PALACKÝ UNIVERSITY IN OLOMOUC

FACULTY OF EDUCATION

Institute of Foreign Languages

DIPLOMA THESIS

Use of Multiple Intelligences Theory in ELT at Lower Secondary School

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Prohlašuji, že jsem diplomovou práci vypracovala samostatně a uvedla v ní předepsaným způsobem všechnu použitou literaturu.

V Olomouci dne………18. 6. 2024……….   Podpis……*Machačková*……

Anotace

Jméno a příjmení:	Bc. Michaela Macháčková
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Název práce:	Užití teorie mnohočetných inteligencí ve výuce anglického jazyka na druhém stupni základní školy
Název v angličtině:	Use of Multiple Intelligences Theory in ELT at Lower Secondary School
Zvolený typ práce:	aplikační
Anotace práce:	Tato diplomová práce se zaměřuje na Teorii mnohočetných inteligencí a její možné zařazení do výuky anglického jazyka na 2. stupni základní školy. Teoretická část práce popisuje principy teorie a jednotlivé typy inteligencí vymezených americkým vývojovým psychologem Howardem Gardnerem. Pedagogický výzkum je kvalitativního a experimentálního rázu. Nástroji, které byly použity v průběhu výzkumu pro získání dat, jsou pozorování a dotazník. Zvolenou metodou pro analýzu nasbíraných dat je zakotvená teorie.
Klíčová slova:	Teorie mnohočetných inteligencí, Howard Gardner, učební materiály, 2. stupeň základní školy, žáci, zakotvená teorie, experiment
Anotace v angličtině:	This diploma thesis focuses on examining Multiple Intelligences Theory and its potential incorporation into ELT at lower-secondary school. The theoretical part further describes the principles of the theory, its components, and individual types of intelligences determined by American developmental psychologist, Howard Gardner. The research design of the diploma thesis is qualitative and qualified as an experiment. The research tools used to obtain

	data are observation and questionnaire. The method chosen for the analysis of the research data is grounded theory.
Klíčová slova v angličtině:	Multiple Intelligences Theory, Howard Gardner, teaching materials, lower-secondary school, pupils, grounded theory research, experiment
Přílohy vázané v práci:	11
Rozsah práce:	152
Jazyk práce:	anglický

Podklad pro zadání DIPLOMOVÉ práce studenta

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Téma práce anglicky:	Use of Multiple Intelligences Theory in ELT at Lower Secondary School
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Vedoucí práce:	Mgr. Ondřej Duda
	Ústav cizích jazyků

Zásady pro vypracování:

Teoretická část diplomové práce nejprve představí podstatu samotné Gardnerovy teorii mnohočetných inteligencí. Dále bude zahrnovat přehled a charakteristiku jednotlivých typů inteligencí. V neposlední řadě bude teoretická část diplomové práce prezentovat pohled veřejnosti a kritiků na danou problematiku.
Praktická část obsáhne užití jednotlivých typů inteligencí ve vyučovacím procesu anglického jazyka, přičemž samotný kvalitativní výzkum bude zaměřen na konkrétní ročník, tedy jednu skupinu\třídu žáků.

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Content

Introduction

Since early 1980's, the concept of Howard Gardner's Multiple Intelligences Theory was perceived as revolutionary, further examined in the matter of various scientific and educational fields, questioned, and even rejected by some thinkers. However, its significance lies in the new point of view on human intelligence at the very least. In the book, *Frames of Mind*, Gardner thoroughly uncovers a grand number of the theory's principles and components, including the path he walked from the beginning of his career that led him to forming Multiple Intelligences Theory. Yet, significant part of critics points out he never stated how to incorporate its principles into educational process while openly encouraging it.

As the author's major is teaching English at lower-secondary school, she was interested in testing Gardner's theory while applying its principles in educational process regarding pupils she studies to be qualified in teaching.

The theoretical part of this diploma thesis includes information regarding the process of progressive forming of the theory by Howard Gardner, its basic principles, and its components. Moreover, it presents similar theories focusing on human intelligence developed by other thinkers together with the most prominent drawbacks of Gardner's theory that are criticized the most by both laic people and specialists. Also, the theoretical part concerns the aspects of English language teaching and foreign language learners as well as their cognitive development that is, to some extent, connected to the basic principles of Howard Gardner's Multiple Intelligences Theory.

The research part of this diploma thesis is dedicated to presenting, analysing, and comparing the questionnaire and observation data obtained during the research conducted for the purposes of the thesis. Progressively, both research questions are answered while providing appropriate evidence to support the findings of the research.

Primary aim of the thesis is to incorporate teaching materials into educational process. The teaching materials are developed by the author and are based on Gardner's Multiple Intelligences Theory principles. Eventually, whole research part results in the didactic instruction of how to work with the teaching materials used during the research. Secondary aim of the thesis is to identify benefits for the selected research sample of pupils, regarding the usage of Multiple Intelligences Theory-based teaching materials.

This diploma thesis could be beneficial for people seeking information about the phenomenon of multiple intelligences. As the work results in a volume of English teaching materials suitable for lower-secondary school pupils together with the proposal of didactic instruction of how to work with them, the thesis could be a useful source for various activities, exercises, tasks etc. that one can implement into their own teaching praxis. With that being stated, the author expects this thesis reaches mostly the readers that are interested in lower-secondary education. Nonetheless, the theoretical part may serve as a self-educational material for people that are attracted to psychological or cognitive point of view on human intelligence outside the realm of education.

THEORETICAL PART

1 Howard Gardner's Theory

It may seem as if the concept of multiple intelligences came up to Gardner right from the very beginning of his professional career as a psychologist and as cognition expert. In this chapter, the author of the thesis rebuts the previously mentioned assumption and provides the necessary evidence from relevant sources.

When the Theory of Multiple Intelligences was firstly presented by Howard Gardner during early 1980s in his book *Frames of Mind*, it was a total educational breakthrough at that time. It was a concept supported by many years of research. With time, the theory expanded, and maybe will continue to expand, its taxonomy and theoretical basis. Nowadays, it's receiving a lot more attention among specialists and people in general (Gordon, 2023).

Howard Gardner, born in 1943, is American developmental psychologist and professor of Cognition at Harvard Graduate School of Education, Cambridge, Massachusetts. He wrote over 30 books, with his most recent one titled *The Real World of College,* published in April 2022 (Gardner, 2022).

From the very beginning of his studies, Gardner was quite thoroughly interested in arts and music. Then, he focused more on a goal of becoming an academic psychologist and took the seat as a co-director of *Project Zero* which involved both arts and psychology. Afterwards, Gardner devoted about twenty years of his life to the studies of a neuropsychological unit. Furthermore, as Garner claims, he examined *"the organization of human abilities in brain"* (Gardner, 2011, p. 5).

According to Gardner's *Preface* in his book *Frames of Mind*, added in the second edition, the book itself, as well as a whole theory, was neatly created, almost crafted, in the course of approximately thirty years. Beginning with Gardner's own academic education, continuing with the three books he wrote about behavioural neurology and pathological conditions of human's brain, eventually resulting in the draft of another book that was, quoting Gardner himself, *"totally forgotten"* by him for a few years and ultimately published under the title *Frames of Mind* in 1983. The theory was gradually supported by a number of educational researches with the help of various grants for such programs provided by many institutions (Gardner, 2011, p. 5-8). Nonetheless, the former revolutionary concept of Multiple Intelligences Theory began to be criticized by other specialists after the initial years of the attempts to incorporate the theory's principles in

modern educational system. More information regarding the criticism of the theory included in chapter 3.

1.1 Intelligence Versus IQ

There are many explanations of the word "intelligence" and various points of view on it. In this chapter, the author presents the one given by Howard Gardner himself in the book *Frames of Mind* so the information about the topic does not contradict with other approaches of this phenomenon.

What does it really mean when one says that somebody is intelligent? From the lexical point of view, the word *intelligence* stands for the ability to obtain and comprehend new information, then preserve it for later usage. Intelligent person makes decisions and voices their ideas or thoughts based on some evidence (Intelligence, 2024). However, when the term is examined on a deeper level, there is a strong connection to biology (genetics, in particular) and psychology (especially cognition).

IQ test simply provides the number of how smart a person is and nothing more. Some people criticize it mainly because of its generality and because it has no option of, take it with a grain of salt, customizing it to one's virtues or individual talents.

According to the western point of view, IQ test is a general short-answer examination of so called "single intelligence" (often labelled as "g" among psychologists which stands for "general intelligence"). What is important, is that single intelligence is strongly influenced by inheritance. This means that one's "g" is dependent on the single intelligence of one's parents or grandparents. In other words, it is biologically anchored (Howard Gardner Discusses Multiple Intelligences, 2016).

On the other hand, eastern belief about the source of intelligence lies heavily on how hard one works on becoming more intelligent, without paying any attention to the biological aspect as stated in the previous paragraph (Howard Gardner Discusses Multiple Intelligences, 2016).

Gardner states, that IQ tests do not provide any view into one's cognitive processes and how their mind works while solving the puzzle or a problem. The only power that lies in the process of doing an IQ test is whether the eventual answer is correct or not. The questions included in the general IQ test are very distant from the ones that may appear in the day-to-day life. That results in a relatively isolated set of questions where the

individual's ability to answer them sufficiently or correctly heavily depends on the level of their education or on the quality of the environment (formed by a number of different social groups appearing on one's life from its very beginning) (Gardner, 2011, p. 19).

1.2 Principles of The Concept

The theory itself is built on the fact that humans possess several substantially distinct *"intellectual capacities"*. To present a comparison, IQ tests are designed to evaluate only logical-mathematical and verbal/linguistic intelligence (note: some percentage of questions may be devoted to testing visual/spatial intelligence too) (A Beginner's Guide to MI: What is the theory of MI?, 2024).

Howard Gardner, often called the father of multiple intelligences, firstly presented his revolutionary theory in 1983 in the book titled *Frames of Mind: The Theory of Multiple Intelligence.* The book implies two main points regarding the theory:

1) People are able to expand their intellectual capacity by developing the various intelligences. This results in a *"unique profile"* which is a combination of biological factors and one's experiences with different types of intelligences.

2) The outcome of person's unique profile, as stated earlier, applies also to genetically identical human beings (i.e., twins). From the biological point of view, their general intelligence is alike. However, each of them is deeply driven to different experiences and situations than the other one (A Beginner's Guide to MI: What are the implications of MI?, 2024).

Based on his own theory, Gardner puts an emphasis on two leading suggestions that are important when integrating the MI principles into the educational processes:

1) *"Individuation"* (also *"personalization"*) – Teachers or mentors should pay close attention to the unique profile (as specified above) of each human being. Ideally, teaching methods, forms of assessment, and developing students' skills and knowledge should be modified to their overall intellectual capacity as well as their inimitable ratio of most distinct types of intelligences they possess.

2) *"Pluralization"* – It stands for teaching in as many different ways as possible. This approach has two major consequences. The first one: the key points that are taught for the first time will be received and learnt correctly by more students, as some of them gain the most knowledge from reading, others from listening, etc. The second consequence: students are presented multiple points of view on the key points that are

new for them. Therefore, they are given an opportunity to comprehend the new point in complex way. Moreover, their ability to synthesize information from various sources is developed (A Beginner's Guide to MI: What are the implications of MI?, 2024).

Lastly, it is important to remind that Gardner acknowledges the fact that his approach to the phenomenon of intelligence and his theory as a whole is not original. He rather presents a new view of an already existing theory. The whole chapter in his book, titled *Frames of Mind*, is devoted to a large number of philosophers and to the various references of their work that significantly helped to build a concrete foundation of the idea that any multiple intelligences exist in the first place (Gardner, 2011, p. 11).

Gardner mentions the greatest Ancient Greek philosophers such as Plato, Socrates, and Aristotle. Quotations of St. Augustine, early-medieval Roman-Catholic philosopher, are included as well. He connected intelligence with the process of finding faith and wisdom. Moreover, Renaissance poet Dante Alighieri and English philosopher Francis Bacon (1561–1626) expressed their view of human intelligence and its capacity in their work. Also, French philosopher René Descartes (1596–1650), who is considered to be the founder of the modern philosophy, is referred to by Gardner in terms of very impactful thoughts concerning the civilization as a whole (Gardner, 2011, p. 5-6).

2 The Components of Multiple Intelligences Theory

According to Gardner's former theory, there initially were seven types of intelligence in total. He spent many years by researching and classifying them. However, in the book titled *Intelligences Reframed: Multiple Intelligences for the 21ˢᵗ Century* published in 1999, Gardner suggested the number may not be final. He mentioned another four types of intelligences that could possibly be aligned with constantly growing and developing society of the next century. The four additional types of intelligences Gardner proposed were: existential, naturalist, spiritual, and moral. Eventually, after an extensive analysis and research, Gardner validated only two of them: existential and naturalist (London, 2000).

2.1 Major Intelligences

2.1.1 Verbal/Linguistic Intelligence

Person who possesses this type of intelligence outstands in their ability to speak and write. Such people are excellent storytellers and linguists. They understand a language and its power on a deeper level regarding persuasion or society's perspective shifting (Dodge, Witt, 2015). These people become good leaders or spokespersons of political parties or some legal corporation.

Gardner, in his book *Frames of Mind*, demonstrates an example on a poet and his or her most important ability that makes him or her a good poet producing quality poems. To become one, Gardner claims an aspiring poet should be exceptionally *"sensitive to the shades of meanings of a word"*. He or she should pay very close attention to the variety of possible emotions, connotations, meanings, visions, and images that may arise with the use of different (set of) words (Gardner, 2011, p. 80).

Moreover, the role of imagery is significant for the people working with words and semantics (note: such knowledge is connected to the development of logical-mathematical, intra & interpersonal intelligence as well). These people excel at processing abstract concepts and putting them together in a way that is most likely to result in certain images in reader's mind with the deeper purpose to express either material or intangible things, or both (Gardner, 2011, p. 80).

People with dominant verbal/linguistic intelligence are also skilled in the fields of syntax, phonology, pragmatics (note: such knowledge is connected to the development of logical-mathematical, intra & interpersonal intelligence as well), and grammar. They know the

language they use and work with from the historical point of view. Their knowledge is advanced enough to take this aspect into account whenever they produce something verbally or linguistically oriented (Gardner, 2011, p. 81).

This type of intelligence is considered to be the most commonly included in the majority of people's intelligence profile to the certain extend as every person speaks a language they use on a functional level in day-to-day life. However, it includes many aspects in terms of language knowledge that may provide an information to what extent this type of intelligence is developed. Among them, for example:

- Rhetoric potential of the language,
- Mnemotechnic potential of the language, or
- Explanation potential of the language.

Rhetoric side of the language can be characterized by one's ability to persuade people and knowing the power of the language as described in the first paragraph of this sub-chapter. Mnemotechnics help with remembering and storing knowledge for the later use. It expresses one's ability to create the mnemotechnics, using them functionally, and benefitting from them. An explanation through the language happens on a daily basis. Majority of the new things that pupils learn at school is presented via explaining and describing processes (Gardner, 2011, p. 82).

The development of this type of intelligence takes place through the evolution of the speaking ability during the early years of child's life and, also, through the evolution of writing ability that begins at the age of curricular education of a child. These two aspects go hand in hand with the fragile development of human brain that is highly individual and a long-term process with many peculiarities along the way (Gardner, 2011, p. 84).

2.1.2 Musical Intelligence

Human beings with highly developed musical intelligence are able to express and communicate emotions, experiences, abstractions, messages, and feelings without having to learn or know any other formal language (Dodge, Witt, 2015).

Gardner presents a number of components of musical intelligence, among them for example:

- Pitch (or melody),
- Rhythm, and
- Emotion (Gardner, 2011, p. 112).

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Pitch and rhythm are the most essential components. They determine the role of auditory elements in this type of intelligence. Emotion is probably the most powerful component in terms of the final impact on a person - listener. People with highly developed musical intelligence have the power to capture anyone by expressing different levels, scales and combinations of various feelings. Such patterns may speak to the one's actual mental or emotional state and speak to them in its own way – in its own kind of language (Gardner, 2011, p. 112).

Surprisingly, studies proved that a child aged around 2-4 months can distinguish their mother's voice, its pitch, and different melodies of spoken words. During the later months of child's first year of life, they are able to reproduce *"tones sung by others with better than random accuracy"*. Afterwards, this imitating period grows into the spontaneous production of child's own melodies sung usually when playing (with toys or in nature). In this way, children naturally develop their own musical competence together with the ability to sing not only melodies they make up on their own but also words that may be either new for them or well known. Thus, they treat them rather as a tool for play. Unfortunately, as the school starts, the support of musical intelligence development rapidly decreases and it is common that children are relatively uneducated in this department of arts. Moreover, today's society is generally ignorant to such a fact (Gardner, 2011, p. 116).

What's the most interesting about musical competence among human beings, is the wide range of forms of music one can encounter. Gardner presents for example: listening to other people's speech (which is the most common channel for human musical capacity to be activated; moreover, it is tightly connected to verbal/linguistic and logical-mathematical intelligence), reading music (notes), singing or listening to someone while they sing a song, playing some musical instrument, and, last but not least, watching somebody dance to a music. Music simply speaks with its own form of language and people who are audibly sensitive and receptive understand the message on a deeper level. This ability indicates that their musical intelligence is significantly developed, probably one of the most dominant intelligences in their intellectual profile. Gardner suggests that abnormally developed musical capacity (speaking of an unexplainable level of aptitude, even higher one than among naturally talented individuals) in early age is often a case with autistic children. Since they thrive in an environment which feels like their own bubble apart from the real world and where they can rely on a frequently repeated pattern, music is a medium that

they tend to favour because it can provide them both previously mentioned aspects together with the veil of security (Gardner, 2011, p. 126-128).

2.1.3 Logical-Mathematical Intelligence

Logically or mathematically intelligent people are above the standard when it comes to general IQ tests or when dealing with mathematic or scientific matters. This type of intellectual capacity is directly connected to the so-called "fluid intelligence" (also termed as "fluid knowledge"). When explained in a more simplified way, it means that one is able to figure out his or her way out of the problematic situation by using purely logical and rational thinking. Obtaining the key information or data for the problem solving is not necessary for these people to reach the success (Dodge, Witt, 2015).

Compared to the foundation of the two previously described types of intelligences which lies, as Garner states, in *"auditory-oral-sphere"*, the world of logical-mathematical intelligence is significantly distant to the physical and sensory aspect of one's life (Gardner, 2011, p. 135).

From the very young age, the individual is exposed to the variety of countable objects even though he or she does not have the intellectual capacity to be able to realize it yet. However, before the school years come, the individual learns the numeral array and the meaning of countability. This ability is often practised with the help of physical objects. Then, during the initial few years of school, it is common for the individual to progressively acquire the knowledge regarding various numerical operations. It is in this time when the physical objects disappear and the individual is forced to shift their way of thinking into the abstract realm of numbers that represent only the mere image in their mind. His or her cognitive functions develop, such as deduction or critical thinking. The individual begins to comprehend various sets of symbols expressing different relations between objects or numbers and, also, how those symbols manipulate them (Gardner, 2011, p. 137-138). This stage of human's cognitive development corresponds with the early adolescent period (approx. 11-14 years) which is covered more thoroughly in chapter 6.

In practice and later on in one's life, a person whose dominant type of intelligence is logical-mathematical may become an excellent lawyer, scientist in the field of mathematics or financial counsellor mainly thanks to their genuine interest in immaterial designs and passion for working with purely abstract concepts. These people bask in the light of speculations which happen to be proven either right or wrong by long research sessions of

examining possible hypotheses. However, these individuals indeed are extraordinary people mainly because of their ability, as Gardner phrases it precisely, to *"handle skilfully long chains of reasoning"* which, to an ordinary person who lacks in the logical-mathematical intellectual capacity, can cause a serious anxiety attack or complete misunderstanding at the very least (Gardner, 2011, p. 145-149).

It may seem like mathematicians are drawn by the invisible desire to solve the unsolvable, to discover the most abstract idea of all that cannot be put into words but rather in never-ending array of different combinations of numbers and symbols. But that is somewhat more exaggerated image of a person with highly developed logical-mathematical intelligence. Of course, it is possible and such cases exist but this amount of aptitude is likely to arise rather during the years of one's higher level of education (high school, college or even later).

2.1.4 Visual/Spatial Intelligence

If a person is visually intelligent, he or she is most likely to be sensitive to colours, symbols, shapes, and overall layout of something. These people are intuitive, they orientate well in space and when working with physical or spatial materials. They could be excellent sculptors, architects, designers or work in various branches of scientific or social logistics (Dodge, Witt, 2015).

Gardner states the three main pillars of this type of intelligence:
- The ability to see the outside world as it is in real life (objectively, without any illusions standing in a way of the true perception),
- The ability to act upon one's observations of the environment, and
- The ability to manipulate with any visual image on a deeper level and in as much detail as possible (even when the material source is not available to serve as a 3D example).

However, Gardner adds a point that not all of the three aspects of one's visual/spatial intellectual capacity stated above must be equally delegated. Therefore, the importance of the "three pillars" is significantly determined by one's subjective perception of the space around them (Gardner, 2011, p. 182).

