choice and reasons for it. That could have a positive impact to the development of this intelligence.

Survey results (see subchapter 4.7.4.) filled by the 9th grade support this theory, as 13 students (93%) answered they used a verbal expressions and speaking very often during this activity with only 1 student (7%) who used speaking moderately. With this results it is possible this intelligence could have been developed.

- Visual-spatial (see the chapter 3.3.)

This activity also stands at the usage and implementation of the pictures that might not be quite obvious with their meaning all the time. Proper visualization and abstract thinking is also highly required with this activity and could improve this part of intelligence.

As survey indicates (see subchapter 4.7.4.), 13 pupils (93%) answered “yes” for the question concerning the usage of imagination and visualization with only 1 pupil (7%) who used imagination moderately. This highly positive result implies it could be possible to develop visual-spatial intelligence via this game activity.

- Logical-mathematical (see the chapter 3.2.)

At first glance, it might not seem as an intelligence that could be evolved by this activity, but in some cases an elaborate reasoning could appear within this game, when logical approach must be correlated with the analysis of chosen word and its association to given pictures, as the connection among them must not always be clear and critical thinking has to be implemented.

According to the survey (see subchapter 4.7.4.) only 8 pupils (57%) had a positive answer for the usage of reasoning, logical and critical thinking, while 6 pupils (43%) answered they used this thinking moderately. Thus said, the development of logical thinking was in this case mediocre.

Reflection

Application of this game occurred only once in the 9th grade. It was set as a speaking activity that replaced not so great textbook exercise. The form of a game and choice of both word and picture worksheets and their combination put a mysterious touch to it, so the whole class seemed very interested, as it was something peculiarly different than regular plain textbook exercises.

After a brief explanation of the rules class was divided into four groups of four according to the behavioral and skillful order (noisy kids mixed with the calm one, smart children mixed with the slower one, etc.). Each group had to choose a number (1 to 15) and then received corresponding hidden word. It was clearly stated this game serves as a competition when the winners receive a positive mark. This set off a thrilling reaction in their eyes and shortly after the class started to play.

Atmosphere during this activity was very positive, all participants were active and keen to seek a correct definitions. Downside of this activity was screaming and noise though. But that was a standard for all competitive games. A strict supervision is a must in such cases.

When any group achieved to guess a right picture and provide correct definition, they received a set of points and continued in the game with the new hidden word. The mixture of both Czech and English language was present, as always, but after a few notifications of a possible withdrawal of all points all groups started to be more cautious with the usage of proper language.

Eventually there was no time left, group with the most points won and every participant within this group received a good mark. Short evaluation of this activity in a form of survey (see subchapter 4.7.4.) turned mostly positive with the request to repeat it next time, as 11 students (79%) answered in the questionnaire and also 12 students (86%) answered this activity was amusing.

4.5. Selling a product (role-play)

Aims:

- Involvement of all learners
- Concentration to communication and overall speaking improvement
- To practice trade vocabulary
- Development of critical judgment

Materials:

- Picture cards with the various products (see the appendix 6)
- Source: commonly known game

Procedure:

- 1) Pupils must choose a random card that represents a certain product. Whatever it is, the aim is to come up with the best way how to sell it, to persuade possible buyers to buy it, no matter what product card they acquired.
- 2) The sellers have 5 minutes to prepare their advertising speech. They must come up with the best way how to sell given product.
- 3) Each seller has a one minute to present their product in the best possible way and persuade the rest of the class to buy it.
- 4) After each advertising, the “buyers” evaluate the given presentation. They provide pros and cons and are ought to discuss what do they agree with or what

could be done better. Each pupil then rewards seller with points 1 to 5, when 5 is the highest.

5) The seller who receives most points is a winner and might receive a price.

Development of the multiple intelligences

This game, however very simple role-play activity, still has a chance to develop various multiple intelligences:

- Verbal-linguistic (see the chapter 3.1.)

As it is all about finding the best way how to sell a given product, no matter how saleable it is, the profound and elaborate way of speech is required, thus the possible development of verbal-linguistic intelligence is present.

This theory supports a survey (see subchapter 4.7.5) issued for both 8th and 9th grades, where in the 8th grade a majority of 12 pupils (80%) answered “yes” for the frequent usage of verbal expressions and speaking, with only 1 (7%) who answered “no”. The rest of the class, 2 pupils (13%) were moderate in their usage of speaking.

In the 9th grade 13 pupils (87%) answered the same question positively and only 2 pupils (13%) were moderate in the usage of frequent speaking.

It is possible then the development of verbal-linguistic intelligence could be presents in both grades, as the majority of participants in both grades were positive with their answers.

- Visual-spatial (see the chapter 3.3.)

Each seller must deeply analyze obtained picture with given product and find the best attributes that given picture/product might have hidden. This

exploration engages visual senses of our intelligence and is then able to help with the development with this intelligence.

Survey (see subchapter 4.7.5) implemented in both grades had aim to find out whether this claim is true. In the 8th grade, 12 pupils (80%) confirmed the profound usage of this intelligence, 2 pupils (13%) were moderate and only 1 pupil (7%) did not use imagination at all.