Even though Gardner titles this type of intelligence only as "spatial", he claims that it is *"closely tied to, and grows most directly out of one's observation of the visual world"*. With this statement, he directly connects space and vision together and creates commonly

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used term "visual/spatial intelligence". Apart from the apparent link to the sight, this type of intellectual capacity closely relates also to other senses such as hearing.

The individual who is spatially sensitive possesses a considerable amount of logical thinking too. Referring to the third point made in the list above, people with highly developed visual/spatial intelligence are able to manipulate and transform visual images without them being physically accessible but rather being in form of a drawing, digital projection or just in their mind (Gardner, 2011, p. 183).

Additionally, L. L. Thurstone, American researcher in the fields of psychometrics, considered spatial intelligence as the superior one out of all types of intelligences he identified in the process of establishing his *Group Factor Theory* during the late 1930s. More information about his theory and approach to the study of human intelligence is included in chapter 3 (Gardner, 2011, p. 184).

Furthermore, Gardner suggests the development of visual/spatial intelligence goes hand in hand with other types of intelligences, namely: verbal/linguistic and logical-mathematical. As the development of both can be characterized by the ability to work with abstract concepts and logical way of thinking, therefore, they are also closely intertwined with visual/spatial intelligence (Gardner, 2011, p. 188).

During the early years of studies, this type of intellectual capacity was very hardly detectable compared to, for example, musical intelligence. Many experts rather moved on to research more prominent intelligences, such as verbal/linguistic. But Piaget persevered and managed to explore and vindicate various signs of the visual/spatial intelligence development regarding as young children as infants (Gardner, 2011, p. 189).

2.1.5   Bodily-Kinaesthetic Intelligence

Such people basically rule their own physical strength and body the way it is hard to explain and even harder to understand (Dodge, Witt, 2015). For example, dancers are capable of sensitively choosing certain part of their body or their body as a whole and create amazing choreography based on the single word, the tool they are given or what they feel at that moment (The Components of MI, 2024).

In Howard Gardner's book *Frames of Mind*, he forms the two primary skills people that are bodily-intelligent possess as:

    1) *"Control of one's bodily motions"* and

2) *"Capacity to handle objects skilfully"* (Gardner, 2011, p. 218).

From the historical point of view, the most accurate example of highly bodily-intelligent people are Greek athletes who were raised and educated not only to master their body's movements and balance but also raised to be mentally and spiritually educated (Gardner, 2011, p. 219).

Nowadays, bodily-kinaesthetic intelligence includes both gross motor movement and fine motor movement. The importance of the latter one is considered equivalent to the one mentioned as the first. However, according to some, fine motor skills are viewed as even more important regarding, for example, the cases of physically disadvantaged individuals where the substitution is understandable and its level is significantly individual (Gardner, 2011, p. 221).

Gardner offers very detailed overview of the whole human evolution from Australopithecus until Homo Sapiens and the development of kinaesthetic sense in each stage of the evolution. What is probably the most important point is that Modern Homo Sapiens and animals (*"bellow primate order",* as Gardner states) differ in the functional usage of various tools to manipulate other objects which is carried out via the human fine motor movement skills (i.e., hands and fingers) (Gardner, 2011, p. 229).

Nonetheless, regarding the modern human bodily-kinaesthetic intelligence, the first signs of its development may appear in the form of primal reflexes during the initial years of one's life, such as sucking or grasping. Fundamental movements like those help form kinaesthetic skills that are considered to be more complicated or dependant on advanced cognitive operations, for example the ability to write. As the individual grows into matured being, they may transform their bodily aptitude into some higher skill as dancing, acting, becoming an athlete or inventing on a level of fine motor movement (Gardner, 2011, p. 234-247).

2.1.6   Personal Intelligences

The author of the thesis groups the two types of personal intelligences (i.e., intrapersonal and interpersonal) under this title, as neither Gardner distinguishes between them explicitly throughout his work. He rather presents a comparison of two approaches (one formed by William James and the other one formed by Sigmund Freud) that have the same foundation but head in different directions regarding their view of the individual's self. The approaches

are further described under the separate titles of particular type of personal intelligence. Gardner draws a conclusion that both men's interpretations of one's perception of self is an implicit expression of the existence of personal knowledge or some sort of intellectual capacity (Gardner, 2011, p. 251-253).

Concerning the development of personal intelligence during the early years of adolescence (i.e., approx. 11-15), the individual is significantly shifting their view on themselves. On one hand, they tend to form new relationships with other people that are centred around mutual sensitivity to the other one's psychological wellbeing and mental support. On the other hand, adolescents still *"desire to be appreciated and loved by others"* even if they begin to acknowledge the fact that it is more than natural for them to preserve some aspects of their identity as private and guard them from the outer world (Gardner, 2011, p. 265).

Intrapersonal intelligence

People that are intelligent in an intrapersonal matter possess the power to reflect on themselves in the first place. They put an extra emphasis on their inner state of mind, trying to figure out how and in what way certain experiences or situations influenced them as well as the way how they initially responded to them. They connect deeply to their own feelings, thoughts and emotions. They are also highly introspective and emotionally intelligent (Dodge, Witt, 2015).

As the author prefaced in the introductory paragraph of this sub-ingchapter, Gardner takes the source of intrapersonal intelligence from a psychological approach that views the individual's self as a superior to the social environment. Specifically, it stems from sort of a pessimistic philosophy of Sigmund Freud, an early 20th century Austrian psychoanalytic. He considers one's relationships with other people simply as a tool for mastering knowledge of one's self. Thus, Freud places the individual and their deeper connection to their inner self as fundamental and, at the same time, more important than forming connections with other humans (Gardner, 2011, p. 252-253).

Interpersonal intelligence

Interpersonal intelligence is characteristic by the ability to work with groups of people. Humans that have this type of intelligence developed above the average manage to get others around them to work or exist in harmony and balance, to make them do something as one team. They thoroughly enjoy social interaction as their social skills (e.g., active or compassionate listening, empathy, collaboration, communication and many more) are on

an advanced level and they thrive when having an opportunity to use them (Dodge, Witt, 2015).

Gardner refers to an American pragmatic philosopher, William James (1842–1910), whose theoretical approach to individual's personal knowledge may have significantly helped to create a foundation of interpersonal intelligence. James emphasises, as being a more optimistic psychologist than Freud was, the importance of forming and fostering as many relationships with other people as possible. He believed that the more of them one has, the wider picture one gets about themselves. Furthermore, being highly socially engaged helps the individual to discover and test their personal boundaries in more versatile way that is not linear in its course but rather sinuous (Gardner, 2011, p. 252).

2.2   Additional Intelligences

As it is stated in the introduction to this whole chapter, in his 1999's book, Gardner proposed two more types of intelligences he believed are also the rightful components of his Multiple Intelligences Theory. With this addition, he intentionally accommodated his philosophy regarding human intelligence and reacted to the changing human society and its intellectual standards (London, 2000).

However, in one of his blog's articles during 2020, Gardner addressed the increasing interest in existential intelligence which was, according to him, a result of the on-going pandemic and, also, of the fact that a lot of people closed into themselves and relied on some sort of spiritual strength. Furthermore, he writes that he conducted no research in order to validate existential intelligence. Therefore, the addition is not empirically supported and official. With that being stated, existential intellectual capacity is merely of a speculative matter (Gardner, 2020).

Following subchapters describe potential source of existential intelligence as well as naturalistic intelligence which was officially published by Gardner in his book *Multiple Intelligences: New Horizons in Theory and Practice* in 2006 (Davis et al., 2011).

2.2.1   Existential Intelligence

This type of intelligence is characterized by one's willingness to dig deep into the questions of worldly existence, purpose of human life or life in general. These people often become exceptional philosophers, authors or even bloggers (Nord Anglia Education, 2022).

As Gardner himself describes, existential intelligence may be characterized as *"pondering big questions"*. The action itself and the thoughts invading one's mind during the time spent on it do not have to directly relate only to one's closest environment they live in. The individual may be concerned about far more global issues that may either positively or negatively influence the whole world (for example, environmentally, socially, financially, etc.) (Gardner, 2020).

2.2.2 Naturalistic Intelligence

Often called "nature" or "naturalist intelligence" as well. People that are one with nature and feel its power and treasures can be found amongst professions regarding both flora and fauna (e.g., holistic healing, animal shelters, gardening etc.) (The Components of MI, 2024).

People naturalistically oriented, in regards to their intellectual capacity, are interested in man-made things as well as those that come from the realm of Mother Nature. They understand natural laws, appreciate the variety of natural elements (both of animal origin and plant origin). Moreover, they are able to observe and distinct between those elements. The individual with dominant naturalistic intelligence is highly sensitive to and aware of their environment and they form a strong relationship with it. These people are empathetic and curious. They possess a number of motor skills (fine as well as gross motor skills) that are closely connected to the cognitive development related to activities such as collecting or sorting items of all kind (Sadiku et al., 2020).

3 Similar Theories Concerning Human Intelligence

Regarding other scientists' approaches, to the phenomenon of intelligence, relatively high number of various concepts concerning its nature and principles evolved in the course of the last century. Namely, for example: emotional intelligence, fluid and crystalized intelligence and theories dealing with biological/physiological or cultural determiners of human intelligence and its development (Stone, 2023).

Nonetheless, the author considers the two theories described in the following few paragraphs as more important in terms of their theoretical similarities with Gardner's Multiple Intelligences Theory. The first theory was formed by American cognitive psychologist, Robert Sternberg, and published in 1985. The second theory is based on a model from 1938, constructed by American psychologist and psychometrics researcher, Louis Leon Thurstone.

Both theories are considered to interpret and look at human intelligence from the similar point of view to the one that Howard Gardner constructed and published in his book *Frames of Mind* during early 1980s.

3.1 Triarchic Theory

Stone (2023) presents Robert Sternberg's Triarchic Theory (Stone, 2023). As the name of the theory prompts, the concept is built on three sub-schemes. These are: analytical, creative, and practical. Sternberg claims that, firstly, it is important to understand the particular components of intelligence he suggests and, only then, it is possible to determine the nature of the individual's intelligence and how it differs from anybody else's. Speaking of analytical intelligence, it includes mainly one's ability of inductive reasoning. Other two categories are quite self-explanatory. Outside of the theoretical foundation, the three components form one's intelligence as a whole but with different ratio (e.g., analytical 20%, creative 50%, and practical 30%; that means one is mainly creatively oriented person but lacks in practical abilities and analytical skills are the least evolved). A very interesting point made by Sternberg regards the question why intelligent people tend to be unsuccessful. He suggests a few significant (socially, internally, and environmentally dependent) aspects that may result in the individual's failure:

- Low motivation (or none at all),
- The level of self-confidence (meaning the situation where either one extreme or the total opposite is the case; i.e., too high or too low self-confidence),

- Not being able to persevere and control one-self's impulsive behaviour or an early satisfaction with the performance,
- Anxiety relating to the reality of being unsuccessful, and
- The level of procrastination (Blesch, 2012).

3.2 Group Factor Theory

On the other hand, Gardner (2011) mentions L. L. Thurstone's theory about the *"set of primary mental faculties,"* also known under the title *Group Factor Theory* (Gardner, 2011, p. 17).

Thurstone proposes double the number of factors that determine human intelligence compared to Sternberg. Thurstone points out the six so called *"unifying primary factors"*:
- The Number Factor (later referred to as "N"),
- The Verbal Factor (later referred to as "V"),
- The Space Factor (later referred to as "S"),
- Memory (later referred to as "M"),
- The Word Fluency Factor (later referred to as "W"), and
- The Reasoning Factor (later referred to as "R") (Pal et al., 2004, p. 182).

Thurstone's theory stems from the belief that human brain practices numerous operations that differ both on a functional and psychological basis. With that in mind, Thurstone categorizes those brain operations into six groups (listed above) where each of them unifies similarly programmed operations in human brain under one attributive factor (Pal et al., 2004, p. 182).

Factor "N" refers to one's brain's ability to work with numbers efficiently and correctly. Factor "V" may be tested via worksheets focused on verbal comprehension. Factor "S" includes one's ability to think of an abstract idea or an object. Factor "M" implies that the main attribute for all the operations belonging to this group is the ability to memorize. Factor "W" involves cognitive processes that require high lexical proficiency. And lastly, factor "R" is characterized by individual's capability to critically reason (Pal et al., 2004, p. 182).

4 Criticism of Multiple Intelligences Theory

American cognitive psychologist, Howard Gardner, who is considered by many people to be the father of multiple intelligences, stated in the *Introduction* of his book *Frames of Mind* that he is well aware of the theory's criticism. He straightforwardly put himself in the role of a psychologist not an educator as a number of critiques he received pointed at the problem of using the theory in an educational process (Gardner, 2011, p. 38). More information on that matter included in the paragraphs below.

Furthermore, Gardner writes about criticism of his choice of terminology, intelligence testing, cognitive processes and more in the separate chapter of the previously mentioned book of his. There, he states that he proposed the Multiple Intelligences Theory as an offer of different point of view on intelligence as a far more complex phenomenon than the one generally held by vast majority of people. The one that is hereditary and mostly *"assessed through an hour-long interview or a paper-and-pencil test"*. Gardner is well aware of the on-going competition among the theories regarding human intelligence to be the most accurate of all. However, he firmly declares the intention to compete with other thinkers is not the true purpose for forming his theory (Gardner, 2011, p. 294-300).

4.1 Empirical Research

Klein (1997) claims, the theory is not sufficiently supported by the means of practical evidence. He sees it as a *"static view of student competence"*. Furthermore, Klein argues that Gardner's concept is too weak from the pedagogical point of view to be helpful while creating a new curriculum based on its principles (Klein, 1997, p. 377).

Waterhouse (2023) writes that some people consider Gardner's theory a *"neuromyth"* for the lack of empirical support of the variety of cognitive capacities proposed by Gardner. On the other hand, Gardner himself disproved of such a label as he never explicitly presented the Multiple Intelligences Theory as a *"neurological theory"*. It is only in recent decade, that the problem of insufficiency of neuroscientific evidence supporting Gardner's theory arose as about 40 years ago, when the theory was formed, the further research was not required by other researches for the theory to become valid (Waterhouse, 2023).

4.2 Intelligences

A number of psychometricians straightforwardly stated that Multiple Intelligences Theory just describes the varieties of "g" (i.e., general intelligence) possessed by humans and,

therefore, corresponds with g's fundamental principles which means it is nothing revolutionary. Opposed to Gardner's concept of multiple intelligences, Klein (1997) presents sort of a more appropriate term for it and that is *"cognitive styles"*. It is, according to his opinion, more sustainable and, also, it fits the practical application better than the former wording (Klein, 1997, p. 378).

Furthermore, White (2006) argues that Gardner's theory has no strong psychological background and was designed purely as *"Gardner's personal taxonomy of cultural achievements"*. Presumably, that is a result of his deeper interest in Piaget's developmental stages regarding the process of acquiring knowledge (White, 2006, p. 82).

Peariso describes Gardner's motivation for creating the Multiple Intelligences Theory as *"ideological desire for equality"* (Peariso, 2008, p. 3). Moreover, he favours an opinion of another critic who stated that the theory takes a positive stand when it comes to an individual's success (both personal and social). Also, the concept of the theory corresponds with pedagogical approach where a child is the main focus and core of the whole educational process (Peariso, 2008, p. 6).

4.3 The Concept

The concept of the Multiple Intelligences Theory seems very trivial in its core (Peariso, 2008, p. 13). First of all, Gardner is not the first one dealing with such a matter as multifacetedness of human intellectual capacity. Second of all, in everyday life, it is not possible for the different types of intelligences presented by Gardner to not overlap each other. This fact supports the existence of various learning styles people possess to some extend but, yet again, the whole concept returns back to the superior general intelligence (Klein, 1997, p. 380).

Prior to the process of categorization of the individual intelligences, Gardner determined eight criteria according to which he judged every potential type of intellectual capacity that could possibly become the official "intelligence". White (2006) points out that those criteria are not clear in its usage or how they were actually put in the use during the process of categorization. Thus, Gardner's personal beliefs and his subjective point of view regarding the concept as a whole are apparent once again (White, 2006, p. 82).

Peariso (2008) does not agree with one of Gardner's statements that he implies throughout the whole book, *Frames of Mind*, where he presents his theory. And that is the statement regarding the separate functioning of each type of intelligences despite the evident reality

of the fact that they rather *"share many of the same cognitive processes"* (Peariso, 2008, p. 7-8).

4.4 Pedagogical Application of The Theory

Some teachers that are wholeheartedly inspired by Gardner's theory may be misled by the illusive advantage of it regarding teaching a child via other type of intelligence when the former one is not benefiting the child during their learning process. That means, again, going back to the concept of learning styles rather than truthfully understanding the concept of multiple intelligences. Furthermore, Klein (1997) argues that an educational institution is not accounted for the modification of the content transfer in a way which develops all the types of intelligences presented by Gardner (Klein, 1997, p. 387).

The fact that Gardner never proposed a strategy for how to teach according to his theory's principles is viewed as another obstacle for the application of the theory in education. However, it seems Gardner is not hesitant to evaluate other people's (especially educators') effort to incorporate his theory into an educative process while, at the same time, encouraging them to keep doing so (Peariso, 2008, p. 12).

4.5 Other Problems

- A growing number of pupils in each class resulting in an extremely time-consuming preparation for the lesson from the point of view of the teacher (when teaching based on the Multiple Intelligences Theory principles) (Klein, 1997, p. 388).
- The theory's focus mainly on primary school pupils rather than lower-secondary pupils (Klein, 1997, p. 388).
- Gardner overlooks the psychological data supporting the existence of general intelligence and claims the types of intelligences he named function separately even without presenting any research or evidence that would validate his statement (Peariso, 2008, p. 7-9).

5 English Language Teaching and Foreign Language Learners

In the course of the last approximately two hundred years, many foreign language teaching methods and approaches emerged and entered the teaching practice. Among the oldest ones is, for example, grammar-translation method which originated in the 16th century Latin schools. Currently, communicative approach to English language teaching is one of the most preferable one or, at least, majority of schools put an effort into transforming their English teaching methods and activities according to principles of this approach. Suggestopedia or the silent-way teaching method are examples of alternative styles of foreign language teaching (apart from many other ones that developed during the second half of the 20th century or in recent decades) (Janíková, 2011, p. 15).

However, apart from basic knowledge of the foreign language such as grammar and vocabulary, there exist other more complex components that are equally, if not even more important in the process of mastering any foreign language. These are the so called "language systems" and "language skills" (Scrivener, 2005, p. 29). Grammar, vocabulary, phonology, and discourse are the four language systems (Teaching Knowledge database Q-S, *n.d.*). However, Scrivener (2005), in his list of language systems, offers the fifth system titled as *"function"*. He explains what that stands for as the usage of *"the words (…) in particular situations"*. Moreover, he presents vocabulary system under the broader term *"lexis"* (Scrivener, 2005, p. 29).

On the other hand, language skills include speaking, listening, writing, and reading (Skills, *n.d.*). Furthermore, Scrivener categorizes them into two groups which are: productive (speaking and writing) and receptive (reading and listening). One gains some knowledge or a piece of information via receptive skills. Speaking and writing are viewed as a functional production of language (Scrivener, 2005, p. 29).

It is important to combine language systems and skills in English lessons. The focus should be more on the skills as they are the foundation of successful use of a foreign language and take more time to practise them. Therefore, if possible, the skills are advised to be incorporated into every lesson to some extend so the pupils get the chance to transform their theoretical knowledge into practical experience through productive action (Scrivener, 2005, p. 30).

Going back to the Theory of Multiple Intelligences but not far away from ELT, the author intends to present an information about a number of relating topics. Following sub-chapters

offer a selection of views on Gardner's theory being incorporated into ELT, a list of various factors influencing foreign language learning as well as teaching, and, last but not least, an information regarding specifics of young adolescent group of foreign language learners from the teacher's point of view.

5.1 Other Pedagogical Specialists' View on Incorporating Garner's Theory into ELT

A freelance teacher, Michael Berman, expresses an importance of teachers working in favour of pupils individual learning styles. Teacher should ideally supress their own preferences when it comes to their teaching style(s) and be focused mainly on presenting an English lesson content in a way that eventually reaches as many pupils as possible, preferably all of them. With this approach, pupils are exposed to the multifaceted volume of English language. Therefore, they are able to acquire a lot more information than just receiving complete knowledge via one teaching mode (such as, for example, a lecture or filling in the worksheet) (Berman, 2005, p. 1).

Nevertheless, to be able to teach according to pupils' learning styles as a teacher, one has to identify them first. Gardner (2011) presents a few pieces of advice regarding the intelligence types assessment. He argues, they should be "tested" in an early age in order to make sure of their full-potential development in years that follow and, also, for the pupil to get to know themselves better in regards to how to acquire knowledge the way that works best for them personally. Moreover, he states that the teacher's observation in the course of couple of weeks should suffice for the determination of the probable intellectual profile relating to the set of pupil's dominant intelligences (Gardner, 2011, p. 404-406).

Mádlová (2022) understands Gardner's theory as a supportive form of multimedia a teacher can work with when they are trying to teach according to their pupils' preferred learning style. Using educational materials based on Gardner's theory may also benefit pupils and their comprehension of English language content presented by the teacher in the lesson. However, Mádlová (2022) gives the Theory of Multiple Intelligences no more prominent value and rather refers to various learning styles. This fact only supports her primary view on the theory and its use in foreign language teaching (Mádlová, 2022, p. 89-94).