Results given in the 9th grade had similar effects, as 12 pupils (80%) answered “yes” for the frequent usage of visualization, 1 pupil (7%) was moderate and 2 pupils (13%) did not use imagination at all.

These results given by both grades could indicate a development of this intelligence, at least for the majority of participants.

- Logical-mathematical (see the chapter 3.2.)

As the products might be impossible to sell, advertiser must put a large amount of critical thinking to this problem and come up with a logical solution how to easily sell them. Buyers on the other hand must prevent, to be influenced by seller and use their critical thinking to reinforce their common senses and find every reason not to acquire given products.

Survey (see subchapter 4.7.5) implemented in the both grades revealed an interesting result, as 10 pupils (67%) in the 8th grade did use this kind of thinking frequently, 3 pupils (20%) moderately and 2 pupils (13%) did not use it at all.

Results revealed in the 9th grade were more positive, as 12 pupils (80%) were positive with the usage of logical thinking, while 3 pupils (20%) were only moderate.

Hence, the development of logical thinking in both cases could be possible for majority of pupils.

- Interpersonal (see the chapter 3.7.)

Not only must seller figure it out how to thoroughly describe target product and make it more desirable, it is also very important to apply to every mind of each individual in the audience. The higher sense of empathy seller has, the better.

This theory was implemented to the survey (see subchapter 4.7.5), where in the 8th grade 14 pupils (93%) answered “yes” for the question concerning their effort to persuade others and only 1 pupils (7%) answered “no”.

9th grade results were almost the same, with 13 students (87%) who were positive with their answers and 2 pupils (13%) who were not.

Conclusion is, the possible effect at the development of interpersonal intelligence was in this case positive.

Reflection

This game was applied only twice for its quite large time consuming character. It was used once in the 8th grade and once in the 9th grade. In the 8th grade it served as a revision of speaking and vocabulary due to the given textbook topic “buying and selling”. In the 9th grade this role-play game served as ‘reward’ relaxation activity on Friday afternoon lesson that tends to be ‘lazy’.

After the brief introduction of simple rules each pupil received a card and had 5 minutes to prepare. In both grades distribution of cards was accompanied with giggling and laughter, as some of them are funny and at first glance hard to sell. Some pupils cheerfully protested by implying it could never be sold, but no one was given a different card, everybody had to comply with what they already got.

Soon the short 5 minutes for preparations passed and first ‘seller’ began to sell given products. Most of the pupils really did their best and put an interesting

presentation of their products. Some participants hesitated and provided not so great performance, but no one is perfect. Sadly, more bad sellers occurred in the 9th grade than in the 8th. Maybe it was the afternoon tiredness, maybe not. But overall output in both grades was satisfactory.

Buyers were very keen to evaluate each seller and the point system showed itself as a very efficient and playful way how to assess each sale act. Sadly, this only occurred in the 9th grade as in the 8th grade there was no time left to assess participants. Winner then received a good mark.

Reflection of this activity by both grades was rather positive than negative, as survey (see subchapter 4.7.5) indicates. Majority of pupils in both grades, 13 (87%) in the 8th grade and 14 (93%) in the 9th grade thought this activity was amusing and also in both grades, 13 pupils (87%) wanted to play this game more often. Only 2 pupils (13%) in the 8th grade did not want to play this game again. Sadly, this activity could not be applied more often due to its time consuming character.

4.6. Bank robbery (task-based game)

Aims:

- Involvement of all learners
- Concentration to communication and speaking
- Improvement of logical thinking
- Development of critical thinking

Materials:

- Cards of the suspects, list of clues, background story (see the appendix 7)
- Source: Sara Davila (2011)

Procedure:

- 1) Pupils are divided into groups by approximately 4. The amount of groups is optional, but at least two groups are required.
- 2) Pupils receive pictures of the suspects and the background story, which they then read and try process the list of suspects. (5 minutes)
- 3) Each group receives a single clue. There are four clues. The ideal amount of groups is 4, but if less, each group could receive more clues.
- 4) Now groups share their findings and exchange given clues, while circulating through the class and trying to find out who is the criminal.
- 5) First group to find a correct robber wins and might receive a price.

Development of the multiple intelligences

This activity is a great way how to improve several aspects of multiple intelligences:

- Verbal-linguistic (see the chapter 3.1.)

As pupils have to communicate among each other and cooperate with other groups, all are required to thoroughly explain others their findings and clues. Profound explanation of who might be a robber is required. All that might have a positive effect to the development of this intelligence.

All this supports survey (see subchapter 4.7.6.) with 13 pupils (81%) using speaking in this activity frequently and 3 pupils (19%) moderately.

Majority of pupils could have developed verbal intelligence.

- Visual-spatial (see the chapter 3.3.)

As this activity contains a set of clues that describe specific problems, all of them have to be visually analyzed by each individual mind. Some clues even lead

to an elaborate exploration of the each picture of suspect, thus every facial detail provided has to be examined.