Scrivener (2005) adds that the traditional approach to intelligence represents limited view on human intellectual capacity and its flexibility. It seems he finds it rather as a positive influence on the educational institutions who tend to focus primarily on two out of the total

of eight types of intelligences Gardner presented in his theory (that is logical-mathematical and verbal/linguistic) (Scrivener, 2005, p. 64).

5.2   Factors Influencing the Foreign Language Learning Process

Communication

It is important to utilize a certain language knowledge one learns in authentic, real-life situations. The experience of what it would look like to communicate with other people using the foreign language pupils learn is considered the highest form of learning the language and probably the most important one too (Scrivener, 2005, p. 32).

According to Janíková (2011), together, input and output play very important role in the communicative approach to the foreign language teaching. The quality, authenticity, and variety of the *input* can significantly influence the *output* (via the means of both productive and receptive language skills). Furthermore, she mentions pupil's complex ability to *decode* the input and correctly *code* their output (via the means of the language systems). These phenomena are, to some extent, observable. However, they are strongly intertwined. Therefore, their observation and identification can be very difficult (Janíková, 2011, p. 32).

Emotions and Motivation

Emotions and cognitive processes, that include one's ability to learn (apart from others), are deeply connected and, together, they create a very complex and important unit of the learning process as a whole. They interact with and influence each other, resulting in either passive or active participation in pupil's success, failure or the overall reaction on a stimulus of some kind. Janíková (2011) quotes E. Hilgard's theory which puts an emphasis on the interrelations between emotions, motivation, and cognition (Janíková, 2011, p. 81).

Motivation can stem from pupil's personal needs or interests to learn foreign language or they can be motivated by their environment (including teacher, classmates, experienced success or fun activities). Scrivener states there should be a balance of the previous two sources of motivation which is primarily the teacher's responsibility to ensure that it becomes reality and not only the wish (Scrivener, 2005, p. 63).

Specific needs

Pupil's specific needs are probably the first thing that should be considered by the teacher when choosing teaching methods, content, and the overall structure of lessons. Such specific needs include possible learning malfunctions, age range, current abilities or talents,

learning style(s) and strategy/strategies, and also, pupil's personality, emotional state of mind or the degree of motivation (Janíková, 2011, p. 51-52).

Scrivener (2005) adds some other possible differences among pupils that teacher may need to learn how to work with:

- Physical obstacles,
- *"Previous learning experiences"*,
- Working & learning tempo,
- Opinions, preconceptions, attitudes, and
- Various levels of language even if the age range is the same (Scrivener, 2005, p. 63).

Other Events and Situations

Following points suggest events and situations that usually take place during the process of learning a foreign language. It is possible they may influence the course of the language acquisition in certain way that is individual for every pupil as well as the whole group of pupils and the environment they learn in.

- Getting to know one's learning style and the variety of ways of learning,
- Creating and maintaining social relationships with other classmates,
- Learning about cultural differences between one's mother tongue and the foreign language, and
- The possibility to discuss any topic or feeling in English without it being on an impersonal level (Scrivener, 2005, p. 33-34).

5.3 From the Teacher's Point of View

Scrivener offers 3 types of teacher's approaches to the teaching process with respect to the class as a whole as well as to the individuals:

1) Teach a class as a whole,

2) Teach the individuals separately, or

3) A combination of the two approaches above.

The third approach previously presented is the best version out of the total three. It is so mainly because of the healthy balance of managing to cover a certain amount of content required by the syllabus while also paying attention to and engaging pupils that need some extra time or help to acquire the same amount of knowledge as other pupils (Scrivener, 2005, p. 65).

Speaking of the teenage pupils which are the target group of this thesis, Scrivener claims that teenagers and adult students are quite alike when it comes to their emotions, state of mind, an overall mood or their willingness to participate in the process of learning. The difference is in the reality of expressing all those things previously mentioned out loud or by using certain behavioural patterns. Lower-secondary pupils are more direct in communicating their refusal or unwillingness to cooperate with the teacher. It is up to the teacher to be *"flexible in response"* and their ability to actually listen to the pupil. Moreover, it is advised to give pupil a sense of control over what and, more importantly, how they choose to learn (Scrivener, 2005, p. 328-329).

The lower-secondary pupil's interest plays a significant role in the process of learning. Therefore, it is important the teacher takes their pupils' interests into account when planning the lessons. However, it has to be done within some boundaries or else the preparation can be a daunting and time-consuming task for the teacher (Scrivener, 2005, p. 329).

The size of the classroom and the number of pupils is important factor determining the quality of English teacher's work. Often, the teacher has no room for pair or group work because of the lack of space or is unable to work individually with all pupils in the course of the school period due to the high number of pupils they teach in the particular lesson. Thankfully, in most cases of the lower-secondary English lessons, pupils are divided into at least two parallel groups according to their level of English. This strategy results in reduced number of pupils per teacher and the higher possibility of quality time spent with pupils and more effective individuation (Scrivener, 2005, p. 331).

6 Cognitive Development of Foreign Language Learners at Lower-Secondary School

One of the indivisible parts of a successful pedagogical work is teacher's knowledge of developmental psychology (Langmeier, Krejčířová, 2006, p. 14). The content of this chapter concerns learners aged 11-15, as the title suggests.

Developmental psychology is closely connected to the learner's natural emotional and cognitive processes related to the quality of their perceiving skills, problem-solving ability as well as adopting other various skills during the process of learning (Langmeier, Krejčířová, 2006, p. 14).

This field of science is considered as independent approximately from the second half of the 19th century. For a long time, it did not receive the rightful amount of attention due to the preceding supremacy of behaviourism. Furthermore, general beliefs laid falsely in the fact that the individual's psychological development simply stops after only a few years since their birth. In the course of the last century, a small number of works regarding the topic occurred. (Langmeier, Krejčířová, 2006, p. 20).

Among the most significant figures (both Czech and foreign specialists) associated with the evolution of the developmental psychology as a separate field of science is (certainly) Charles Darwin, Clara and William Stern, František Čáda, or Václav Příhoda (Langmeier, Krejčířová, 2006, p. 20).

6.1 Lower-Secondary School Learners

The age from about 11 to 15 is widely known as puberty. This period of pupil's life is characterized by a number of biological and psychological changes. They may gradually result in a combination of physically matured individual who is, on the other hand, emotionally, intellectually, and socially still immature (Langmeier, Krejčířová, 2006, p. 142-143). Emotional instability is probably the most prominent attribute for the pubescents. Very often, it is accompanied by frequent fluctuations of mood, unpredictable changes of attitude or impulsive actions (Langmeier, Krejčířová, 2006, p. 147).

The visual perception in relation to the abstract concepts is far more advanced compared to the previous developmental period of the learner's life. Additionally, their logical thinking improves. Even though the learner's speech abilities may progress, it is their

vocabulary that is more likely to evolve and expand its volume (Langmeier, Krejčířová, 2006, p. 148-149).

Cognitive development

Studies published by various cognitive researchers at the beginning of the 20th century claim that the peak when the learner's intellectual capacity reaches its maximum is between the year 15 and 16 of the learner's life (i.e., according to the Czech scholar system, the end of lower-secondary school). It was during the second half of the 20th century when results of other studies proved the previously mentioned fact wrong (Langmeier, Krejčířová, 2006, p. 149).

The quality of cognitive processes increases as the processes themselves change their form. The learner becomes more advanced in imagining something fictional and they are able to think about it on a deeper level while, at the same time, actively using and, therefore, developing so called "symbolic way of thinking" (Langmeier, Krejčířová, 2006, p. 150).

Inductive way of thinking is significantly developed at the *"abstract level"* of cognitive processes. The learner is able to receive the knowledge in a generalized form and present some valid relations between other pieces of knowledge that have already been successfully acquired. Learner's cognitive skill to think outside of the present-time dimension becomes more flexible as well. That leads to the various experimental possibilities as the learner is advanced enough to explore and learn new things with respect to the past, present and future. However, the more emotionally unstable pubescent gets the more they become self-critical and aware of the fact that they have some limits. They are progressively learning how to accurately estimate their quality level of abilities and skills. They become more or less confident in their performance. This whole process is called "meta-cognition" and reaches its highest quality peak at the end of lower-secondary school (e.g., when the learner is approximately 14-15 years old) (Vágnerová, Lisá, 2021, p. 386-391).

As mentioned at the beginning of this chapter, problem-solving is an important aspect of developmental psychology. The learner aged 11-15 is interested in finding more solutions to the problem they are facing rather than being satisfied with the first one they manage to discover. They are eager to explore, verify and then either accept or deprecate all possible solutions one by one (Langmeier, Krejčířová, 2006, p. 150).

With regards to the cognitive development among boys and girls separately, there are no major differences resulting from many studies and researches conducted throughout the

whole second half of the 20th century that claim either of them being more or less matured or advanced. Surely, some measurable variations may occur but they are balanced after a relatively short period of time. With that being stated, such differences were marked as negligible (Langmeier, Krejčířová, 2006, p. 217).

The theories of psychological development

As the basis of developmental psychology cannot be established in the form of one complex theory, it is important to list at least the three of them that are most important:

1) Sigmund Freud's (1856–1939) psycho-analytical approach,
2) E. H. Erikson's (1902–1994) psycho-social approach, and
3) Jean Piaget's (1896–1980) theory of cognitive development (Vágnerová, Lisá, 2021, p. 22).

According to Freud, individual's personality is composed of three parts: Id, Ego and Superego. Id is the fundamental, inherent component. Ego is the conscious, rational component. And, last but not least, Superego is the moral, partially unconscious component of a person's character.

Moving on to Erikson's approach of developmental psychology that generally stems from Freud's philosophy. On top of that, the influence of social and cultural aspects of the individual's evolution are taken into account as well (Vágnerová, Lisá, 2021, p. 23-24). For this chapter focuses on cognitive development, following paragraph deals with Jean Piaget's theory on a deeper level that the previous ones.

Piaget emphasises inherent dispositions of every individual human being as the foundation of his theory. Closer examination of one's dispositions determines in what way (positive or negative) one receives various stimuli together with the individual's responses to them and their environment as a whole. The entire process of learning is divided into five stages. The first one begins with the individual's birth and the last one starts roughly at the age of 11. Piaget labelled the last stage as a *"phase of formal-logical (cognitive) processes"*. Those processes are connected to the constantly advancing ability to learn from the situations without direct link to the factual reality (Vágnerová, Lisá, 2021, p. 27-28).

RESEARCH PART

7 Terminology

For the purposes of this diploma thesis, the author will be using the terminology that is presented and explained in this introductory chapter of the research part. It may serve the reader for their better understanding of various references occurring throughout the whole research part.

Teaching materials

The author is aware that majority of English coursebooks refer to the tasks that pupils do during the lesson as *exercises* (for example, *Wider World 2* coursebook or *Bloggers 2* coursebook). Moreover, whatever the English teacher presents to and does with the pupils during the lesson may be considered or referred to as *activities*. However, the author decided to utilize more general term "teaching materials" throughout the whole research part of the thesis including the research aims and questions that are presented in the following chapter. The reason for this decision is that the term *teaching materials* covers wider range of various exercises, activities or tasks that the teacher can use in order to teach pupils in the lesson.

In the cases of describing particular lesson plan or a lesson either taught or observed by the author, the term *activity* is used as it is also included in the Appendix 1 that includes all three lesson plans.

Group and sub-group

By using the term "group" the author refers to the total research sample of subjects, meaning 31 pupils (8th graders) selected from an anonymous lower-secondary school.

The term "sub-group" is inferior to the term *group*. It is used throughout the chapters in the research part of this thesis to refer to the smaller number of pupils that are naturally taught according to the timetable that the researcher followed during the time the research was conducted.

Experimental sub-group and control sub-group

Two parallel sub-groups were determined for the purposes of this thesis. The first one of them is an "experimental sub-group" of 17 pupils where the researcher was mainly in the role of a teacher and carried out the three Multiple Intelligences Theory-based lesson plans. The second one of them is a "control sub-group" of 14 pupils where the researcher was in the role of an observer in the course of the three English lessons (Creswell, 2012, p. 612).

These terms were established by the author as a result of the experimental nature of the whole research. She followed the terminology presented in the book *Educational Research* by John Creswell.

Researcher, teacher, observer

When the term "researcher" is used, the author of the thesis refers to herself as being in a general position of an examiner of particular event or situation that occurred during the research as a whole. Therefore, this term is superior to the following two roles the researcher kept changing as frequently as necessary throughout the whole process of conducting the research.

The term "teacher" is used when referring to the author's position during the three lessons she taught in the experimental sub-group.

Finally, the term "observer" is used in cases where the author refers to her personal memos from the point of view of either a nonparticipant observer during the lessons in the control sub-group or from the point of view of a participant observer during the lessons in the experimental sub-group.

Learner vs pupil

The term "learner" is included only in the Appendix 1 which presents all three lesson plans the author created for the purposes of this thesis. There, the learner is being referred to under the abbreviation "L" or "L(s)" (if the plural form is needed).

On the other hand, the term "pupil" is used throughout the whole research part including the research aims and questions, the description of the research process, and analysis of the data.

ELT

The author is aware of the true meaning of this abbreviation (i.e., English language teaching) and its broader referential significance. However, she decided to use the shortened version to refer to the process of teaching pupils in the course of the three English lessons. Also, she used "ELT" to refer to the general teaching of English when forming the research aims and questions.

8 Research Aspects

This chapter aims to describe various aspects of the research conducted in the course of writing this diploma thesis. It consists of five subchapters.

The first subchapter concerns the type of research design that was chosen by the author and what led her to that decision. The second subchapter presents the official form of research aims and the corresponding research questions. The third subchapter focuses on describing the process of capturing the research data and the circumstances upon which the research was conducted. The fourth subchapter is about the author's comprehension of the overall topic of the thesis. And the fifth subchapter concerns some ethical aspects and how they were handled while conducting the research.

8.1 Design

The research design of this diploma thesis is qualitative as it allows, in this case of a research, to examine a particular phenomenon within a relatively small group of people on a deeper level and with a detailed description of the events accompanying the research process (Švaříček and Šeďová, 2010, p. 13).

The author's motive behind choosing this design is the selection of the targeted group of people (lower-secondary pupils, in particular). This group of pupils, regarding 14-year-olds (i.e., the 8th graders), was selected by the author at basic school which she wishes to keep in anonymity. As the diploma thesis examines the effect of incorporating Multiple Intelligences Theory-based teaching materials in ELT on this group of pupils in the course of three 45-minute lessons, the other type of research design, quantitative, is therefore not appropriate for this research.

The types of data obtained during the research is another aspect the author considered when choosing the qualitative design. She anticipated to work with the data from the observation (in the form of personal memos), questionnaire, and various documents and materials that were used or created during the lessons (Švaříček and Šeďová, 2010, p. 15).

Furthermore, the chosen approach to the data analysis, grounded theory, corresponds with the characteristic nature of qualitative design of the overall research. The grounded theory systematic procedures result in the theory that is derived directly form the process of examining the particular phenomenon (Švaříček and Šeďová, 2010, p. 84). More information about grounded theory in the chapter 9.

8.2   Research Aims and Questions

The main aim of the research is firstly to develop teaching materials that are based on Howard Gardner's Multiple Intelligences Theory principles. This is then followed by their incorporation into ELT in the course of three English lessons. With that in mind, the primary aim of the research is "*to develop Multiple Intelligences Theory-based teaching materials with a proposal of their possible incorporation into ELT*".

The primary research question is established to correspond with the previously mentioned primary aim as: "*What potential obstacles may occur during the process of developing Multiple Intelligences Theory-based teaching materials and incorporating them into ELT?*"

The purpose of the secondary aim is to help to fulfil the primary aim of the research. It is focused on finding how the teaching materials developed by the author can benefit the selected group of pupils. Thus, the secondary aim of the research is *"to find out how Multiple Intelligences Theory-based teaching materials benefit the selected group of pupils and their language acquisition"*.

The secondary aim is also supported by corresponding secondary research question that is formed as follows: "*In what way do Multiple Intelligences Theory-based teaching materials incorporated into ELT benefit the selected group of pupils and their language acquisition?*" By the *"selected group of pupils"*, the author means the experimental sub-group.

8.3   The Data Capture Process

The number of researched pupils (aged 14) varies between 26 and 31 as some pupils missed one or two lessons. The number of pupils who filled in the questionnaire is 26, that is 13 pupils from each sub-group (sub-group 1 is experimental, sub-group 2 is the control one).

The first part of the research consists of three 45-minute English lessons that were taught in the sub-group 1 by the author of the thesis who, during that time, was in the role of a teacher and observer. This part of the research resulted in 3 lesson plans (see Appendix 1 and 2) with various activities and materials developed by the author of the thesis, while, at the same time, them being in harmony with their regular coursebook's syllabus regarding the content of the activities.

During the second part of the research, the author remained in the role of an observer for the same number of lessons taught in the sub-group 2 by their standard English teacher. This part of the research provided detailed notes about the content of those 3 lessons and the information about its variety, dynamics, and effectivity.

To conclude, the questionnaire was the third part of the research. It was created by the author via an online platform Survio[1]. The author of the thesis created a questionnaire for each sub-group (see the Appendix 8 and 10). Both sub-groups were provided appropriate means to submit their answers. One sub-group filled in the questionnaire using PC, the other sub-group using tablets. Each pupil filled in the test individually. During this part of the research, the author of the thesis was not present at the school where the research was conducted. The final testing was done with the supervision by the two regular English teachers of each sub-group.

Whole data of the research was captured in May 2024. As stated previously, the basic school from which the author selected a group of 8th graders remains anonymous throughout the whole work.

8.4 Author's Comprehension

The author of the thesis is aware of the fact that she should not be influenced by her own premises concerning the result of the research as a whole. However, she acknowledges the necessity to investigate all types of data collected along the research process even though it mostly includes the notes about her subjective perception of events and various situations accompanying the research process.

The topic of Multiple Intelligences Theory was firstly introduced to the author during the first year of MA studies as part of a methodology course where the basic information regarding the theory was presented.

With that being said, this topic was entirely new for the author when she decided to dedicate herself to studying it on a level of writing a diploma thesis about it. She then proceeded on to educating herself regarding the matter through various literary and online sources while, at the same time, working on writing of the theoretical part of the thesis. Afterwards, the planning and subsequent conduction of the research naturally resulted from the theoretical knowledge the author gained during the process of writing the theoretical part of the thesis.

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[1] www.survio.com

Standing in a role of the researcher, the author of this diploma thesis expects the major obstacle in the process of developing exercises and activities based on Multiple Intelligences Theory to be the fact that it is significantly more time-consuming that the average planning process of a full-time lower-secondary school teacher (with respect to the standard weekly work hours regarding lower-secondary school teacher in Czech Republic). Furthermore, the author presupposes that the overall benefits of incorporating teaching materials based on Multiple Intelligences Theory into ELT for the experimental sub-group of pupils will be primarily positive. In terms of language acquisition, the author assumes that the impact of the Multiple Intelligences Theory- based teaching materials will be majorly of a lexical matter, developing pupils' lexis and acquisition of the new vocabulary.

8.5 Ethical Aspects

The most significant aspect of the research as a whole is a selection of a group of approximately 31 pupils together with the author's reason for choosing the 8th graders as testing subjects. During the two periods of teaching practice, the author encountered the selected group of pupils basically in day-to-day school life as she taught them regularly in both subjects that she is currently studying to be qualified in.

Additionally, the regular English teachers of this group of pupils are the ones the author befriended enough during the teaching practice for them to be willing to allow the author to conduct her research in their English lessons. The author is highly aware of the fact that the two English teachers had to modify their monthly lesson content plans so the author could conduct the research the way she intended to. For this, the author is very grateful as she made sure the teachers were clearly informed about the matter and the purpose of the research and, also, asked prior to the research if they agree with the level of disruption that will be caused by its conduction.

On the other hand, regarding the experimental and the control sub-group of pupils, in order for them to not be influenced by the fact that there is research being conducted, they were not informed about the fact while either taught or observed by the author of this thesis. At the beginning of the first lesson, the author was introduced by the particular group's regular English teacher as if she was undertaking yet another teaching practice and, surely enough, majority of pupils remembered the author from the previous teaching practice and recognized she is not an intruder and that they can feel safe in her presence.

9 Research Tools and Methods

This chapter is concerned with all the research tools and methods the author of the thesis used to capture various research data during the research process and afterwards. Namely, they are as follows: experiment, observation, memos, and questionnaire that also functions as a testing tool for the purposes of the research. Lastly, the data analysis method is presented and validated in this chapter as well.

9.1 Pedagogical Experiment

This research can be qualified as experimental. According to Chráska (2016), regarding experimental research, the researcher manipulates at least with one variable (Chráska, 2016, p. 24). In this case, the variable can be identified as teaching materials based on Multiple Intelligences Theory that are presented by the researcher (who is in the role of a teacher) while teaching an experimental sub-group.

This type of pedagogical research should not cause any harm to its participants. It should result in positive outcome from which the participants can benefit in terms of their future development concerning the matter of the research. Another factor of an experiment in general is the reality of the participants behaving unnaturally to some extent as they know they are being manipulated in some way or by someone (Chráska, 2016, p. 24).