Survey (see subchapter 4.7.6.) indicates that 12 pupils (75%) used visualization during this activity while 3 pupils (19%) used it only moderately. 1 pupil (6%) was negative with the answer.

- Logical-mathematical (see the chapter 3.2.)

The whole idea of this game is to find a bank robber. Set of clues and suspects is given, but the true villain stays hidden. All pupils must then use deep analytical and systematic examinations and logical reasoning to put all clues together with the intention to find the real criminal. Detective work is ideal for the development of logical thinking.

This theory backed by survey (see subchapter 4.7.6.) could confirm 11 pupils (69%) who answered they used a logical thinking frequently, while 3 pupils (19%) only moderately. The rest of 2 pupils (12%) were negative with their answers.

- Interpersonal (see the chapter 3.7.)

It is very important for pupils to imagine the way how each provided suspect might think. Then collaboration with other ‘detectives’ also requires a particular set of interpersonal traits that could easily evolve.

This claim is supported by the survey results (see subchapter 4.7.6.), where 13 students (81%) answered positively they tried to think like a robber, with 2 students (12%) implying they used such thinking only moderately. 1 pupil (7%) was negative with the answer.

Reflection

Application of this game occurred only once in the 9th grade for its significant time consuming nature. Its mysterious character was quite tempting, pupils were excited to participate.

Explanation of the rules was very simple, no one seemed to be confused. Class was divided into 4 separate groups and each group received set of suspects and background story. After few minutes each received a unique clue and had another few minutes to process the new information. After a short period of time class was ordered to exchange gained findings among themselves and to discuss it within each individual group.

It did not took much time for first group to find a suspect. Sadly they were mistaken thus the game was not finished and everybody quickly started to seek another, this time hopefully correct, criminal. Some groups started to revise acquired clues once again and provide more elaborate analysis to reach the goal.

Finally other group found a correct suspect and game could finish. Other groups were quite confused but the winning one provided a proper explanation of their findings. It was quite clear then and everybody acknowledged their rightful victory. Winning team received positive appraisal.

Survey (see subchapter 4.7.6.) indicates 14 pupils (87%) evaluated this activity positively, but 2 of them (13%) did not. Same amount of pupils also requested this activity to be implemented more often, but 2 pupils refused. It is possible to provide much simpler scenario in the future for all participants to understand.

4.7. Survey results

Each pupil in both 8th and 9th grade that was present during the implementation of the particular activity and actually physically participated received a questionnaire with the aim to evaluate given games with further ambitions to find out whether its application was useful, entertaining and could have a positive impact to the development of multiple intelligences.

Following tables show an analysis of the given activities. All evaluations were made only by students present on the current day.

4.7.1. Table 1

Results of the survey evaluating a game “search your other half” (see appendix 8)

8 th grade, 14 pupils present out of 16								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	10	71%	11	79%	8	57%	9	64%
B	4	29%	2	14%	4	29%	3	21%
C	0	0%	1	7%	2	14%	2	14%
Question	No.5		No.6		No.7		No.8	
Answer	Number of pupils present/percentage rate							
A	13	93%	9	64%	7	50%	12	86%
B	0	0%	4	29%	3	21%	2	14%
C	1	7%	1	7%	4	29%	0	0%
9 th grade, 17 pupils present out of 17								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	13	76%	11	65%	13	76%	12	71%
B	4	24%	4	23%	4	24%	4	24%
C	0	0%	2	12%	0	0%	1	5%
Question	No.5		No.6		No.7		No.8	
Answer	Number of pupils present/percentage rate							
A	15	88%	11	65%	10	59%	14	82%
B	2	12%	6	35%	5	29%	3	18%
C	0	0%	0	0%	2	12%	0	0%

4.7.2. Table 2

Results of the survey evaluating a game “Matching card game of pictures and related words/definitions” (see appendix 9)

8 th grade, 16 pupils present out of 16								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	14	88%	14	88%	13	81%	15	94%
B	2	12%	2	12%	3	19%	1	6%
C	0	0%	0	0%	0	0%	0	0%
Question	No.5							
Answer								
A	13	81%						
B	2	12%						
C	1	7%						

4.7.3. Table 3

Results of the survey evaluating a game “What am I?” (see appendix 10)

8 th grade, 12 pupils present out of 16								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	12	100%	12	100%	10	83%	11	92%
B	0	0%	0	0%	2	17%	1	8%
C	0	0%	0	0%	0	0%	0	0%
Question	No.5		No.6					
Answer	Number of pupils present/percentage rate							
A	11	92%	10	83%				
B	1	7%	2	17%				
C	0	0%	0	0%				
9 th grade, 15 pupils present out of 17								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	14	93%	13	87%	13	87%	12	80%
B	1	7%	0	0%	2	13%	2	13%
C	0	0%	2	13%	0	0%	1	7%
Question	No.5		No.6					
Answer	Number of pupils present/percentage rate							
A	15	100%	9	60%				
B	0	0%	6	40%				
C	0	0%	0	0%				

4.7.4. Table 4

Results of the survey evaluating a game “Hidden words” (see appendix 11)

9 th grade, 14 pupils present out of 17								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	12	86%	11	79%	13	93%	13	93%
B	2	14%	3	21%	1	7%	1	7%
C	0	0%	0	0%	0	0%	0	0%
Question	No.5							
Answer	Number of pupils present/percentage rate							
A	8	57%						
B	6	43%						
C	0	0%						

4.7.5. Table 5

Results of the survey evaluating a game “Hidden words” (see appendix 12)

8 th grade, 15 pupils present out of 16								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	13	87%	13	87%	12	80%	12	80%
B	0	0%	0	0%	2	13%	2	13%
C	2	13%	2	13%	1	7%	1	7%
Question	No.5		No.6					
Answer	Number of pupils present/percentage rate							
A	10	67%	14	93%				
B	3	20%	1	7%				
C	2	13%	0	0%				
9 th grade, 15 pupils present out of 17								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	14	93%	13	87%	13	87%	12	80%
B	1	7%	2	13%	2	13%	1	7%
C	0	0%	0	0%	0	0%	2	13%
Question	No.5		No.6					
Answer	Number of pupils present/percentage rate							
A	12	80%	13	87%				
B	3	20%	2	13%				
C	0	0%	0	0%				

4.7.6. Table 6

Results of the survey evaluating a game “Bank robbery” (see appendix 13)

9 th grade, 16 pupils present out of 17								
Question	No.1		No.2		No.3		No.4	
Answer	Number of pupils present/percentage rate							
A	14	87%	14	87%	13	81%	12	75%
B	2	13%	2	13%	3	19%	3	19%
C	0	0%	0	0%	0	0%	1	6%
Question	No.5		No.6					
Answer	Number of pupils present/percentage rate							
A	11	69%	13	81%				
B	3	19%	2	12%				
C	2	12%	1	7%				

Conclusion

In this diploma project, the main aim was held towards the exploration of various multiple intelligences and its application in the modern education via the usage of a role-play and other game like activities.

First concentration applied at the actual elaboration and analysis of the individual multiple intelligences to properly acquaint the reader with the issues concerning this phenomenon. Thorough explanation of the multiple intelligences theory firmly ensures a profound understanding of such topic with further possibility to apply and associate acquired knowledge to the following subject of game like activities and a role-play in the classroom.

Hence, a role-play and other game like activities usable in the classroom were the next topic to explore and analyze. Great importance was applied to the significance and contribution of each game to the actual language teaching. Its utilization to the learning process and organization of the classroom was no less important, as the proper management of each activity to ensure smooth progress is inevitable.

Another step was to individually analyze how could the each separate multiple intelligence develop through a role-play and other game like activities. Thus said, concentration was held towards the analysis of each part of human's sphere of intelligences, from a verbal-linguistic to a naturalist intelligence with correlation to the usage of a role-play and games.

In the practical research part the aim was to give an actual elaborate study of each applied game and role-play used in the selected grades during a teaching practice, with the ambition to figure out its possible positive effects to the development of an individual multiple intelligences and also its possible entertaining aspects and other contributions for the learners and language teaching.

Evaluation of this research was assured by the set of specific surveys that were handed out to each participant after every particular activity. Questions of each survey