The author classifies this experiment as natural (*in vivo*) which means the research took place in the environment that is natural for the participants. She chose the technique of parallel groups where one is an *experimental* sub-group (the sub-group 1) and the other is a *control* sub-group (the sub-group 2) (Chráska, 2016, p. 25). The experimental sub-group is where the author was in the role of a teacher and taught the pupils for three lessons. The control sub-group is where the author was in the role of an observer and observed for three lessons.

As a testing tool for the whole experiment, the questionnaire was chosen by the author. This research tool is described in more detail in a separate subchapter below.

9.2 Qualitative Observation

During the three English lessons in control sub-group, the author was in the role of an observer. The observation was non-participant and overt. The author was briefly introduced to the pupils by their standard English teacher at the beginning of the first lesson. However, the true purpose of her observation was intentionally not communicated.

The author's role of an observer was conveyed also during the teaching of the three lessons in an experimental sub-group. Nonetheless, the notes were taken by the author in a form of memos after every lesson as she reminisced retrospectively about the course of the particular lesson.

The author wishes to state that she did not encounter the control sub-group of pupils for the first time. She previously experienced the group's dynamics and inner relationships in the course of the two teaching practice periods during her MA studies. However, she used that knowledge purely for organizational purposes of the lesson planning and as an indicator when setting the pace of each activity included in the lesson.

Prior to the observation in the control sub-group, the author created an observation sheet (see the Appendix 5) and used it to take notes during each out of the total of three English lessons she observed. However, the copies of the sheets are not included in the thesis as the notes were rewritten by the author into the separate document and then merged with the memos regarding the experimental sub-group. For an overview of all researcher's memos, see the Appendix 6.

9.3   Researcher's Memos

The memos were written by the author after every lesson taught in the sub-group 1 and 2 as mentioned above. During this period of time, the author was in the role of a researcher, therefore she refers to herself that way. Regarding the experimental sub-group, the memos include researcher's reflection of herself in the position of the teacher and her thoughts about the overall success or failure of particular lesson. Generally, the researcher focuses on pupils' cooperation during the lesson, their attention quality, how they behaved and reacted during the lesson on various activities and many more.

The memos are presented in the Appendix 6. They will be analysed, compared, and commented on in in the analysis chapter of this thesis.

9.4   The Questionnaire Layout

It is important to mention firstly that the author of the thesis created the final test and a questionnaire for the pupils in one. However, she claims to have assigned it a superior term "questionnaire" which will be used consistently throughout the whole research part of the thesis. The "final test" part and the "feedback" part are inferior to that term and make up the whole research tool as 2 in 1.

It is also needed to mention that the final test part of the questionnaire is written in English and pupils, where needed, answered the questions in English as well. On the other hand, the feedback part of the questionnaire is written in pupils' mother tongue, Czech, and they were asked to answer the questions, where needed, in Czech as well.

The platform used for forming the questionnaire is called Survio[2]. The final test part was intended to test gained knowledge of both sub-groups in the course of the three. Therefore, the questions or tasks in this part are identical. The feedback part includes a set of questions or tasks focused on pupils' experience during the three English lessons lived through either with their regular English teacher or with the author of this thesis.

The feedback part of the questionnaire is a little different for each sub-group. The sub-group 1 (the experimental one) has more questions than the sub-group 2 (the control one). For the full version of both questionnaires, see the Appendix 8 and 10. The questionnaire for the experimental sub-group has 19 questions in total. The questionnaire for the control sub-group has 17 questions in total.

Both versions of questionnaires have, in their final test part, 13 identical questions in total. The feedback part of both versions of questionnaires has the core of 4 questions that are the same for both versions. Two questions are extra in the questionnaire version for the experimental sub-group.

The questionnaire was filled in by the pupils of both sub-groups during the fourth English lesson. The author pre-estimated the minimal amount of time needed for answering all the questions to approximately 15 minutes. However, the author was not present when the online questionnaire was being filled in by the pupils. The only supervisors present at that time were the English teachers of each sub-group. They kindly ensured the technologies (PCs and tablets) were available for the pupils to use during that lesson in order to fill in the questionnaire.

Regarding the particular questions in the final test part, they are directly connected to the content covered in the three lessons. All three lesson plans and their content were pre-discussed by the author of the thesis and the regular English teacher of the control sub-group so the questions in the final test part of the questionnaire would be relevant for both sub-groups at the end of the research.

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[2] www.survio.com

The questions included in the final test part were, as was already stated, the same for both sub-groups. They start with an introductory star-rating question about how pupils enjoyed or did not enjoy the topic of the past three lessons, *Animals*. Then it proceeded to an open-ended question where pupils were asked to write what comes to their mind while reading the word *"animal"*. The rest is a mix of closed questions (where pupils were asked either to choose one or multiple correct answers) and open-ended questions. The author included notes under almost every question to indicate which of the two previously mentioned approaches to answering the particular question is the desired one. Furthermore, there are also a few questions in this part of the questionnaire where pupils are asked to choose between two pictures.

The questions included in the feedback part for the control sub-group were included in the questionnaire as follows:

1) *Oceňuji, že paní učitelka mluvila střídavě v anglickém a českém jazyce.*
2) *Myslím si, že jsem v uplynulých třech hodinách zažil/a úspěch, ať už malý nebo velký, jakéhokoliv typu (např.: správný překlad slovíčka či pochvala).*
3) *Pokud jsem chtěl/a veřejně vyjádřit svůj názor, postoj, pocit či myšlenku, dostal/a jsem od paní učitelky prostor a možnost.*
4) *Nejlépe se učím anglický jazyk prostřednictvím:*
   a) *Poslechu hudby nebo mluveného slova,*
   b) *Čtení textu a vyhledávání významu neznámých slovíček,*
   c) *Kvízů, hádanek, křížovek, logických her apod.,*
   d) *Názorných ukázek v podobě obrázků, předmětů atd.,*
   e) *Pohybu a aktivit/her, které jsou s ním spojeny,*
   f) *Spolupráce s kamarádem/kamarády,*
   g) *Práce, kterou si řídím a vykonávám sám/sama,*
   h) *Propojení s přírodou a s jevy z reálného života.*

Regarding the questions 1-3, pupils were asked to choose one answer out of the following four:

   a) *Naprosto souhlasím*
   b) *Spíše souhlasím*
   c) *Spíše nesouhlasím*
   d) *Naprosto nesouhlasím*

Concerning the fourth question, the multiple choices presented to the pupils are already listed above as *a)* to *h)*. They were encouraged to choose as many answers as needed and true to their reality.

The questions included in the feedback part of the questionnaire for the experimental sub-group are the same as those listed above except for the first question which is worded differently: *"Oceňuji, že paní učitelka mluvila převážně v anglickém jazyce. "*

In addition to that, there are the following two extra questions:

1) *V průběhu uplynulých třech vyučovacích hodin jsem rozuměl/a všemu, co paní učitelka říkala v anglickém jazyce.*

2) *Co podle tebe v hodinách probíhalo jinak, než jsi zvyklý/á? (kromě toho, že tě vyučovala jiná osoba)*

The first one was presented with the same four options of answers as mentioned earlier (i.e., *a)* to *h)*). The second one was an open-ended question where pupils could freely write whatever they noticed and was relevant as an answer.

9.5   Data Analysis Method

The approach of grounded theory was chosen by the author of the thesis in regards to the data obtained during the research and its analysis. She believes it is the most appropriate method for processing the types of data that has been gathered by using all the research tools presented previously (i.e., observation, memos, and questionnaire).

As Creswell (2012) writes, a grounded theory design serves as a *"qualitative procedure to generate a theory"* that is later used by the researcher to explain particular *"events, actions, and interactions"* that accompany the research process and the targeted subject(s) (Creswell, 2012, p. 423).

Out of the total three designs of grounded theory, the author chose the systematic design. The procedures for analysing the obtained data consists of the three levels of data coding: open, axial, and selective (Creswell, 2012, p. 424-426). Full analysis is available for the reader in the chapter 12.

10 The Three Lessons Taught

In this chapter, the author describes the process of developing the teaching materials which was then incorporated into three lesson plans and carried out in the course of three English lessons. During this period of time, the author of the thesis was in the role of a teacher and observer at the same time.

It is also crucial to mention that the three lesson plans were carried out only in the experimental sub-group. The regular English teacher of the pupils remained present and was helpful anytime needed. Also, the author and the English teacher briefly reflected on the course of events and situations after each particular lesson. The author encouraged the English teacher to feel free to give her any feedback during the reflection which mostly helped the author to gain another point of view on what was happening during the particular lesson.

The following sub-chapters include information about the curricular foundation of the lesson plans content and the teaching materials used in them, the process of developing the teaching materials, and any hardships or obstacles the author had to face or overcome during that process. Furthermore, the author includes her personal memos (while being in the role of an observer) that she wrote directly after every lesson. With that, the author reflects on her opinions, thoughts, feelings of (un)success, pupils' reactions caught and many more.

10.1 Curricular Documents Alignment

The author dares to claim that the content of all three lessons was completely aligned with the teaching plan created by the regular English teacher of the experimental sub-group. She created it independently on the fact that there will be any research conducted in the future.

With that being said, the content of all three lessons is therefore aligned also with RVP ZŠ and ŠVP of the lower-secondary school the research was conducted at.

The author adapted to the natural sequencing of the individual units covered in the *Wider World 2* Coursebook that is commonly used together with the *Wider World 2* Exercise Book. She scheduled her research beginning to the date when a new unit was planned to be covered by the English teacher in the experimental sub-group.

Prior to conducting the research, the author prepared the three lesson plans and their contents according to the planned topic that would be normally covered using the

coursebook. However, while preparing the teaching materials and lesson plans, she aimed on presenting same language content from the coursebook but with the major difference of it being based on Multiple Intelligences Theory principles. Meaning that the teaching materials presented by the researcher (in the role of a teacher) should develop pupils' individual profiles of dominant intelligences and enable the natural process of English language acquisition at the same time.

10.2 Lesson Plan Layout

The lesson plans are presented in the Appendix 1 together with the part of materials used in each lesson. The rest of materials, mainly of a visual matter, is presented in Appendix 2.

All three lesson plans are labeled with a number and presented in the order they were taught by the researcher who was, during that time, in the role of a teacher. They have a form of a table to ensure the clarity and logical structure of the whole lesson.

Every lesson plan has the following structure:
- The date on which it was taught,
- The time period in which the lesson took place,
- The learning objective that was formed and established by the researcher,
- Activities,
- Types of intelligences developed by particular activity, and
- The list of materials needed for the lesson.

Regarding the activities, they are labeled with number and ordered as they were presented during the lesson. Moreover, the additional information is included:
- Name of the activity,
- The approximate duration,
- Description of the task (concerning mainly the learners), and
- Description of the procedure (concerning mainly the teacher).

Regarding the types of intelligences developed by particular activity, following information is presented:
- The number of the activity together with its name and
- An abbreviation of the type of intelligence or intelligences the activity develops.

Regarding the list of materials needed for particular lesson, materials in written form (for example, what was an object on pictures projected or printed for the learners or any website

links) are included in the Appendix 1. However, visual materials such as texts and worksheets are included separately in the Appendix 2.

10.3 Teaching Materials Development

Firstly, it is important to state the topic of the content presented during the lessons. As already mentioned, the content is aligned with the teaching plan drafted by the sub-group's regular English teacher who constructed it according to the lower-secondary school's ŠVP. With that being said, the topic of the three lessons is *Animals*.

The author of the thesis views the topic as very broad and multifaceted. This fact could possibly enable brand new perception of the topic which could undoubtedly lead to incorporating some innovative didactic procedures. However, the author had to stay aligned also with the control sub-group. More about this in the following paragraph.

Secondly, the main difference between the course of teaching the experimental sub-group and the control group should be discussed. Apart from the fact that the experimental sub-group was taught by the researcher (the author of this thesis) and the control group was taught by their regular English teacher, there are other differences to be identified. Pupils in the experimental sub-group did not use the coursebook during the lessons. On the other hand, pupils in the control sub-group worked with both the paper form of the coursebook and the interactive form of the coursebook that was situationally projected on the whiteboard.

Regarding the language content covered during the three lessons in the experimental sub-group, the researcher planned each lesson so that, compared to the control sub-group, roughly the same type and amount of content would be covered in the experimental sub-group too. This was ensured by the discussion led prior to the research with the regular English teacher of the control sub-group. The researcher encouraged the teacher to teach according to her regular teaching plan while using regular methods and presenting activities of her choice. The main purpose of the discussion however was for the researcher and the English teacher to align the type and amount of the content covered in each lesson as mentioned previously.

The topic *Animals* is covered in *Wider World 2* Coursebook from the page 34 with the *Unit 3: Animal magic*. The unit has 7 sub-chapters where each consists of exercises practicing or developing either the language skills (reading, listening, writing, speaking) or two out

of the total four language systems (grammar and vocabulary) or the combination of both (for example, reading and vocabulary) (Hastings and McKinlay, 2017, p. 34-41).

For the purposes of the thesis, the author decided to focus mainly on the system of *vocabulary* during the first lesson which served as sort of an introductory lesson for the whole topic/unit. Two lessons that followed were targeted at developing all four language skills while still being focused on vocabulary. The regular English teacher of the control sub-group was acquainted with this plan and agreed to follow it too.

With that being stated, the paragraphs bellow describe the teaching materials, including various exercises, tasks, and activities the researcher used during the three lessons taught in the experimental sub-group. For the overview of all lesson plans, see the Appendix 1 as well as the Appendix 2 that includes any additional visual materials.

Lesson 1

This lesson was designed with the main purpose to find out the pupils' current range of vocabulary regarding the topic *Animals*.

Activity n. 1, *Pets & wild animals*, and activity n. 2, *Farm animals*, is aligned with the exercise n. 1 on page 34 and exercise n. 4 on page 35 in the coursebook (Hastings and McKinlay, 2017, p. 34-35). These activities develop both visual/spatial and verbal/linguistic intelligences.

Activity n. 3, *Male and female names*, was tailored-made for this lesson by the researcher using the platform Worldwall[3]. It does not follow the content of any particular exercise from the coursebook. It was meant to challenge pupils and present them new vocabulary regarding the topic. This matching activity develops visual/spatial, verbal/linguistic, and logical-mathematical intelligence. To preview the online activity, see the link in the Appendix 1 or the screenshot in the Appendix 2.

Activity n. 4, *Animal riddle poems*, is, content-wise, inspired by the part of the exercise n. 1 on page 34 in the coursebook (Hastings and McKinlay, 2017, p. 34). With that being said, its content is presented in creative way of reading riddle poems to pupils. Their task is to guess the animal (The Best Activities for Logical Mathematical Intelligence, 2021). This

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[3] www.wordwall.net

and the preceding activity together develop verbal/linguistic and logical-mathematical intelligence.

Activity n. 5, *Hard sounds to guess*, has the same nature of being creative rather than following the content of particular coursebook exercise, while using the platform YouTube[4] for playing the sounds of various animals. This activity develops musical intelligence.

Lastly, activity n. 6, *Describing an animal*, is a work-in-pair speaking activity that challenges pupils' knowledge about different animals (Interpersonal Intelligence Activities for Kids, 2021). It also does not stem from any particular exercise in the coursebook. This activity develops interpersonal, verbal/linguistic, and logical-mathematical intelligence.

Lesson 2

During this lesson, pupils were divided into four groups and worked on a group project that was tailored-made by the researcher specifically for this lesson. The group project was focused on the reading comprehension development. Also, it presented new phrases and vocabulary included in the text and in the worksheets that were part of the project as well. The content of the project was aligned with the text and exercises connected to it on page 37 in the coursebook (Hastings and McKinlay, 2017, p. 37).

The group project as a whole developed the following types of intelligences: logical-mathematical, interpersonal, intrapersonal (Interpersonal Intelligence Activities for Kids, 2021), naturalistic, visual/spatial, and verbal/linguistic. For the visual materials printed for or projected to the pupils, see the Appendix 2. For the results of the group project, see the Appendix 3.

Lesson 3

Activity n. 2, *Revision of vocabulary: Fly swatters* (Insanely Fun Activities for the Verbal Linguistic Learner, 2021), was used as a warm-up activity at the beginning of this lesson. A mix of pictures and words regarding wild animals, pets, ocean animals, insects and more were projected on the whiteboard. This activity was aimed to develop bodily-kinaesthetic, musical, visual-spatial, and logical-mathematical intelligence.

Activity n. 3, *Listening*, was aligned with the text and exercises connected to it on page 39 in the coursebook (Hastings and McKinlay, 2017, p. 39). However, the researcher created

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[4] www.youtube.com

new text which was later generated into recording. Regarding the new text generated for the purposes of the research, it was created according to the information included in the original coursebook text. For its overview, see the Appendix 2. This activity developed verbal/linguistic and musical intelligence.

Lastly, activity n. 4, *Writing*, was a follow-up activity of the preceding one. It does not directly refer to any particular exercise from the coursebook. However, it is still aligned with the content of the page 39 in the coursebook. This activity aims to develop both intrapersonal and verbal/linguistic intelligences. For some examples of this activity's results, see the Appendix 4.

To conclude this sub-chapter the author presents the number of activities carried out during the three lessons according to which type of intelligence they developed. Following list mentions the type of intelligence and the number of activities that developed it throughout the three lessons taught in the experimental sub-group:

- Verbal/linguistic intelligence: 9 activities
- Musical intelligence: 3 activities
- Logical-mathematical intelligence: 5 activities
- Visual/spatial intelligence: 5 activities
- Bodily-kinaesthetic intelligence: 1 activity
- Intrapersonal intelligence: 2 activities
- Interpersonal intelligence: 2 activities
- Naturalistic intelligence: 1 activity

Total number of activities presented during the three lessons is 10. Regarding the list above, 9 out of 10 activities developed verbal/linguistic intelligence. Second place belongs to the development of logical-mathematical and visual/spatial intelligence where, in both cases, 5 out of 10 activities fulfilled this purpose. The least developed intelligences, however, are bodily-kinaesthetic and naturalistic intelligence. More information about the probable source or possible solution of such an outcome in the following sub-chapter.

10.4 Obstacles

This sub-chapter mentions any obstacles the researcher had to overcome while planning the lessons and carrying them out. With that being stated, the first research question (*"What potential obstacles may occur during the process of developing Multiple Intelligences*

Theory-based teaching materials and incorporating them into ELT?") is answered in this sub-chapter.

It is logical to continue on what was already mentioned at the end of the previous sub-chapter as it relates to the first obstacle that occurred during planning and carrying out the lessons as a whole. Regarding the space that was available in the classroom where the researcher taught the experimental sub-group, it was unfortunately not big enough for free and relatively unrestricted movement to take place in there. Consequently, this reality resulted in only one activity aimed on developing bodily-kinaesthetic intelligence. Moreover, even during this activity, pupils were significantly limited by the space around them to move freely. It could be possibly solved by transitioning the activity to the school-garden under the circumstance of good weather. However, the process would be time-consuming in terms of firstly leading the pupils to the locker room for them to change shoes and, also, in terms of the activity's preparation in the outside environment which would undoubtedly require an extra time to be spent on it by the teacher.

Furthermore, regarding an equal problem of the lack of activities that develop naturalistic intelligence, the author of the thesis dismisses the possible source for it to be in the topic of the three lessons (i.e., *Animals*) as it, in its principle, is the topic closely related to the nature. The author believes that the development of this type of intelligence can be partially developed by the teacher's discussion (small talk or additional questions) between the individual activities, tasks or exercises during the whole lesson. The author, while being in the role of a teacher, handled this problem in the exact way as described previously. See the Appendix 1 where the first lesson plan includes many additional questions ("procedure" section of the table in particular) teacher asked the pupils. These questions are of a naturalistic matter. For example: *"Which of these wild animals live in Czech Republic?"* or *"What other animals have claws, wings, feathers, tail?"*[5]

Last but not least, is the reality of the whole process of developing the Multiple Intelligences theory-based teaching materials to be significantly more time-consuming than the planning and preparation for the regular lesson. Therefore, the author proposes to incorporate the teaching materials mostly as transitional or revision activities.

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[5] Appendix 1

11 Research Results

This chapter presents the research data acquired using various research tools (i.e., memos, observation, and questionnaire). The author then, according to the procedures established within grounded theory type of approach to the data analysis, codes the data, using open, axial, and selective coding.

Following sub-chapters present research results regarding researcher's memos, concerning the control sub-group, that are further compared with the memos wrote immediately after teaching each out of the total three lessons in the experimental sub-group. Then, the questionnaire results are commented on in a separate sub-chapter. Last but not least, the process of data coding is described.

11.1 Researcher's Memos

The author wishes to state that, concerning the control sub-group, she used an observation sheet (see the Appendix 5) for taking notes during the three lessons in order to give her notes some structure. However, the copies of the filled-in sheets are not included in the thesis as the author rewrote them into separate document. All researcher's memos regarding both sub-groups are presented in the Appendix 6. Moreover, the visual teaching materials used by the regular English teacher of the control sub-group are included in the Appendix 7. They are being referred to by the researcher while writing the memos regarding the control sub-group.