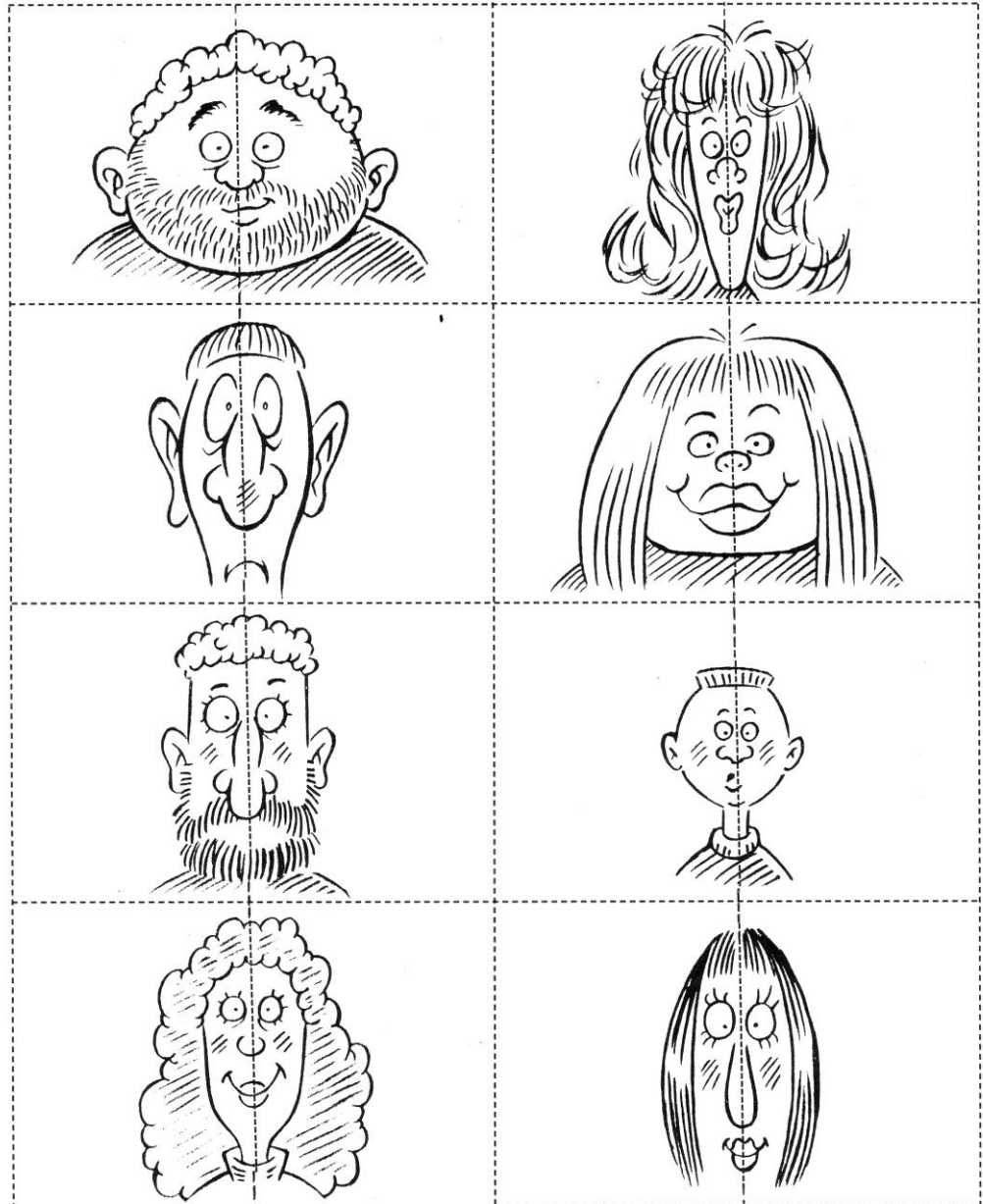
were related to the explicit attributes of given individual games to provide a precise set of findings.

Final results were rather interesting for the most of the activities as the findings clearly stated the majority of participants in both involved classes considered each applied game entertaining with the demands to repeat it more frequently. As for the possible development of the individual multiple intelligences, results were also pleasing, as the percentage of positive answers regarding potential expansion of supposed intelligences was quite higher than the negative ones.