11.1.1 Analysis

Regarding the control sub-group, the researcher identified the following list of similarities occurring throughout the three lessons she observed:

- A pupil reading an English fiction book occasionally and the teacher tolerating it (from an unknown reason),
- Frequent change of the individual and pair work,
- Czech language frequently used both by the teacher and pupils,
- A lot of translation into Czech,
- Emphasis on pronunciation and spelling,
- Fast-paced lessons
- A lot of background noise,
- Talkative, dynamic, and lively pupils,
- Pupils easily distracted,

- Pupils have shorter attention span than is required by the teacher,
- The teacher prefers communicative approach to teaching English,
- Frequent usage of the interactive whiteboard, and
- Pupils are not so very good in reading comprehension.

Regarding the experimental sub-group, the researcher identified the following list of events or situations occurring throughout the three lessons she taught:
- Majority of the time during the lessons, English was spoken both by the teacher and pupils,
- The teacher preferred communicative approach to teaching English,
- A lot of visual material was projected on the whiteboard,
- One gifted pupil was constantly sabotaging almost every activity and questioning its purpose, being ironic and sarcastic all the time,
- Pupils' vocabulary regarding the topic was richer than the teacher anticipated, and
- Girls were more systematic and mature in problem-solving activities than boys.

Based on what is listed above and included in the memos in the Appendix 6, the researcher identified the similarities between both sub-groups as follows:
- Smaller classroom space around the desks
- Communicative approach as the one both teachers prefer,
- Talkative pupils, and
- Pupils of both sub-groups had wider range of vocabulary than was required for understanding the teaching materials they were working with throughout the three lessons.

On the other hand, the researcher identified also the basic differences between the two sub-groups. For the purpose of the following list, the control sub-group is labeled as "CG" and the experimental sub-group is labeled as "EG":
- CG: discipline and attention must be frequently managed by the teacher vs EG: discipline and attention within desirable measure,
- CG: weaker reading comprehension vs EG: very good reading comprehension,
- CG: easily distracted vs EG: able to concentrate better,
- CG: intrapersonal intelligence developed vs EG: development of this type of intelligence ensured, and
- CG: boys tend to be lively and creative vs EG: girls tend to be lively and creative.

11.2 Questionnaire Results

As stated previously, the questionnaire was created by the author via the online platform Survio[6]. Moreover, it is important to restate that the questionnaire has two parts. For the purposes of the thesis, the first one is called "the final test" part and contains questions regarding the language content covered in the three lessons either observed in the control sub-group or taught in the experimental sub-group by the researcher. The second part of the questionnaire is called "the feedback" part and includes questions in Czech regarding pupils' experience and feelings during the three lessons. The final test part is the same for both sub-groups. However, the feedback part of the questionnaire differs in the number of questions. For the overview of both questionnaire versions, see the Appendix 8 and 10.

The results of each question of both questionnaire versions can be found in the Appendix 9 and 11. Nonetheless, general results, common mistakes pupils made or any misunderstanding that occurred are covered in this sub-chapter.

The author wishes to inform the reader that she will refer to particular question and its result (note: not all of them) by stating the number of *Appendix* together with the number of an *Item* which corresponds with the number of particular question or its result in the form of a footnote. This system will be applied in the course of the following paragraphs. The reader is also reminded this fact in the form of a note included at the beginning of the Appendix 8, 9, 10, and 11.

The questionnaire was filled in by 13 pupils from each sub-group, that is, in total, by 26 pupils. An estimated time for answering all questions was approximately 15 minutes which was sufficient for both sub-groups.

Common results

Regarding the first part of the questionnaire (the final test) the author chose the following most prominent common results, common mistakes, and misunderstandings concerning both sub-groups.

- Examples of common words that came to pupils' mind: dog, cat, Zoo[7] (given a word "animal"),

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[6] www.survio.com
[7] Item 2, Appendix 9 and 11

- Examples of common words pupils wrote concerning ocean animals: whale, shark, dolphin, turtle, fish, salmon[8]; and concerning wild animals: tiger, lion, monkey, bear, cheetah, puma, giraffe, wolf[9],
- Questions 8, 9, 10, 12, and 13 were answered correctly by both sub-groups[10],
- Examples of common mistakes regarding spelling: *"cojot"*[11] instead *coyote*, *"pinguin"*[12] instead *penguin*, *"ostrisch"*[13] instead *ostrich*,
- Regarding the Item 7 in the Appendix 8, one pupil answered that kangaroo has *"feathers"*[14] instead of *"fur"*,
- Regarding the same Item 7 but in the Appendix 10, two pupils answered that kangaroo has *"skin"*[15] (which is, in fact, correct) but the correct answer was that kangaroo has *"fur"*; this misunderstanding was probably caused by the author's inappropriate choice of options when creating the questionnaire, and
- Regarding an Item 5 in the Appendix 8, two pupils answered that chicken has *"tail"*[16] (which is, in fact, correct) but the correct answer was that chicken has *"claws"*; this misunderstanding was probably caused by the author's inappropriate choice of options when creating the questionnaire as well.

Regarding the second part of the questionnaire (the feedback part), the author presents the following summary of both sub-groups' answers.

Concerning both sub-groups, 9 pupils in each of them stated that activities including listening to music or speech help them learn English. Meaning, the most dominant type of intelligence among the pupils of both sub-groups is musical intelligence. Second place is held by visual/spatial intelligence and the third place is held by bodily-kinaesthetic intelligence concerning both sub-groups.[17]

Furthermore, speaking of the experimental sub-group of pupils, they identified the following differences (note: examples of them) about the content, the style of teaching, and an overall course of the three lessons:

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[8] Item 3, Appendix 9 and 11
[9] Item 4, Appendix 9 and 11
[10] Appendix 8 and 10
[11] Item 4, Appendix 11
[12] Item 9, Appendix 9
[13] ibid
[14] Item 7, Appendix 11
[15] Item 7, Appendix 9
[16] Item 5, Appendix 9
[17] Item 17, Appendix 11; Item 18, Appendix 9

- No coursebooks,

- Learning activities based on various games,

- The style of teaching was "looser",

- More speaking in English or

- No translation into Czech.

12 Coding Of the Research Data

The author follows the procedure of data coding of a grounded theory research. According to Creswell (2012), the procedure consists of 3 stages of coding before forming a theory grounded in the data obtained during the research. Firstly, the researcher uses an open coding, then axial coding, and, lastly, selective coding (Creswell, 2012, p. 424-428).

12.1 Open Coding

The author identified preliminary categories of data gathered during the process of research.
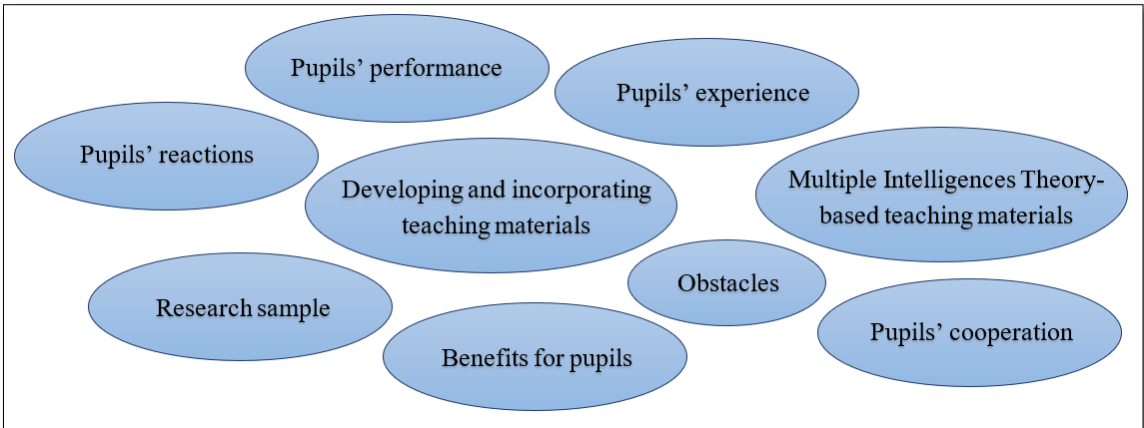
Figure 1: Open coding scheme

By *"pupils' reactions"*, the author means how pupils of the experimental sub-group behaved throughout the three lessons she taught, how they reacted to whatever was happening. This category is supported by the data obtained by the participant observation in the experimental sub-group processed in the form of researcher's memos that were written directly after each lesson (see the Appendix 6).

Category called *"pupils' performance"* stands for how pupils managed to finish various tasks, exercises or activities during the three lessons and how well they did in the final test part of the questionnaire (see the Appendix 9, Item 2-13).

By *"pupils' experience"*, the author summarizes the data gathered in the feedback part of the questionnaire (see the Appendix 9, Item 14-19) and any form of evaluation done in the course of the three lessons (from the point of view of the pupils) then included in the researcher's memos.

Category named *"developing and incorporating teaching materials"* is supported by the information contained in the chapter 10 which describes various aspects of the three lessons

taught in the experimental sub-group. For the overview of all three lesson plans, see the Appendix 1.

By *"Multiple Intelligences Theory-based teaching materials"*, the author means the activities she either tailored-made for the purpose of the research or an already existing activities she remodelled to serve the purpose of the research. The data included in the Appendix 1 and 2 provide the information corresponding with this category.

Category called *"research sample"* stands for the countlessly mentioned experimental sub-group of 17 lower-secondary pupils (8th graders, in particular).

By *"benefits for pupils"*, the author means the practical consequences of Multiple Intelligences Theory-based teaching materials incorporation into ELT that is yet to be described in the future chapter of this thesis.

Category named *"obstacles"* regards to any difficulties or complications the researcher had to overcome in the course of developing Multiple Intelligences Theory-based teaching materials and incorporating them into ELT. Chapter 10 includes an information concerning this category.

Finally, by *"pupils' cooperation"*, the author means how well were the pupils able to comprehend teacher's new style of teaching as well as the new style of learning English. This category is supported by the data obtained by the participant observation processed in the form of researcher's memos that were written directly after each lesson (see the Appendix 6).

To conclude, the author states the category *"Multiple Intelligences Theory-based teaching materials"* was selected as a core category for the following stage of coding.

12.2 Axial Coding

As Creswell (2012) puts it, the second level of coding, regarding the systematic design of grounded theory, is axial coding where the researcher links other categories from open coding to the core category based on their relationship with each other (Creswell, 2012, p. 426).

The coding paradigm presented by Creswell (2012) was followed by the author while forming the axial coding scheme (Creswell, 2012, p. 428). As previously mentioned, the

core category *"Multiple Intelligences Theory-based teaching materials"* stands in the centre of the following axial coding scheme.
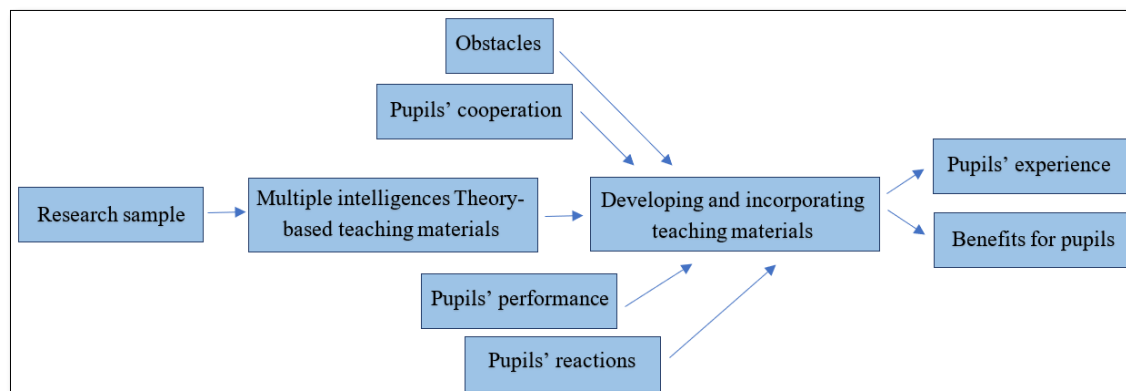

Figure 2: Axial coding scheme

To provide an explanation of the scheme above, the author presents the following procedure she followed when creating the scheme. Individual parts of the scheme are mentioned in order from left to right.

The *"research sample"* is in the position of a cause for the core category that is illustrated on its right. The next part of the scheme is the chosen strategy, *"developing and incorporating teaching materials"*. This is accompanied by specific conditions (above), that is *"obstacles"* and *"pupils' cooperation"*, and general intervening conditions (below), that is *"pupils' performance"* and *"pupils' reactions"*. *"Pupils' experience"* and *"benefits for pupils"* are the last two categories in the scheme that have been labelled as consequences of the chosen strategy.

12.3 Selective Coding

According to Creswell (2012), in the final stage of the coding process, the researcher's task is to develop an initial form of the theory that defines the relationships between the individual categories presented in the previous stages of coding (Creswell, 2012, p. 426, 428).

The researcher selected the research sample of subjects (i.e., the 8th graders at lower-secondary school) and with respect to the main or primary aim of the diploma thesis, which is to *"develop Multiple Intelligences Theory-based teaching materials with a proposal of their possible incorporation into ELT"*, she then proceeded to developing various teaching materials. Afterwards, the author incorporated them into the three lessons taught in the experimental sub-group.

Regarding the process of developing Multiple Intelligences Theory-based teaching materials, the researcher quite thoroughly commented on the issue of any obstacles accompanying this process in the chapter 10.

On the other hand, in the process of incorporating Multiple Intelligences Theory-based teaching materials, the researcher observed and took personal notes (see the Appendix 6 with the researcher's memos) in the matter of pupils' cooperation in the course of the three lessons taught and, also, in the matter of pupil's reactions while being taught in a different way than they were used to together with their overall performance.

Moving on to the consequences or outcomes of incorporating Multiple Intelligences Theory-based teaching materials. Firstly, it is the pupils' experience (see the Appendix 9, Item 14-19) and, secondly, potential benefits of incorporating Multiple Intelligences Theory-based teaching materials for the pupils and their language acquisition. This is yet to be commented on in the separate chapter of the thesis. At the same time, stating potential benefits will help answer the secondary research question.

13 Proposal Of Didactic Instruction

In this chapter, the author wishes to present potential practical incorporation of Multiple Intelligences Theory-based teaching materials into ELT. Eventually, the proposal should result in answering the secondary research question which is as follows: *"In what way do Multiple Intelligences Theory-based teaching materials incorporated into ELT benefit the selected group of pupils and their language acquisition?"*. Also, this chapter should fulfil the second part of the primary aim of the whole thesis (that is to *"develop a proposal of (…) possible incorporation"* of Multiple Intelligences Theory-based teaching materials).

Given the evidence acquired using the questionnaire research tool, particularly the feedback part of it (see the Appendix 9, Items 14-19), the main benefit of incorporating Multiple Intelligences Theory-based teaching materials for the experimental sub-group of pupils is that they, for the most part, felt they are learning English while playing or in a more leisure way than just using a coursebook.

Moreover, the author finds another benefit in pupils sharing various vocabulary and information regarding the topic *Animals* in the course of the three lessons. As the topic is very broad, every pupil had different interest or opinion in regards to it. The author aimed on giving each pupil a chance to share their personal knowledge about animals. Consequentially, the language acquisition was more natural and supported by other means than just a coursebook.

To move onto the didactic instruction, the author wishes to state first that all the Multiple Intelligences Theory-based teaching materials bellow (activities, tasks etc.) may be modified in terms of their content as well as regarding the age of the pupils and their level of English. The author presents the teaching materials according to the lesson plan they are included in (see the Appendix 1).

Lesson plan 1
Projecting pictures is appropriate at the beginning of the lesson as it activates pupils' imagination, draws their attention, and prompts further brainstorming about the topic.

Matching activity (male and female names of animals) has one advantage and that is the fact that all options are visible for the pupils from the very beginning. They match the easiest names first and then proceed toward the more difficult ones. This activity supports problem-solving ability and critical thinking. It is appropriate as a transitional activity to

engage pupils' attention when the teacher notices it decreasing. It also may serve as a self-governed learning activity for the pupils as all they need to practice is an online link for the activity.

Riddle poems are beneficial for the pupils because they get exposed to potentially unknown words that require them to deduce their meaning based on the context. It is suited for the opening of a new topic or as a revision where pupils are supposed to revive the knowledge they acquired in previous lesson(s).

Hard sounds to guess is an activity that supports pupils' imagination and abstract thinking as it is based on an audio input only. The accuracy is not required which is crucial for the pupils to know in order to avoid their disappointment and them being discouraged to participate. It is appropriate to include this activity after the core one that initially introduces the potential sources of the sounds played afterwards.

Describing an animal encourages pupils to use their personal range of vocabulary in order to successfully finish the task: to describe animal as clearly as possible so the partner is able to guess it correctly. This activity is suited when aiming on changing up the regular pairs that pupils are used to make. Also, it is fitting when the teacher has minimal requirements regarding the tense, phrases or vocabulary pupils need to use.

Lesson plan 2

The tailored-made *group project*, used for the purposes of this research in the lesson 2, has a multifaceted purpose. Not only does it support pupils' cooperation in the group, but it also helps pupils to learn to be responsible for their own part of the group work. Furthermore, it reinforces the relationships with one's classmates and it helps to develop reading comprehension. The group work is suitable as a whole-lesson activity. However, it depends on the number of pupils in each group, their level of English, and their current ability to work with English text efficiently.

Lesson plan 3

Fly swatters is a perfect activity to engage pupils' coordination. It is also aimed on testing their ability to orientate and decide as fast as possible as it may be handled as a competition game. Furthermore, this activity develops pupils' critical thinking. It is appropriate both at the beginning and at the end of the lesson as a form of fast-paced revision of acquired knowledge.

Writing activity develops pupils' empathy, creativity, and ability to fantasize as it encourages pupils to not be restricted by the reality when writing from their point of view while being in the role of particular animal. It is suitable as a follow-up activity after listening or as an independent activity that can result in additional tasks.

Conclusion

With respect to the data obtained during the research, the author proposes to incorporate Multiple Intelligences Theory-based teaching materials she presents in the Appendix 1 and 2 mostly in a form of transitional and revision activities or with a purpose of engaging pupils' attention or to activate their cognitive functions. Regarding the group project (for its results, see the Appendix 3), the author acknowledges the drawback of it being very time-consuming in terms of materials preparation. However, the group project as a whole quite efficiently tested, among many other skills, pupils' ability to cooperate with other members of the group where each of them has a work to do and be responsible for.

14 Grounded Theory Research Report

The final theory grounded in the research data that is to be formed in this chapter, is rooted in the data obtained mainly in the course of teaching and observing the experimental sub-group.

To gather all research data for the grounded theory research, the author used methods of participant (regarding the experimental sub-group) and non-participant observation (regarding the control sub-group) and an online questionnaire (for the version of each sub-group, see the Appendix 8 and 10, for the results, see the Appendix 9 and 11). Observation notes were then processed into the form of researcher's memos. The author worked and referred to this type of data throughout the whole research part of this thesis. Full volume of the memos is included in the Appendix 6. Questionnaire results were described and commented on in the chapter 11.

To answer the first research question (*"What potential obstacles may occur during the process of developing Multiple Intelligences Theory-based teaching materials and incorporating them into ELT?"*), the overall time-consuming preparation of the Multiple Intelligences Theory-based teaching materials is the main obstacle the researcher acknowledges. The probability of pupils sabotaging the course of some activities or being hesitant to participate in a different style of learning English is a minor obstacle noticed by the author, regarding the process of their incorporation. The latter obstacle, however, depends on particular group of pupils, their mentality and level of adaptability.

Furthermore, to form a response to the second research question (*"In what way do Multiple Intelligences Theory-based teaching materials incorporated into ELT benefit the selected group of pupils and their language acquisition?"*), the author finds the following most significant benefit. Pupils were given a chance to experience the success and express their knowledge about the topic as all eight types of intelligences identified by Howard Gardner were developed to some extent via various teaching materials incorporated into the three lessons. According to the feedback part of the questionnaire (see the Appendix 9, Items 14-19), most pupils appreciated the fact that they learned English more through play, without using a coursebook, and that the teacher (that is, the author of this thesis) spoke in English for majority of the time during the lessons. Moreover, as the author provided as authentic language materials as possible while practicing the communicative approach of teaching,

the process of language acquisition accompanied the course of each lesson naturally while supporting pupils' creativity.

The process of forming the final theory grounded in the research data gathered by the various research tools, was further supported by the three-step procedure of coding. There, the initial form of the theory was progressively described by the author. With that being stated, the final form of the theory is as follows.

Despite the excessive time the author devoted to the development of the Multiple Intelligences Theory-based teaching materials, she also managed to overcome the minor obstacles during the process of incorporating the materials into the three lessons taught in the experimental sub-group. That resulted in the new teaching rhythm and learning environment based on game-like activities without using regular teaching materials (for example, the coursebook) and speaking English for the most part without any translation. That is considered by the author as a major benefit for the pupils and their language acquisition.

15 Limits Of the Research

The author is aware that the research conducted as a part of this diploma thesis may have some limits or drawbacks. In this chapter, she expresses her thoughts regarding such a matter while briefly commenting on how they could be overcome. Moreover, the author suggests any improvements of the research as a part of a self-reflection and as a form of encouragement for further research on the topic of the whole diploma thesis.