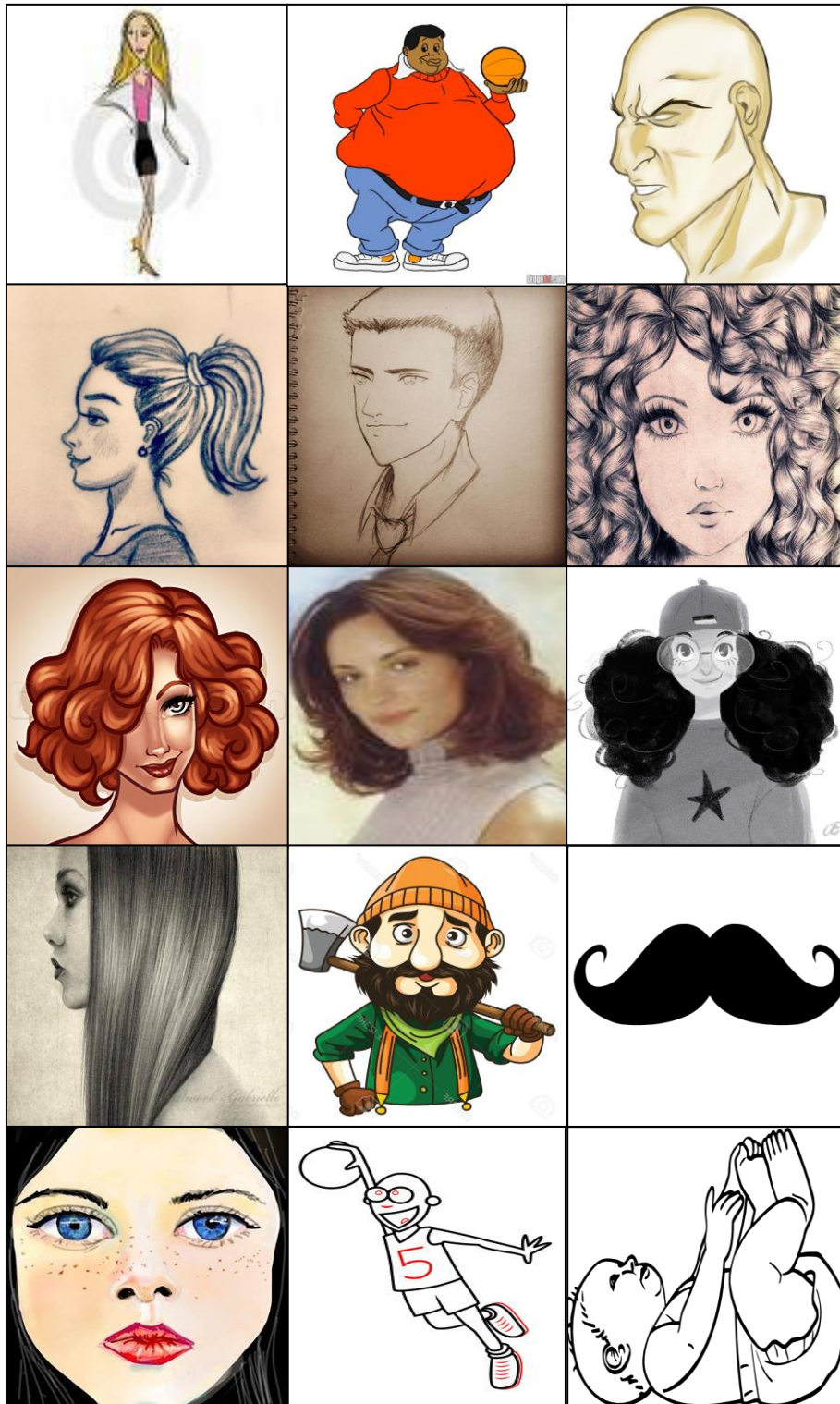
Appendix 1

6 Faces

FUNNY FACES



Appendix 2



Appendix 3

A person who doesn't eat much is slim.

A person who doesn't exercise becomes fat.

A person with no hair is bald

Some girls can have a pony tail.

Most boys have a short hair.

Some girls wear a curly hair.

Similar to a curly hairstyle, but less fuzzy is a wavy hair.

Hair to the shoulder is middle length.

Girl with too much hair is hairly.

Some girls have straight hair.

Woodcutter wears beard on his face.

Some men wear moustache.

Small points on your face are freckles.

Some men are very tall.

A little children are small.