First limit of the research can be summarized as having the data gathered "only" from the research sample of lower-secondary pupils and the researcher. Suggested improvement of this shortage is to execute an interview with pupils' regular English teachers regarding their knowledge about Howard Gardner's Multiple Intelligences Theory and whether they use its principles in ELT or not.

Second drawback is seen by the author in the fact that she managed to conduct the research only in the group of 8th graders. If she was able to select two groups where each of them would be of a different age, for example, 7th graders and 9th graders, the data from such an approach to the research sample selection could be more in depth and significantly comparable.

Despite both limits of the research presented above, the author is beyond grateful she was allowed by the headmaster of the anonymous lower-secondary school to execute the research for this diploma thesis. She believes the data obtained in the process of conducting the research was sufficient to enrich English language teaching with new information and with an innovative and creative teaching materials that are based on the Multiple Intelligences Theory principles presented in Howard Gardner's book *Frames of Mind*.

Conclusion

Primary aim of the thesis was to incorporate teaching materials into educational process. The teaching materials were developed by the author and, also, based on Howard Gardner's Multiple Intelligences Theory principles. Eventually, whole research part resulted in the proposal of didactic instruction regarding the information of how to work with the teaching materials used during the research. The corresponding research question was answered in chapter 10.

Secondary aim of the thesis was to identify benefits for the selected research sample of pupils, regarding the usage of Multiple Intelligences Theory-based teaching materials. The corresponding research question was answered in the chapter 13.

Theoretical part opened with the chapter that introduced the figure of Howard Gardner, his view on intelligence as a separate term, and, also, it presented the main principles of Multiple Intelligences Theory. Individual components of the theory (meaning the types of intelligences determined by Gardner) were described in the second chapter. Next chapter included similar theories that evolved while examining human intelligence. Chapter 4 concerned the matter of criticism, commenting on the main problems or drawbacks of Gardner's theory. Following chapter focused on English language teaching and foreign language learners. The last, sixth, chapter of the theoretical part focused on cognitive development of foreign language learners at lower-secondary school.

The purpose of the research part of the thesis was to describe the aspects of the research and its process. The research design of the thesis is qualitative. Moreover, the author presented all the data obtained using the chosen research tools (observation and questionnaire) and chosen approach to the data analysis (grounded theory). The course of analysis and comparison of the data helped to answer both research questions as mentioned above.

This diploma thesis enabled the author to explore and understand the phenomenon of human intelligence on a deeper level and resulted in conducting the research that may enrich the English language teaching. As the author quite thoroughly educated herself on the main topic of the thesis while writing the theoretical part, it was easier for her to design and carry out the research, giving it a clear and logical structure from the beginning.

As a whole, this diploma thesis could serve English teachers who are looking for any suggestions regarding how to incorporate the principles of Howard Gardner's Multiple

Intelligences Theory into their own style of English teaching. Despite the fact of the thesis being an academic text, it could also be beneficial for those who are interested in the phenomenon of human intelligence from the theoretical point of view.

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Resumé

Tématem diplomové práce je Teorie mnohočetných inteligencí formována americkým vývojovým psychologem Howardem Gardnerem v 80. letech 20. století. Konkrétně se pak zaměřuje na užití výukových materiálů vytvořených na jejím teoretickém základě při výuce anglického jazyka na 2. stupni základní školy. Teoretická část práce postupně představuje všech osm oficiálně uznaných typů inteligencí. Mimo jiné dále zmiňuje podobné teorie zabývající se lidskou inteligencí. Praktická část práce prezentuje, porovnává a analyzuje data získaná v průběhu pedagogického experimentu. Výzkum je zakončen návrhem didaktických postupů a práce s vytvořenými učebními materiály.

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Appendix 1

The three lesson plans

(List of abbreviations: WB = whiteboard, Qs = questions, L(s) = learner(s), T = teacher, CR = classroom, VL = verbal/linguistic intelligence, M = musical intelligence, LM = logical-mathematical intelligence, VS = visual/spatial intelligence, BK = bodily-kinaesthetic intelligence, IA = intrapersonal intelligence, IE = interpersonal intelligence, N = naturalistic intelligence)

(Note: Spare approx. 10 minutes for the organisational and administrative things at the beginning and during the lesson + the moving of pupils from one classroom to another at the beginning of the lesson. + for if the activity takes more time than the teacher anticipated.)

LESSON PLAN 1

Date:				2. 5. 2024
Time:				10:55 – 11:40
Learning objective: "At the end of the lesson,				*the pupil is able to describe an animal."*
ACTIVITIES				
No.	**Name**	**Time**	**Task**	**Procedure**
1	Pets	Approx. 5 minutes	Elicited L says the name of the animal projected on the WB	T elicits L(s) one by one Additional Qs: *"Do you know any other animal people keep as a pet?"*
2	Farm animals	Approx. 5 minutes	Elicited L says the name of the animal whose body part is projected on the WB + names the body part	T elicits L(s) one by one Additional Qs: *"What other animals have claws, wings, feathers, tail?"*
3	Male and female names	Approx. 5 minutes	Orally match male and female names of animals projected on WB	T makes sure L(s) know what words "male" and "female" mean T matches animals on PC according to L(s)' suggestions

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				T reveals correct answers
4	Animal riddle poems	Approx. 5 minutes	L(s) write their guesses down on paper	T makes sure L(s) know what words "insect" and "reptile" mean T reads poems one by one Additional Qs: *"What other insect do you know?"* *"What other reptiles do you know?"*
5	Hard sounds to guess	Approx. 5 minutes	L(s) listen to the sounds and guess animals that make them	T notes the sounds are made only by wild animals T plays the sounds one by one T reveals the correct answer after every sound
6	Describing an animal	Approx. 10 minutes	L describes chosen animal to their partner Then they switch roles and animals	L(s) work in pairs T walks around the CR and checks if L(s) speak in English T checks if L(s) switch roles and animals they are describing
Types of intelligences developed by particular activity				
No. 1 – Pets			VS + VL	
No. 2 – Farm animals			VS + VL	
No. 3 – Male and female names			VS + VL	
No. 4 – Animal riddle poems			LM + VL	
No. 5 – Hard sounds to guess			M	
No. 6 – Describing an animal			IE + VL + LM	

Materials for every activity:

No. 1 – Pets

      Pictures of: cat, dog, guinea-pig, rabbit, and hamster

No. 2 – Farm animals

      Pictures of: chicken claws, eye of a duck, horse mane, mouth of a sheep, feathers of a goose, ear of a pig, tongue of a donkey, and tail of a cow

No. 3 – Male and female names

      WordWall matching activity tailored-made by the teacher

Link:

No. 4 – Animal riddle poems

Riddle poems found online

Insects: ant, butterfly, bee, spider

Reptiles: turtle, snake, chameleon

No. 5 – Hard sounds to guess

Sounds found on YouTube: ostrich, camel, squirrel, crocodile

No. 6 – Describing an animal

Animals written on separate pieces of paper, spread out on the table, blank side up

Animals: panther, giraffe, squirrel, parrot, fox, bat, cheetah, kangaroo, polar bear, ostrich, dolphin, hedgehog, elephant, bear, chimpanzee, lion, hippo, deer, flamingo, shark, tiger, whale, hare, zebra, camel

LESSON PLAN 2

Date:	6. 5. 2024
Time:	10:55 – 11:40
Learning objective: *"At the end of the lesson,*	*the pupil systematically uses information from the text to complete the group project."*
ACTIVITIES	

No.	Name	Time	Task	Procedure
1	Instructions	Approx. 3 minutes	T instructs L(s) about the lesson group project T projects the list of instructions on WB	T shows L(s) each part of the folder with project materials while explaining what to do with it
2	Division into 4 groups	Approx. 3 minutes	T manages L(s) while creating groups and helps join desks together if possible	T creates the space and environment for the following group work T notes: - The work is not a competition - PC or book dictionary is available

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3	L(s)' group work	Approx. 25 minutes	L(s) follow the instructions and work on the project T walks around the CR	L(s) order the pieces of 3 texts, fill in the worksheet 1 and 2, and reflect upon their work as a group in written form T manages time, discipline, work progress etc.
4	Evaluation of the group work	Approx. 5 minutes	T reveals the correct answers… T asks additional Qs	…regarding: The number of pieces of each text, the questions 1.a), 2.a), and 3.a) from the worksheet 1 Additional Qs: *"Were there any new words for you in the texts?"* *"What personality words fit you too?"* *"Do you behave like these animals too?"* *"Which animal occurs the most in the worksheets?"*
Types of intelligences developed by particular activity				
No. 3 – L(s)' group work			LM + IE + IA + N + VS + VL	

Materials for the main activity:

No. 3 – L(s)' group work

For each group of L(s):

➢ Printed worksheet 1 and 2

+ pictures of: African and Indian elephant, river and sea otter, Akita Inu and Chow-Chow dog

➢ Pieces of three texts about dogs, elephants, and otters (information gained online and tailored-made by the teacher to serve the educational purpose of this activity)

➢ 3 blank A4 papers

➢ Glue, pen, scissors

➢ Sticky note for the final written reflection of the group work

➢ Book dictionary

For the T:

➢ A list of potential new vocabulary regarding the 3 texts

- ➢ 4 folders with the project materials (for each group)
- ➢ A list of instructions to be projected on WB
- ➢ The correct answers for the questions:
  - Number of pieces in each text: dogs = 9, otters = 14, elephants = 12

LESSON PLAN 3

Date:				9. 5. 2024
Time:				10:55 – 11:40
Learning objective: *"At the end of the lesson,*				*the pupil is able to extract relevant information from the recording in order to complete the tasks."*
ACTIVITIES				
No.	Name	Time	Task	Procedure
1	Project work feedback from the last lesson	Approx. 5 minutes	T gives L(s) their group project folder to look back into	T draws attention to her notes she wrote for the L(s) and encourages L(s) to read through them + discussion regarding the results

2	Revision of vocabulary: *"Fly swatters"*	Approx. 5 minutes	L(s) swat as quickly as possible:
			  a) the animal, then
			  b) the written name of an animal
			the T is recalling
				L(s) create pairs
				L(s) switch the swatter in pairs
				T invites L(s) in front of the WB
				T projects:
				  a) pictures of animals, then
				  b) written names of animals
				on WB
				T says:
				  a) the name of an animal in English
				  b) a phrase referring to an animal

3	Listening	Approx. 10 minutes	L(s) work individually L(s) listen to the recording twice (three	T asks L(s) the 2 Qs they are supposed to find answer to while listening

			times, if needed) and write down their answers to the following 2 Qs: 1) *Which animals each person has as a pet?* 2) *Which caring activities those people have to do?*	T plays the recording twice (three times, if needed) T shares the correct answers with the L(s)
4	Writing	Approx. 15 minutes	L writes a short paragraph (about 5 sentences) on the paper they get from the T about being in a role of a pet	T introduces and explains the task about how they would react/behave if being in a role of a pet that is not taken care of the way it should be by its owner as it is written on the paper L gets from the T L(s) hand the paper to the T when they finish writing
Types of intelligences developed by particular activity				
No. 2 – Revision of vocabulary: *"Fly swatters"*				BK + M + VL + LM + VS
No. 3 – Listening				VL + M
No. 4 – Writing				IA + VL

Materials for every activity:

No. 2 – Revision of vocabulary: *"Fly swatters"*

> For the L(s):
>
>> Pictures of: rooster, guinea-pig, caterpillar, otter, bumblebee, rattle snake, bat, squirrel, chimpanzee, deer, drake
>>
>> Written names of animals: flamingo, cheetah, gander, hare, ostrich, jenny or jannet, hedgehog, bull, sheep, whale, boar

For the T:

List of phrases to refer to the written names of animals: male cow, the fastest runner, wild bunny, female donkey, sharp needles, pink feathers, fluffy wool, big bird that can't fly, biggest ocean animal, male pig, male goose

No. 3 – Listening

For the L(s):

A recording generated online, based on a text tailored-made by the teacher to serve the purpose of this activity

For the T:

Correct answers for the 2 Qs:

1) *Which animals each person has as a pet?*

Rose – dog, Lucy – snake, Anna – tom cat

2) *Which caring activities those people have to do?*

Dog: take it to the veterinarian, feed it, take it for a walk, train it, play with it, spend time with it

Snake: clean its terrarium, feed it live animals (mice)

Tom cat: clean up dead animals he brings into the house, buy quite expensive equipment in a pet shop, empty his litter box, brush his long fur, play with him

Appendix 2

Lesson plans – visual materials

LESSON PLAN 1

Activity no. 3 – Male and female names:

Screenshot of an online matching WordWall exercise **=> ocitovat!!!**

LESSON PLAN 2

Activity no. 3 – L(s)' group work:

Worksheet no. 1

Worksheet no. 2

TASK 1: To each word describing the **personality**, write which animal (elephant, dog or otter) fits that word. There can be only one or all three of them.

For example:
Adventurous – dog and elephant

PERSONALITY:

Adventurous – *dog and elephant*

Aggressive –

Forgetful –

Impulsive –

Lovable –

Friendly –

Fun –

Attractive or cute –

TASK 2: To each type of **behaviour**, write which animal (elephant, dog or otter) fits that type. There can be only one or all three of them.

For example:
Belongs to gang – otters and elephant

BEHAVIOUR:

Belong to gangs – *otter and elephant*

Come home late –

Criticise –

Feel shy –

Do dangerous things –

eat/drink too much –

fight –

forget things –

ignore advice –

make a lot of noise –

sleep in front of the TV –

Instructions for the learners to follow during the group work

INSTRUCTIONS:

1. **Sign** your names on the folder with the permanent marker

2. **Match** the pieces of texts to the right animal – you have 3 A4 blank papers for it with the name of the animal written on it

3. **Glue** them down on those 3 blank papers – the order is up to you, but try to give it some logical structure

4. Fill in the **Worksheet n.1** with 3 additional questions – use the pictures you have in the folder

5. Fill in the **Worksheet n.2** with different behaviour and personality words and phrases

6. Read the **green sticky note**, write down what it asks you to.

7. We will check your answers together at the end.

LESSON PLAN 3

<u>No. 3 – Listening:</u>

The original tailored-made text that was generated into a recording

---

Hello, I am your teacher's grandma. My name is Rose. I have a dog.

She is my best friend because she is loyal to me for almost 12 years. However, she has some health issues so I have to take her to the veterinarian frequently. It is also important to feed her some quality food and take her for a walk as often as possible. My husband trained her when she was a puppy so now, she protects our house. I am quite old now so my grandchildren play with her the most. If they don't play with her, she is very sad. She needs people to spend time with her all day every day. She is very lovely.

Hey, I am your teacher's cousin. My name is Lucy. I have a snake.

George is very quiet. He doesn't need a lot of space because he is very young. He easily fits into my hand. However, I need to clean his terrarium regularly. The advantage of taking care for George is that I don't need to take him for a walk or spend time playing with him. His skin and eyes are beautiful. I love watching him move around his terrarium and touching his colourful skin. Most people are frightened of him when I feed him live animals, mostly little mice.

Hi, I am your teacher's mother. My name is Anna. I have a tom cat.

He is very silly. Sometimes, I have to clean up dead animals he brings into the house. I had to buy equipment for him in a pet shop that was quite expensive. I have to empty his litter box every day. I need to brush his long fur regularly because one of my close friends is allergic to cats. When he was a kitten, my grandchildren played with him a lot. I watched him so he doesn't scratch their hands or a furniture. You know, you have to play with kittens as often as possible because they are not that friendly when they grow up.

Appendix 3

Lesson plan 2 – group project results

(Note:

The comments and symbols written with a pink marker are the ones written by the author who was at that time in the role of a teacher. She wrote them the day after the particular lesson was carried out so she could handle the whole folder with the group project materials back to the pupils the next lesson for them to discover how well they managed to complete it.)

Group 1 – 5 girls

DOGS

The babies, called puppies, are so adorable, making humans smile when looking at them. ✓

They are very playful, loyal to their owners and they express their unconditional love to the people they like by licking them, waggling their tail really fast or jumping at them. ✓

If they don't like you stealing their favourite toy from them and refusing to give it back to them, they will bark at you very loudly expressing that they don't like it. They can seem very angry and impatient. Also, they often end up looking for their toys all around the house because they don't remember where they hid it the last time or where they played with it an hour ago. ✓

They will do whatever they want. No matter what their owner tells them. They jump into a cold river even if their owner warns them not to do that because of their bad swimming ability and thick fur. They are very impulsive and they will do such silly things if they feel like having some fun. ✓

If they are not raised with love and trained properly, they can become shy and sometimes even aggressive. ✓

After their long day, they usually fall asleep snoring on the couch with their owner while watching five *Friends* episodes in a row with them.

The babies, called "pups", are so adorable, making people smile when looking at them. [baby otters] 0

They are so thirsty when running too much while on a walk with their owner so they drink a whole bowl of water when they get back home.

When their owner doesn't have them on leash, they usually escape them to the woods or somewhere far away, going on their own little adventure, hunting birds or squirrels. They sniff around and play with poisonous lizards or even a snake and they completely forget that there is their owner looking for them and calling for them. ✓

Some breeds can be quite dangerous not only for people but also for other breeds as they can get into a fight and bite each other pretty badly. ✓

OTTERS

They eat mainly fish, shellfish, frogs and birds. ✓ E

They communicate using low-frequency vibrations that can travel several kilometres through air.

They communicate using different sounds and smells. ✓

They live in small groups that are similar to a human family. ✓

They can live up to 16 years. Which is sometimes even more than a dog can. ✓

They hold hands when they sleep so they don't drift away from each other. ✓

They are night owls. That means they are active during the night but sleeping while holding hands during the day. ✓

They are constantly chewing on something so, most of the time, you can spot them eating some grass, leaves, fruits or roots. E

They have to eat at least 25% of their body weight every day to keep their level of fat. Fat keeps them warm in the cold waters. For example, a female that weighs around 20 kilograms has to eat at least 5 kilograms of meat every day. ✓

There are 13 kinds of these animals. Best known are those who live in the sea and by the river. The difference is in the thickness and colour of their fur. Those living in the sea have darker and thicker fur. ✓

They have long, slim body that is very flexible so they are able to move quickly while hunting in water. ✓

Their fur is thick so it keeps them warm. It is also water-resistant. ✓

VERY NICE WORK! ♡♡

ELEPHANTS

They can live up to 65 years or even more! ✓

Their trunk has enormous power to suck water and crash or hold heavy things. ✓

There are 2 main species: African and Asian. You can tell the difference based on the size of their ears. African has bigger ears than Asian one. Asian is also called Indian (not the nationality but the country of India :D). ✓

They are the world's largest land animals - mammals. ✓

They are very social and spend their time interacting with others. ✓ *this is true for otters too* :) *(and dogs)*

The groups of these animals also travel a lot to find enough food and water so they always explore new places. ✓

People are their biggest predators so they do not get near humans and their homes. When people are observing them, they tend to mind their business which makes them appear kind of shy. ✓ *true for otters as well* :)

They live in groups called herds. ✓

Their tusks are actually teeth. ✓

They seem to be very peaceful animals. The only time when they are fighting each other is when competing for their future partner. They fight using their large ears which is kind of funny. However, they can become aggressive when their babies are in danger or when the adults are injured or sick. ✓

Their babies, called calves, are very playful and usually have fun with other calves in muddy water puddles which makes them very dirty and messy. Their running, falling and playing is really nice and entertaining to watch for example in some TV document. ✓

With their long trunk, they are able to drink over 150 litres of water in just 5 minutes! ✓

They learn how to survive in nature through the play in the first 3 years of their life before they mature. 0 *elephants are mature at the age of 10-14 years* :) WELL DONE :)

1. ELEPHANTS

a) Glue down the 2 pictures and write which is African and which is Asian/Indian.

African ✓   Indian ✓

b) Write down at least 5 facts about elephants. Find them in the text or write what else you know about them.

They remember ther close ones
They recognise bones of then loved ones
They can pait paint — *nice point!* ☺
They grief   They live up to 65× years

2. OTTERS

a) Glue down the 2 pictures and write which lives in the sea and which lives by the river.

bty the rivers ✓   by the sea ✓

GOOD JOB! ☺

b) Write down at least 5 facts about otters. Find them in the text or write what else you know about them.

we can discuss this ☺
They are **necrophiles** — *Are you sure you know what that word means?*
interesting fact, I didn't know that → They kidnap other species kid's
They drown with they'n *their* mating prtner sometimes
They are cute tho
    They hold hands while sleeping

3. DOGS

a) Glue down the 2 pictures and try to guess the name of the breeds. Write down your guesses (don't worry about the spelling).

→ Shiba Inu   Chau-Chau ✓
  Akita Inu
but this is fine ☺

b) Write down at least 5 facts about dogs. Find them in the text or write what else you know about them.

They are color blind (can't see red in green)
They have 7× more sensitive hearing *than human*
when they are scared they put then tail between they'n legs   They age *that's true* differently *than humans*
They get upset if you don't play with them

TASK 1: To each word describing the **personality**, write which animal (elephant, dog or otter) fits that word. There can be only one or all three of them.

For example:
Adventurous – dog and elephant

PERSONALITY:

Adventurous – *dog and elephant*

Aggressive – dog, otter, elephant

Forgetful – otter, *dog too*

Impulsive – elephant, *dog too – when they jump into cold water* ☺ *in winter*

Lovable – dog

Friendly – dog

Fun – otter, *dogs and elephants as well*

Attractive or cute – otter, dog, elephant *– yes, their babies especially* ☺

YOU DID REALLY WELL! ☺

TASK 2: To each type of **behaviour**, write which animal (elephant, dog or otter) fits that type. There can be only one or all three of them.

For example:
Belongs to gang – otters and elephant

BEHAVIOUR:

Belong to gangs – *otter and elephant*

Come home late – otter

Criticise – dog

Feel shy – elephant, *dogs and otters can feel or seem shy too* ☺

Do dangerous things – dog

eat/drink too much – otter, *elephants and dogs drink too much* ☺

fight – dog, elephant

forget things – otter, dogs as well *– remember the piece of text about hiding their toy and then struggling to find it?* ☺

ignore advice – dog

make a lot of noise – elephant, *dogs too, when they bark for an hour loudly* ☺

sleep in front of the TV – dog

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Group 2 – 3 boys

DOGS

The babies, called ~~other babies~~ "pups", are so adorable, making people smile when looking at them. 0

The babies, called puppies, are so adorable, making humans smile when looking at them. ✓

They are so thirsty when running too much while on a walk with their owner so they drink a whole bowl of water when they get back home. ✓

If they are not raised with love and trained properly, they can become shy and sometimes even aggressive. ✓

They will do whatever they want. No matter what their owner tells them. They jump into a cold river even if their owner warns them not to do that because of their bad swimming ability and thick fur. They are very impulsive and they will do such silly things if they feel like having some fun. ✓

When their owner doesn't have them on leash, they usually escape them to the woods or somewhere far away, going on their own little adventure, hunting birds or squirrels. They sniff around and play with poisonous lizards or even a snake and they completely forget that there is their owner looking for them and calling for them. ✓

They are very playful, loyal to their owners and they express their unconditional love to the people they like by licking them, waggling their tail really fast or jumping at them. ✓

After their long day, they usually fall asleep snoring on the couch with their owner while watching five *Friends* episodes in a row with them. ✓

Some breeds can be quite dangerous not only for people but also for other breeds as they can get into a fight and bite each other pretty badly. ✓

If they don't like you stealing their favourite toy from them and refusing to give it back to them, they will bark at you very loudly expressing that they don't like it. They can seem very angry and impatient. Also, they often end up looking for their toys all around the house because they don't remember where they hid it the last time or where they played with it an hour ago. ✓

They are very social and spend their time interacting with others. ✓ (others too)

GOOD JOB! 😊

ELEPHANTS

There are 2 main species: African and Asian. You can tell the difference based on the size of their ears. African has bigger ears than Asian one. Asian is also called Indian (not the nationality but the country of India D). ✓

They communicate using low-frequency vibrations that can travel several kilometres through air. ✓

They can live up to 65 years or even more! ✓

They seem to be very peaceful animals. The only time when they are fighting each other is when competing for their future partner. They fight using their large ears which is kind of funny. However, they can become aggressive when their babies are in danger or when the adults are injured or sick. ✓

With their long trunk, they are able to drink over 150 litres of water in just 5 minutes! ✓

The groups of these animals also travel a lot to find enough food and water so they always explore new places. ✓

Their trunk has enormous power to suck water and crash or hold heavy things. ✓

They are the world's largest land animals - mammals. ✓

Their tusks are actually teeth. ✓

They live in groups called herds. ✓

Their babies, called calves, are very playful and usually have fun with other calves in muddy water puddles which makes them very dirty and messy. Their running, falling and playing is really nice and entertaining to watch for example in some TV document. ✓

They are constantly chewing on something so, most of the time, you can spot them eating some grass, leaves, fruits or roots. ✓

WELL DONE! 👊

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OTTERS

There are 13 kinds of these animals. Best known are those who live in the sea and by the river. The difference is in the thickness and colour of their fur. Those living in the sea have darker and thicker fur.

Their fur is thick so it keeps them warm. It is also water-resistant.

They have long, slim body that is very flexible so they are able to move quickly while hunting in water.

They eat mainly fish, shellfish, frogs and birds.

They have to eat at least 25% of their body weight every day to keep their level of fat. Fat keeps them warm in the cold waters. For example, a female that weighs around 20 kilograms has to eat at least 5 kilograms of meat every day.

They are night owls. That means they are active during the night but sleeping while holding hands during the day.

They communicate using different sounds and smells.

They can live up to 16 years. Which is sometimes even more than a dog can.

They learn how to survive in nature through the play in the first 3 years of their life before they mature.

People are their biggest predators so they do not get near humans and their homes. When people are observing them, they tend to mind their business which makes them appear kind of shy.

They live in small groups that are similar to a human family.

They hold hands when they sleep so they don't drift away from each other.

EXCELLENT ! 😊

WORKSHEET n.1 (handwritten title)

1. ELEPHANTS

a) Glue down the 2 pictures and write which is African and which is Asian/Indian.

African ✓   Asian/Indian ✓

b) Write down at least 3 facts about elephants. Find them in the text or write what else you know about them.

They can live up to 65 years or even more.
Their tusks are actually teeth.
They are the world's largest land animals

2. OTTERS

a) Glue down the 2 pictures and write which lives in the sea and which lives by the river.

river   sea

b) Write down at least 3 facts about otters. Find them in the text or write what else you know about them.

They communicate using different sounds and smells.
They can live up to 16 years.
+ they hold hands when sleeping so they don't drift away from each other

3. DOGS

a) Glue down the 2 pictures and try to guess the name of the breeds. Write down your guesses (don't worry about the spelling).

Pomeranian/Chow-chow — Pomeranian is smaller 😊
Chow-Chow

Shiba inu ✓
Akita

b) Write down at least 5 facts about dogs. Find them in the text or write what else you know about them.

They are kept as pets.
They are silly — yeah, they definitely are! 😊
They mark their territory by peeing. — good point 😊
There are many breeds of them.
They are very playful.

AWSOME GUYS! 😊

TASK 1: To each word describing the **personality**, write which animal (elephant, dog or otter) fits that word. There can be only one or all three of them.

For example:
Adventurous – dog and elephant

PERSONALITY:

Adventurous – *dog and elephant*

Aggressive – dog, elephants too – when they are injured *or their babies* ☺

Forgetful – elephant – dogs too

Impulsive – dog

Lovable – dog, otters

Friendly – dog, elephant – maybe, if you teach them ☺

Fun – dog, otters also baby elephants are fun when playing ☺

Attractive or cute – otters, dog also baby elephant is cute ☺

TASK 2: To each type of **behaviour**, write which animal (elephant, dog or otter) fits that type. There can be only one or all three of them.

For example:
Belongs to gang – otters and elephant

BEHAVIOUR:

Belong to gangs – *otter and elephant*

Come home late – dog, otters too – they hunt at night they are "night owls" ☺

Criticise – dog

Feel shy – dog, otters too – their biggest predator is human they seem to be shy because they do not come close to humans ☺

Do dangerous things – otters, dog

eat/drink too much – dog, otters eat too much to keep their body fat elephants drink up to 150 litres in 5 mins

fight – dog, otters, elephant

forget things – elephant, dogs too – they hide their toy somewhere and then can't find it ☺

ignore advice – dog

make a lot of noise – dog, otters too – they communicate using different sounds ☺

sleep in front of the TV – dog

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Group 3 – 4 girls

OTTERS

They have long, slim body that is very flexible so they are able to move quickly while hunting in water. ✓

They eat mainly fish, shellfish, frogs and birds. ✓

There are 13 kinds of these animals. Best known are those who live in the sea and by the river. The difference is in the thickness and colour of their fur. Those living in the sea have darker and thicker fur.

They can live up to 16 years. Which is sometimes even more than a dog can. ✓

Their fur is thick so it keeps them warm. It is also water-resistant. ✓

They are night owls. That means they are active during the night but sleeping while holding hands during the day. ✓

They hold hands when they sleep so they don't drift away from each other. ✓

They have to eat at least 25% of their body weight every day to keep their level of fat. Fat keeps them warm in the cold waters. For example, a female that weighs around 20 kilograms has to eat at least 5 kilograms of meat every day. ✓

They learn how to survive in nature through the play in the first 3 years of their life before they mature. ✓

EXCELLENT! 😊

DOGS

They are very playful, loyal to their owners and they express their unconditional love to the people they like by licking them, wagging their tail really fast or jumping at them. ✓

Some breeds can be quite dangerous not only for people but also for other breeds as they can get into a fight and bite each other pretty badly. ✓

They communicate using different sounds and smells. 0 (dogs communicate with barking :)

They communicate using low-frequency vibrations that can travel several kilometres through air. ⊖ (search it online! it's very interesting :)

The babies, called "pups", are so adorable, making people smile when looking at them. 0 [baby otters]

The babies, called puppies, are so adorable, making humans smile when looking at them. ✓

If they don't like you stealing their favourite toy from them and refusing to give it back to them, they will bark at you very loudly expressing that they don't like it. They can seem very angry and impatient. Also, they often end up looking for their toys all around the house because they don't remember where they hid it the last time or where they played with it an hour ago. ✓

When their owner doesn't have them on leash, they usually escape them to the woods or somewhere far away, going on their own little adventure, hunting birds or squirrels. They sniff around and play with poisonous lizards or even a snake and they completely forget that there is their owner looking for them and calling for them. ✓

They will do whatever they want. No matter what their owner tells them. They jump into a cold river even if their owner warns them not to do that because of their bad swimming ability and thick fur. They are very impulsive and they will do such silly things if they feel like having some fun. ✓

They are so thirsty when running too much while on a walk with their owner so they drink a whole bowl of water when they get back home. ✓

If they are not raised with love and trained properly, they can become shy and sometimes even aggressive. ✓

After their long day, they usually fall asleep snoring on the couch with their owner while watching five *Friends* episodes in a row with them.

WELL DONE :)

ELEPHANTS ✓

They are the world's largest land animals - mammals. ✓

There are 2 main species: African and Asian. You can tell the difference based on the size of their ears. African has bigger ears than Asian one. Asian is also called Indian (not the nationality but the country of India :D). ✓

They seem to be very peaceful animals. The only time when they are fighting each other is when competing for their future partner. They fight using their large ears which is kind of funny. However, they can become aggressive when their babies are in danger or when the adults are injured or sick.

They are very social and spend their time interacting with others. — *but this is true for elephants as well* :)
4-5 members ✓ 0

They live in small groups that are similar to a human family.

The groups of these animals also travel a lot to find enough food and water so they always explore new places. ✓

They can live up to 65 years or even more! ✓

Their babies, called calves, are very playful and usually have fun with other calves in muddy water puddles which makes them very dirty and messy. Their running, falling and playing is really nice and entertaining to watch for example in some TV document. ✓

People are their biggest predators so they do not get near humans and their homes. When people are observing them, they tend to mind their business which makes them appear kind of shy. ✓ *this is true for otters too* :)

They live in groups called herds. ✓

Their trunk has enormous power to suck water and crash or hold heavy things. ✓

They are constantly chewing on something so, most of the time, you can spot them eating some grass, leaves, fruits or roots. ✓

Their tusks are actually teeth. ✓

With their long trunk, they are able to drink over 150 litres of water in just 5 minutes! ✓

GOOD JOB ! :)

---

1. ELEPHANTS

a) Glue down the 2 pictures and write which is African and which is Asian/Indian.

Indian ✓

African ✓

b) Write down at least 5 facts about elephants. Find them in the text or write what else you know about them.

They are the world's biggest land animals.
They can live up to 65 years.
They live in a group called herds
They can drink over 150l of water in just 5 minutes
Their tusks are actually teeth

2. OTTERS

a) Glue down the 2 pictures and write which lives in the sea and which lives by the river.

river

sea

BRILLIANT! 👍

b) Write down at least 5 facts about otters. Find them in the text or write what else you know about them.

They hold hands while sleeping.
They can live up to 16 years.
They are night owls.
They eat mainly fish and sea food
They have to eat at least 25% of their body weight.

3. DOGS

a) Glue down the 2 pictures and try to guess the name of the breeds. Write down your guesses (don't worry about the spelling).

akita-inu ✓

chow-chow ✓

b) Write down at least 5 facts about dogs. Find them in the text or write what else you know about them.

Their babies are called puppies.
They communicate using different sounds and *smells*
They can fall asleep anywhere. — *that's very true* :)
They can be aggressive.
They are stubborn. *yes!* :)

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WORKSHEET n.2

TASK 1: To each word describing the **personality**, write which animal (<u>elephant</u>, <u>dog</u> or <u>otter</u>) fits that word. There can be only one or all three of them.

For example:
Adventurous – dog and elephant

PERSONALITY:

Adventurous – *dog and elephant*

Aggressive – dog and elephant

Forgetful – elephant , dog too – they hide their toy somewhere and then search for it all day ☺

Impulsive – otter , dog too – remember the jumping into the cold water? (in the text) ☺

Lovable – dog

Friendly – dog

Fun – dog and otter   and baby elephants too! ~

Attractive or cute – dog , also baby otters and elephants ☺ nearly all animal babies are just cute ♡

NICE WORK, GIRLS! ^^

TASK 2: To each type of **behaviour**, write which animal (<u>elephant</u>, <u>dog</u> or <u>otter</u>) fits that type. There can be only one or all three of them.

For example:
Belongs to gang – otters and elephant

BEHAVIOUR:

Belong to gangs – *otter and elephant*

Come home late – otter

Criticise – dog

Feel shy – dog

Do dangerous things – otter

eat/drink too much – elephant and otter

fight – otter , dogs too when they don't like each other ☺

forget things – elephant , dogs too ☺

ignore advice – dog

make a lot of noise – all 3 of them – yeah, you're absolutely right! ☺

sleep in front of the TV – dog

Group 4 – 3 boys

ELEPHANTS

The groups of these animals also travel a lot to find enough food and water so they always explore new places. ✓

They can live up to 65 years or even more! ✓

They are the world's largest land animals - mammals. ✓

There are 2 main species: African and Asian. You can tell the difference based on the size of their ears. African has bigger ears than Asian one. Asian is also called Indian (not the nationality but the country of India :D). ✓

Their tusks are actually teeth. ✓

They are constantly chewing on something so, most of the time, you can spot them eating some grass, leaves, fruits or roots. ✓

Their trunk has enormous power to suck water and crash or hold heavy things. ✓

They seem to be very peaceful animals. The only time when they are fighting each other is when competing for their future partner. They fight using their large ears which is kind of funny. However, they can become aggressive when their babies are in danger or when the adults are injured or sick. ✓

They live in groups called herds. ✓

With their long trunk, they are able to drink over 150 litres of water in just 5 minutes! ✓

YOU DID VERY WELL!

OTTERS

They have to eat at least 25% of their body weight every day to keep their level of fat. Fat keeps them warm in the cold waters. For example, a female that weighs around 20 kilograms has to eat at least 5 kilograms of meat every day. ✓

They hold hands when they sleep so they don't drift away from each other. ✓

They have long, slim body that is very flexible so they are able to move quickly while hunting in water. ✓

They learn how to survive in nature through the play in the first 3 years of their life before they mature. ✓

They communicate using low-frequency vibrations that can travel several kilometres through air. E

They eat mainly fish, shellfish, frogs and birds. ✓

They live in small groups that are similar to a human family. ✓

Their babies, called calves, are very playful and usually have fun with other calves in muddy water puddles which makes them very dirty and messy. Their running, falling and playing is really nice and entertaining to watch for example in some TV document. E   baby otters are called "pups" :)

They are night owls. That means they are active during the night but sleeping while holding hands during the day. ✓

Their fur is thick so it keeps them warm. It is also water-resistant. ✓

People are their biggest predators so they do not get near humans and their homes. When people are observing them, they tend to mind their business which makes them appear kind of shy. ✓

They can live up to 16 years. Which is sometimes even more than a dog can. ✓

There are 13 kinds of these animals. Best known are those who live in the sea and by the river. The difference is in the thickness and colour of their fur. Those living in the sea have darker and thicker fur. ✓

NICE WORK GUYS!

1. ELEPHANTS

a) Glue down the 2 pictures and write which is African and which is Asian/Indian.

Indian ✓ *African* ✓

b) Write down at least ~~X~~ 3 facts about elephants. Find them in the text or write what else you know about them.

They're big — don't you say! ☺
They're heavy, like your mother.
↳ *I hope you laughed at your own joke…*

2. OTTERS

a) Glue down the 2 pictures and write which lives in the sea and which lives by the river.

river ✓   *sea* ✓

b) Write down at least ~~X~~ 3 facts about otters. Find them in the text or write what else you know about them.

They are might arrely

~~your spotter's toothbrush~~

3. DOGS

a) Glue down the 2 pictures and try to guess the name of the breeds. Write down your guesses (don't worry about the spelling).

méint chinosy *obed*   NOT FUNNY ANYMORE ☹   *chlepató obed*

Akita Inu   chow-chow

b) Write down at least ~~X~~ 3 facts about dogs. Find them in the text or write what else you know about them.

✗

WELL, I THINK YOU CAN DO BETTER! ☹

TASK 1: To each word describing the **personality**, write which animal (<u>elephant</u>, <u>dog</u> or <u>otter</u>) fits that word. There can be only one or all three of them.

For example:
Adventurous – dog and elephant

PERSONALITY:

Adventurous – *dog and elephant*

Aggressive – *dog, elephant too (when its baby is in danger for example) ☺*

Forgetful – *dog*

Impulsive – *dog*

Lovable – *otters and dogs*

Friendly – *dog*

Fun – ~~jolku~~ *dogs, elephant babies as well when playing ☺*

Attractive or cute – ~~myca~~ *otters and dog*
       also baby elephants ♡

WELL DONE ☺

TASK 2: To each type of **behaviour**, write which animal (<u>elephant</u>, <u>dog</u> or <u>otter</u>) fits that type. There can be only one or all three of them.

For example:
Belongs to gang – otters and elephant

BEHAVIOUR:

Belong to gangs – *otter and elephant*

Come home late – *dogs*

Criticise – *dogs*

Feel shy – *dog and otters*

Do dangerous things – *otters and dogs*

eat/drink too much – *elephants and dogs* ~~~~ *also otters – they eat too much to keep their body fat ✓*

fight – *elephants and dogs (sometimes it looks like a play) ☺*

forget things – *dogs*

ignore advice – *dogs, otters*

make a lot of noise – *dogs*

sleep in front of the TV – *dogs*

Appendix 4

Lesson 3 – examples of pupils' writing activity results

TURTLE – "My owner doesn't change dirty water in my terrarium."
"I bit my owner twice"
"I escaped from my terrarium and he/she had to look after me through his/hers entire house/apartment."
"I went for a short walk and my owner went crazy."
"I demolished my terrarium on purpose."
"I hid in my terrarium on purpose."

SPIDER – NOT POISONOUS!
– "My owner doesn't feed me much."

– I would bite him and make him a spiderman
– I would make a big spiderweb in his rooms.
– I would make a spider web and eat it.

CAT – "My owner did not empty my litter box yesterday."
My owner did play with me a lot"
" I peed on his bed"
" I pooped in his toilet"
" I cleaned his toilet so he could clean mine"

SNAKE – NOT POISONOUS!
– "My owner doesn't pay attention to the fact that I'm too big for my terrarium."

– I wold bite.
– I'm going to escape and sleep in his bad.
– I will not talk to him.

HAMSTER - "My owner doesn't give me any toy to play with."

I take his boots and chew them
I hide his food of him.
I make him a special gift in his bed.
I create (talk) with him about it.
I play with his toys.

DOG - "My owner did not give me any snack today."

Annoy my owner until he gets up and feeds me, if not
then i would bark, run to the kitchen and break
everything until something falls on the food box
drops it on the ground and then i would open it. If it
didn't fall on the ground then i would annoy my owner
until he feeds me.

BUNNY - "My owner doesn't feed me any green leaves and carrot at all."

I'm going to escape from the cage, bite the cage, pee in his bed and
carpet, eat his sheets and carpet. I'll be aggressive and bite his fin-
gers.

PARROT – "My owner doesn't teach me any new words."

I ~~am~~ am going to ~~shouting~~ shout at him

I am going to ~~repeat~~ repeate his old words.

I am going to be rude because I don't know any other

words. ~~bad~~ than bad words.

I am going to throw the treats at him.

I am going to spray water from my pool at him.

CHAMELEON – "My owner doesn't give me many things
to climb up and down."

~~My owner doesn't see me~~. He doesn't let me play
~~League of Legends.~~ I would poop into his bed
and pee into his coffee. ~~And~~ I would put my
tounge into his mouth and throw his phone
into ~~the~~ a trash bin. Also I will delete his
League of Legends account.

Appendix 5

Observation sheet for the neutral group of pupils

Date of the lesson: ....

Time of the lesson: ....

Observation sheet

Timing of the activity	Activity (Brief description)	What intelligences are mostly developed by the activities?	Comments

Appendix 6

Researcher's memos

(Note:

The memos are presented in a bullet-like style according to the particular lesson. For the most part, the author uses colloquial English to express her thoughts, notes and opinions. The author uses the 1st person singular, present tense, regarding the notes written during lessons in the control sub-group, and past tense, regarding the notes written immediately after the lessons taught in the experimental sub-group. The memos are presented in the exact order the author wrote them into the observation sheet.)