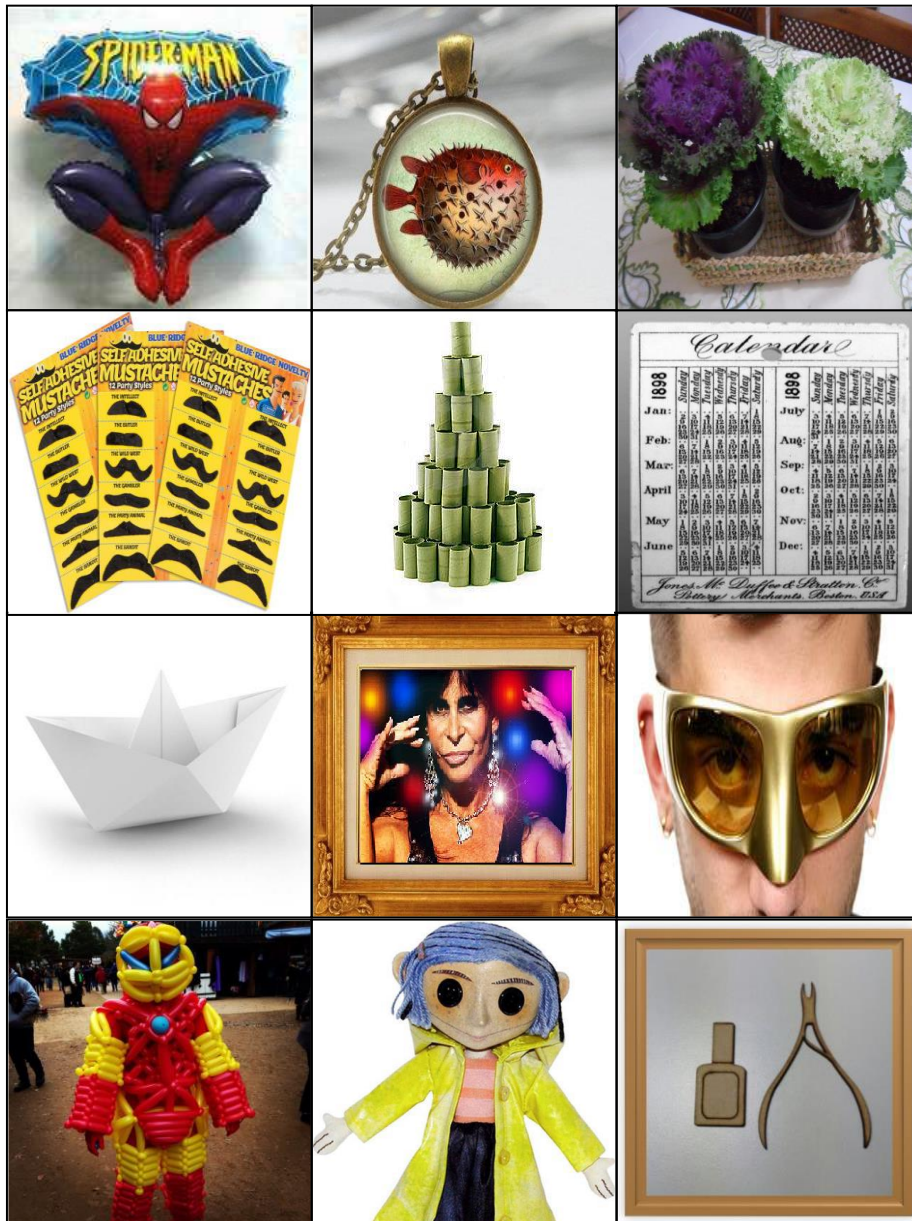
Appendix 4

1	2	3
4	5	6
7	8	9
10	11	12
13	14	15

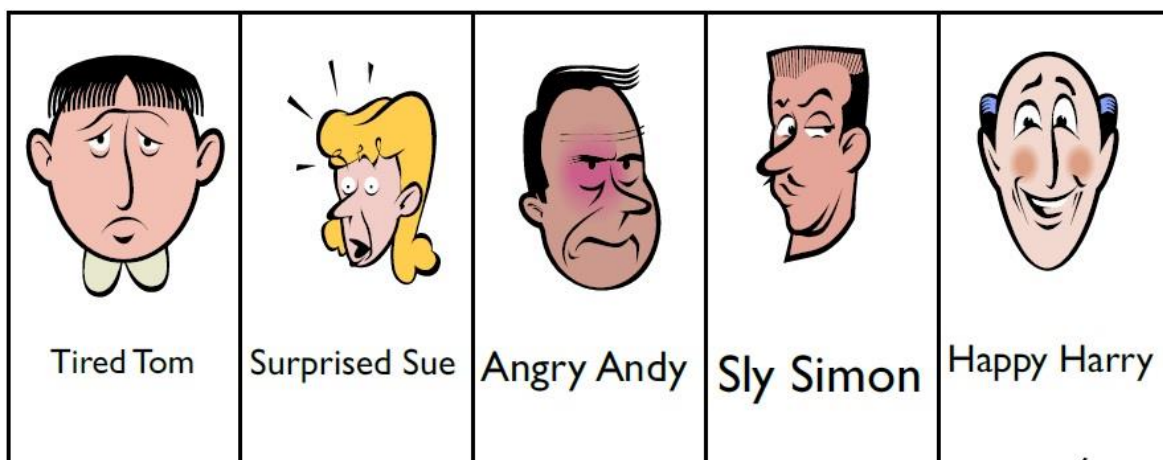
Appendix 5



BALD	FRECKLES	MOUSTACHE
BEARD	HAIRY	PONNY TAIL
WAVY	LONG HAIR	SLIM
SHORT HAIR	CURLY	FAT
MIDDLE LENGTH HAIR	SMALL	STRAIGHT




Appendix 6



Appendix 7



 <p>Bank</p>	<p>Today was very exciting. I went to visit the bank. All the money was gone. Now I have to figure out who took the money. The police are very confused. When the robbery occurred there were five people in the bank. Tired Tom works all day, he is very tired. Surprised Sue is always very excited and likes surprises. Angry Andy was walking to the bank when he fell down and hit his head. Now he is very angry. Sly Simon is very sneaky and can move very quickly. Happy Harry loves to go to the bank so he is very happy. The police can't decide who the robber might be.</p> <p>Please help the police find the robber. Read the clues with you team and find the robber. Good Luck.</p>	 <p>Robber</p>
--	--	--

	<p>The police found footprints at the bank. The police can tell from the footprints that the robber is a man.</p>
	<p>The man who robbed the bank had to rob it in a hurry. The police decided the robber had to be very fast.</p> 
	<p>The man who robbed the bank was very nice while taking the money. The bank tellers said the man was very glad to take the money.</p>
<p>The police are very confused. They could not find any hair at the bank that might be the bank robbers. The police don't understand why there is no hair.</p>	

Appendix 8

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

“Search your other half“

1. Díky této hře dokážu lépe popsat obličej člověka:
 - A. Ano
 - B. Středně
 - C. Ne

2. Hra byla zábavná:
 - A. Ano
 - B. Středně
 - C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:
 - A. Ano
 - B. Středně
 - C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:
 - A. Ano
 - B. Středně
 - C. Ne

5. Ve hře jsem často využil(a) gestikulaci, posunky a řeč těla:
 - A. Ano
 - B. Středně
 - C. Ne

6. Ve hře jsem často komunikoval(a) s ostatními spolužáky:

- A. Ano
- B. Středně
- C. Ne

7. Při hře jsem se dokázal(a) vžít do dané hrané role:

- A. Ano
- B. Středně
- C. Ne

8. Hru bych v hodině chtěl(a) hrát i příště:

- A. Ano
- B. Možná
- C. Ne

Appendix 9

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

„Matching card game of pictures and related words/definitions“

1. Hra byla zábavná:

- A. Ano
- B. Středně
- C. Ne

2. Hru bych v hodině chtěl(a) hrát i příště:

- A. Ano
- B. Možná
- C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:

- A. Ano
- B. Středně
- C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:

- A. Ano
- B. Středně
- C. Ne

5. Ve hře jsem často komunikoval(a) s ostatními spolužáky:

- A. Ano
- B. Středně
- C. Ne

Appendix 10

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

„What am I?“

1. Hra byla zábavná:

- A. Ano
- B. Středně
- C. Ne

2. Hru bych v hodině chtěl(a) hrát i příště:

- A. Ano
- B. Možná
- C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:

- A. Ano
- B. Středně
- C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:

- A. Ano
- B. Středně
- C. Ne

5. Ve hře jsem často komunikoval(a) s ostatními spolužáky:

- A. Ano
- B. Středně
- C. Ne

6. Při určování "What am I?" jsem vždy lehce uhádl(a) faunu a flóru:

- A. Ano
- B. Středně
- C. Ne

Appendix 11

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

„Hidden words“

1. Hra byla zábavná:

- A. Ano
- B. Středně
- C. Ne

2. Hru bych v hodině chtěl(a) hrát i příště:

- A. Ano
- B. Možná
- C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:

- A. Ano
- B. Středně
- C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:

- A. Ano
- B. Středně
- C. Ne

5. Ve hře jsem často využil(a) logické a kritické myšlení:

- A. Ano
- B. Středně
- C. Ne

Appendix 12

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

„Selling a product“

1. Hra byla zábavná:

- A. Ano
- B. Středně
- C. Ne

2. Hru bych v hodině chtěl(a) hrát i příště:

- A. Ano
- B. Možná
- C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:

- A. Ano
- B. Středně
- C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:

- A. Ano
- B. Středně
- C. Ne

5. Ve hře jsem často využil(a) logické a kritické myšlení:

- A. Ano
- B. Středně
- C. Ne

6. Ve hře jsem často přemýšlel(a) jak nejlépe přesvědčit ostatní o koupi:

- A. Ano
- B. Středně
- C. Ne

Appendix 13

Dobrý den,

Prosím Vás o pravdivé vyplnění tohoto dotazníku, který poté poslouží jako podklad pro výzkum mé diplomové práce. Dotazník má za cíl provést analýzu her, které jsme spolu ve výuce dělali. Dotazník je plně anonymní!

„Bank robbery“

1. Hra byla zábavná:
 - A. Ano
 - B. Středně
 - C. Ne

2. Hru bych v hodině chtěl(a) hrát i příště:
 - A. Ano
 - B. Středně
 - C. Ne

3. Ve hře jsem často využil(a) mluvení v Anglickém jazyce:
 - A. Ano
 - B. Středně
 - C. Ne

4. Ve hře jsem často využil(a) svou představivost a fantazii:
 - A. Ano
 - B. Středně
 - C. Ne

5. Ve hře jsem často využil(a) logické a kritické myšlení:
 - A. Ano
 - B. Středně
 - C. Ne

6. Ve hře jsem se často snažil(a) přemýšlet jako podezřelý:

- A. Ano
- B. Středně
- C. Ne

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Résumé

Tato diplomová práce si klade za cíl analyzovat vliv hraní her a užití role-play na rozvoj mnohočetných inteligencí při výuce Anglického jazyka na základních školách. V teoretické části se zabývá popisem jednotlivých mnohočetných inteligencí a jejich možným vývojem při užití her ve výuce. V praktické části se výzkum soustředí na analýzu jednotlivých her, aplikovaných při učitelské praxi, jejich dopad a případný přínos na výuku a zároveň možnost rozvoje jednotlivých mnohočetných inteligencí. Výsledky tohoto výzkumu byly vyhodnoceny ze série dotazníků, které byly distribuovány přímo zúčastněným žákům po každém užití jednotlivých her. Procentuální hodnocení daných her dopadlo velmi pozitivně, kdy případný rozvoj jednotlivých mnohočetných inteligencí může být zaručen. Celkový výsledek výzkumu je hodnocen kladně.

Anotace

Jméno a příjmení:	Václav Golasowski
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Vedoucí práce:	Mgr. Josef Nevařil, Ph.D.
Rok obhajoby:	2017

Název práce:	Rozvíjení mnohonásobné inteligence prostřednictvím hraní rolí a jiných aktivit na bázi her.
Název v angličtině:	Developing multiple intelligences through role-play and other game-like activities
Anotace práce:	Diplomová práce pojednává o rozvoji mnohočetných inteligencí prostřednictvím hraní rolí a jiných aktivit na bázi her, kdy nejdříve v teoretické části analyzuje jednotlivé mnohočetné inteligence, různé druhy her, vzájemný vztah obou problematik a poté v praktické části reálné užití her při výuce a jejich možný dopad na rozvoj daných mnohočetných inteligencí.
Klíčová slova:	Gardner, Mnohočetné inteligence, hry, role-play
Anotace v angličtině:	The diploma thesis examines the development of the multiple intelligences through a role-play and other game-like activities, when in the theoretical part the concentration is held to the analysis of an individual multiple intelligences, various types of games, mutual correlation among these both issues and then in the practical part the actual application of games during the teaching and its possible impact on the development of given multiple intelligences.
Klíčová slova v angličtině:	Gardner, Multiple intelligences, games, role-play
Přílohy vázané v práci:	13
Rozsah práce:	104 stran
Jazyk práce:	Angličtina