Control Sub-Group

Lesson 1

- *Time: 10:55-11:40*
- *Date: 3. 5. 2024*
- *Number of pupils: 13*
- *I am introduced by the sub-group's regular English teacher*
- *Pupils are not informed about me taking notes for my research*
- *First 5 minutes: introducing the topic "Animals"*
- *From 11:00: Pupils make pairs and brainstorm about the topic while drawing a mind map in English*
- *One pupil is reading a book occasionally; she is disciplined and works on every task given by the teacher (I'm not sure if the teacher tolerates that on purpose or does not notice it at all)*
- *From 11:15: coursebook – exercise 1, page 34*
- *From 11:25: coursebook – exercise 3, page 34*
- *Last approx. 8 minutes: pupils work in pairs or individually and create a short riddle poem on a chosen animal; some of them read it to others out loud, the rest will do so next lesson*
- *The teacher checks pupils' pronunciation, asks for spelling occasionally*
- *A lot of translation into Czech*
- *Words mentioned outside the ones included in the coursebook: mammal, rattle snake, forest animals, habitat, meerkat, water animals, zoo animals, their food, hen, buffalo, dragon fly*

- *The types of intelligences developed during this lesson: visual/spatial, logical-mathematical, verbal-linguistic, interpersonal, and naturalistic intelligence*
- *The teacher uses Czech multiple times throughout the whole lesson*
- *Fast-paced lesson*
- *Dynamic and very lively sub-group*
- *Pupils often talk to each other, turn around on their seats while teacher talks about something*
- *Pupils are easily distracted and very talkative*
- *They like to talk about topics that have nothing to do with the topic of this lesson*
- *The teacher has to repeatedly engage pupils' attention and manage their discipline*

Lesson 2
- *Time: 11:50-12:35*
- *Date: 8. 5. 2024*
- *Number of pupils: 12*
- *Initial 5 minutes: organizational stuff*
- *From 12:00: the teacher reads her own riddle poems she prepared beforehand (quite monotonously read) and the pupils guess the animal (a lot of background noise which causes that it is hard to hear what the teacher is reading)*
- *Result: only 3 out of the total 12 pupils guessed all 5 animals correctly*
- *The teacher translates the riddle poems into Czech one by one*
- *The rest of the pupils read their poems and others guess the animal*
- *From 12:10: coursebook – exercise 4, page 35*
- *Pupils work individually, then fill in the exercise together with the teacher on the interactive whiteboard*
- *Translation into Czech*
- *From 12:15: coursebook – exercise 5, page 35*
- *The teacher corrects pupils' pronunciation*
- *From 12:20: coursebook – exercise 6, page 35 (projected on whiteboard)*
- *Kind of difficult for the pupils to create pairs*
- *Follow-up discussion in pairs about the results (most pupils discuss in Czech)*
- *Fill-in of the exercise together with the teacher → 5 out 9 sentences incorrect*
- *From 12:25: coursebook – exercise 1, page 37*

- *The teacher asks pupils if there is any new word for them in this exercise*
- *From 12:28: coursebook, exercise 2, page 37*
- *Pupils read the text on their own*
- *Teacher asks the pupils what is the text about, what is surprising, whether there are any new words for the pupils etc.*
- *The types of intelligences developed during this lesson: visual/spatial, logical-mathematical, verbal-linguistic, interpersonal, and musical intelligence*
- *Overall, a lot of background noise when pupils work in pairs but the teacher tolerates it for the most part of the lesson*
- *The teacher prefers a communicative approach to teaching English*
- *Teacher encouraged the pupils to translate their thought or opinion into English after they say something out loud in Czech first*

Lesson 3
- *Time: 10:55-11:40*
- *Date: 10. 5. 2024*
- *Number of pupils: 14*
- *Today's content: reading and listening exercises*
- *Initial 5 minutes: organizational stuff*
- *From 11:00: really funny listening activity*
- *Teacher projects a worksheet via an online platform Liveworksheets[18]*
- *The teacher plays various animals sounds from the worksheet and asks pupils how do we call the sounds in English (another pupil writes the sounds on the blackboard with the help of the teacher)*
- *The teacher corrects the spelling and pronunciation*
- *From 11:10: coursebook – refresh the text on the page 37*
- *Pupils read a two-sentence-bit one by one*
- *Common mistakes: plurals (pupils forget about reading the "s" at the end of a word in plural form, words: male, adolescent, impulsive)*
- *The teacher shows any potential new words in the text and translates them into Czech (for example, male and female)*
- *From 11:20: coursebook – exercise 3, page 37*
- *Pupils work individually*

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[18] www.liveworksheets.com

- *Only one pupil has everything correct*
- *A follow-up discussion about the statements and why they are right or wrong*
- *From 11:30: coursebook – exercise 4, page 37*
- *Pupils read the sentences out loud one by one and translate them into Czech*
- *Following activity: a quick revision of the hard sounds from the worksheet*
- *A few minutes left at the end of the lesson: a game "Who's the king?"*
- *The types of intelligences developed during this lesson: visual/spatial, logical-mathematical, verbal-linguistic, musical, and bodily-kinaesthetic intelligence*
- *Reading comprehension is pupils' weakness in general*
- *Pupils do not orientate well in the text*

Experimental Sub-Group

Lesson 1

- *I introduced myself at the beginning of the lesson*
- *Majority of the pupils knew me from the last teaching practice I undertook at the same lower-secondary school*
- *I, however, did not inform them about conducting my research while teaching them*
- *I told them for how many lessons I will teach them*
- *17 pupils in total*
- *I introduced them the new topic*
- *I aimed on finding out their current knowledge about the topic, starting with the easiest and progressing toward more difficult vocabulary*
- *The difficulty leveled up with each activity (pictures → sounds → riddle poems → groups of animals: insect, reptiles etc.)*
- *Whole lesson was designed with the intention to communicate and work with various senses (mainly sight and hearing)*
- *I tried to be enthusiastic, supporting, motivating while eliciting all pupils equally, giving them the opportunity to experience the success*
- *The drawback: I had to frequently change the material I projected so it kind of restricted me to stay just in the space in front of the board, near the PC*
- *However, I tried to move among the desks and pupils to shift their attention from the board towards me as well*

- *One gifted pupil: was sitting in the 1st row, knew the answer to my every question, his answers were usually original (both with positive and negative connotation), majority of his public speech time during the lesson was ironic (mostly aimed at entertaining his classmates which was not successful for the most part as they looked quite annoyed by his behaviour)*
- *I praised him for his originality while answering my questions or leading a dialogue with me on a certain topic*
- *When his sarcastic notes became overwhelming, I tried to redirect him to speaking in more desired way because I knew he seeks attention behaving that way*
- *I worked a lot with my posture, gestures, tone and volume of my voice, and movement around the classroom*
- *I led a lot of small talks regarding the topic, showing interest in the pupils' opinions and thoughts*
- *I found out pupils have enormous range of vocabulary regarding the topic "Animals"*
- *I spoke in English for the whole lesson*
- *For the most part, pupils talked to me in English as well; some of them talked to me in Czech, however, I reacted in English, encouraging them to speak in English too*
- *Male & female names: it really challenged them but they managed to work on it together as a team and succeeded eventually*
- *Riddle poems: some pupils guessed other animals that would fit the description as well*
- *Sounds: really hard for them to guess, we discussed them afterwards*
- *Describing an animal: pupils were motivated by working with the classmate they normally do not sit with behind the desk; I did not explain the activity in a sufficient way but, despite the fact, the activity eventually worked out really well; pupils were active, speaking in English and describing at least 5 animals in the pair*
- *At the end of the lesson, we did a quick evaluation of the activities and the most interesting and enjoyable activity they voted for was the last one*
- *On the other hand, the most difficult activity for them was, according to their votes, the one with riddle poems*

Lesson 2

- *4 groups: one group with 5 girls, one group with 4 girls, and two groups with 3 boys = 15 pupils in total*
- *Timing of the group project was appropriate and sufficient*
- *Instructions were understood after the initial explanation*
- *I occasionally helped pupils' work to be more systematic and less chaotic*
- *They spoke to each other in the group in Czech which was tolerated by me*
- *It was visible that they deduce the meaning of new words from the text as they asked me or used the dictionary minimally throughout the lesson*
- *I spoke to them both in English and in Czech (mainly for the organizational purposes of the project work)*
- *I modified the number of exercises in the worksheets regarding the boy groups that had less members that the girl ones*
- *That resulted in them being even more behind in the work compared to the girl groups so I had to motivate them, encourage them, help them to move on more quickly etc.*
- *I think the project work was complex, successful for all groups, it developed pupils' vocabulary as well as their ability to cooperate and work systematically in a group*
- *Also, it was very time-consuming activity to prepare for me beforehand and very responsible work for me to make sure all materials were ready for the pupils to complete the project*

Lesson 3

- *17 pupils in total*
- *As this group of pupils is very competitive, the revision activity (Fly Swatters) was a big success*
- *However, I had to manage the noise and pupils' discipline quite a few times*
- *But it was worth it because I saw that they enjoyed the activity*
- *Drawback: the small space in front of the interactive whiteboard on which the pictures and words for this activity were projected*
- *Listening activity: they were very good at that, playing the recording twice sufficed*

- *Drawback: I did not project the new phrases from the recording (regarding the caring activities) for the pupils so they know the written form and the spelling*
- *Check-up was in the form of discussion*
- *Writing task: I encouraged them to not be restricted by the reality and be really creative, funny but not brutal and rude; I told them they can use whatever tense they feel is appropriate; some pupils needed more time than others*

Appendix 7

Exercises from the interactive form of coursebook

(Note:

Following screenshots of the interactive version of the coursebook Wider World 2 ActiveTeach by Bob Hastings and Stuart McKinlay were made by the author of this thesis for the purpose of displaying the teaching material used by the teacher of the neutral group of pupils.)

OBSERVATION 1

The introductory picture of the *Unit 3: Animal magic*, page 34
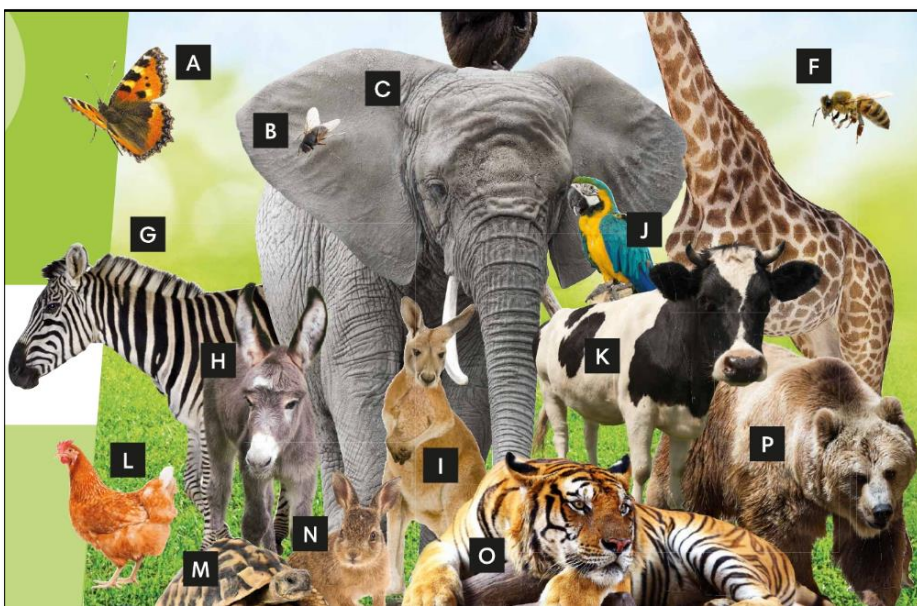
Exercise no. 1, page 34, subchapter: *3.1 Vocabulary*

Exercise no. 3, page 34, subchapter: *3.1 Vocabulary*

3.1 VOCABULARY   ⌷ Answer

3 In groups, think of two or more animals for each category below. Then compare with another group.

1 We can ride these animals. *horse, ...*
2 These animals sleep in the winter.
3 People keep these animals for meat.
4 These animals are good at climbing.
5 People use the skin of these animals for clothes or shoes.
6 These animals are good at running.
7 These animals are very dangerous.
8 These animals have sharp teeth and eat meat.

OBSERVATION 2

Exercise no. 4, page 35, subchapter: *3.1 Vocabulary*

3.1 VOCABULARY   ◀)) Click here to listen

4 In pairs, look at the photos and decide which animal you think it is. Listen and check.

1 The feathers of *a parrot* / *a duck*.
2 The eye of Choose ▾ ✓ .
3 The mouth of Choose ▾ ✓ .
4 The claws of Choose ▾ ✓ .
5 The wing of Choose ▾ ✓ .
6 The tail of Choose ▾ ✓ .
7 The fur of Choose ▾ ✓ .

Exercise no. 5, page 35, subchapter: *3.1 Vocabulary*

5 ◀) 2.04 How do you say the words **below in your language?**

Vocabulary B	Animal body parts

claw   feather   fur   mouth   tail   wing

Exercise no. 6, page 35, subchapter: *3.1 Vocabulary*

3.1 VOCABULARY

6 In pairs, choose if the sentences are *true* or *false*. Which fact do you find surprising?

True or False?

1 Polar bears have white fur but black skin. Choose ▾ ✓
2 A flamingo's feathers are pink because it eats a special kind of plankton. Choose ▾ ✓
3 Tigers have stripes on their fur but not on their skin. Choose ▾ ✓
4 Bees can beat their wings 200 times a second. Choose ▾ ✓
5 Elephants have a special call that means, 'Danger: Humans!' Choose ▾ ✓
6 For every human in the world, there are about 1.6 million ants. Choose ▾ ✓
7 The tail of a giraffe can grow to over 2.5 metres. Choose ▾ ✓
8 Butterflies can only see the colours red, green and yellow. Choose ▾ ✓
9 A brown bear's claws can grow to over fifteen centimetres. Choose ▾ ✓

Exercise no. 1, page 37, subchapter: *3.3 Reading and Vocabulary*

1 In pairs, look at the words and phrases below. Which things do teenagers typically do? What about adults?

belong to gangs   come home late   criticise   feel shy
do dangerous things   eat/drink too much   fight   forget things
ignore advice   make a lot of noise   sleep in front of the TV
study   talk about the past

Exercise no. 1, page 37, subchapter: *3.3 Reading and Vocabulary*

2 2.09 Quickly read the article. What behaviour from Exercise 1 does it mention?

Those difficult teenage years

When Sally was an adolescent, she was noisy. She was adventurous, lovable and sometimes shy. She was often forgetful too. Sally was my dog.

Adolescent dogs (from six months to a year old) are a little bit like human teens. They explore their world and test their own abilities. They love adventures and they often look for attention. One minute they're tired – then suddenly they're lively and energetic. Sometimes it can be hard for others to understand them.

And dogs aren't the only animals with a 'teenage' time in their lives. Between the ages of ten and twenty, male African elephants leave their family groups and live in large male gangs. These young elephants don't always behave well. They can be noisy and aggressive. They sometimes terrorise other groups and in some cases they kill other animals for sport.

Male sea otters also have a 'teenage' stage. They take risks and ignore their parents' advice. Sometimes they swim near dangerous white sharks and sometimes the sharks eat them. But that doesn't stop other adventurous young otters from playing this dangerous game.

For many animals, the time between childhood and adulthood is difficult. They lose the care and protection which they get from their parents. But they need risk and adventure to learn about the dangers of the world. In other words, impulsive or even crazy behaviour is an important part of an animal's education. It is often the key to success as adults. Just like for humans.

OBSERVATION 3

Exercise no. 3, page 37, subchapter: *3.3 Reading and Vocabulary*

3.3 READING and VOCABULARY   📎 Text

3 Read the text. Choose if the sentences are *right*, *wrong* or it *doesn't say*.

1 It's impossible to love adolescent dogs. *Wrong*
2 Young dogs often change their behaviour. Choose ▾ ✓
3 All young elephants live with their families. Choose ▾ ✓
4 Teenage elephants sometimes kill other elephants. Choose ▾ ✓
5 Young sea otters always follow their parents' example. Choose ▾ ✓
6 Dangerous situations can teach a young animal a lot. Choose ▾ ✓

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Exercise no. 3, page 37, subchapter: *3.3 Reading and Vocabulary*

3.3 READING and VOCABULARY

📎 Text   🔊 Click here to listen

4 Find the words below in the text. Then match the words with sentences 1–5.

| aggressive | lovable | impulsive | adventurous |

1 Grandpa often loses his glasses. *forgetful*

2 Harry often buys things he doesn't need. [   ] ✓

3 The Smiths love travelling to exotic, dangerous places. [   ] ✓

4 Male rabbits often fight when they live together. [   ] ✓

5 My puppy is friendly, fun and attractive. [   ] ✓

Vocabulary / Personality

adventurous   aggressive   forgetful
impulsive   lovable

Appendix 8

The questionnaire – experimental group of pupils

(Note:

Each question is referred to as an Item 1 to 19 in the text of this thesis which corresponds

with the total number of questions in this questionnaire.)

Part 1

1. Did you enjoy the topic "Animals"?*

1 star = "No, I didn't." 2 stars = "I enjoyed it a little..." 3 stars = "Yes, I did!"

★	★	★
1	2	3

2. Read a word "animal". What comes to your mind as the first thing?*

Write one word or as much as you want to.

Type one or a few words...

500

3. Which ocean animals do you know?*

Maximum: 10 animals

Type one or a few words...

500

4. Which wild animals do you know?*

Maximum: 10 animals

Type one or a few words...

500

5. A chicken has:*

Pick a), b) or c) to complete the sentence.

a) a tail.

b) claws.

c) a trunk.

6. A fly has:*

Pick a), b) or c) to complete the sentence.

a) feathers.

b) a tail.

c) wings.

7. A kangaroo has:*

Pick a), b) or c) to complete the sentence.

a) feathers.

b) a fur.

c) a skin.

8. Which animal has a long nose called "trunk" and big white teeth called "tusks"?*

Type one or a few words...

500

9. This animal is a really big bird but it can't fly. Write the name of the animal.*

Type one or a few words...

500

10. "A dog can be very (?) if it is not trained well and not raised with love." - What word is missing in the place of (?).*

Note: only 1 word is missing

Type one or a few words...

500

11. Pick sentences that describe an otter (its personality and behaviour).*

Note: multiple sentences are correct.

They live in groups.

They fight.

They criticize.

They do dangerous things.

They eat too much.

They are forgetful.

They are noisy.

They are lazy.

12. Pick a picture with a bumblebee in it:*

Select one answer

13. Pick a picture with an ant in it:*
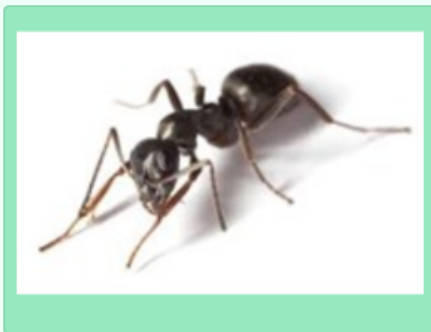
Select one answer

Part 2

14. Oceňuji, že paní učitelka mluvila převážně v anglickém jazyce.*

vyber jednu odpověď

naprosto souhlasím

spíše souhlasím

spíše nesouhlasím

naprosto nesouhlasím

15. V průběhu uplynulých třech vyučovacích hodin jsem rozuměl/a všemu, co paní učitelka říkala v anglickém jazyce.*

vyber jednu odpověď

naprosto souhlasím

spíše souhlasím

spíše nesouhlasím

naprosto nesouhlasím

123

16. Pokud jsem chtěl/a veřejně vyjádřit svůj názor, postoj, pocit či myšlenku, dostal/a jsem od paní učitelky prostor a možnost.*

vyber jednu odpověď

- naprosto souhlasím
- spíše souhlasím
- spíše nesouhlasím
- naprosto nesouhlasím

17. Myslím si, že jsem v uplynulých třech hodinách zažil/a úspěch, ať už malý nebo velký, jakéhokoliv typu (např.: správný překlad slovíčka či pochvala).*

vyber jednu odpověď

- naprosto souhlasím
- spíše souhlasím
- spíše nesouhlasím
- naprosto nesouhlasím

18. Nejlépe se učím anglický jazyk prostřednictvím:*

můžeš vybrat i více odpovědí

- poslechu hudby nebo mluveného slova
- čtení textu a vyhledávání významu neznámých slovíček
- kvízů, hádanek, křížovek, logických her apod.
- názorných ukázek v podobě obrázků, předmětů atd.
- pohybu a aktivit/her, které jsou s ním spojeny
- spolupráce s kamarádem/kamarády
- práce, kterou si řídím a vykonávám sám/sama
- propojení s přírodou a s jevy z reálného života

19. Co podle tebe v hodinách probíhalo jinak, než jsi zvyklý/á? (kromě toho, že tě vyučovala jiná osoba)*

napiš to ve větách nebo v bodech

Type one or a few words...

500

Appendix 9

The questionnaire results – experimental group of pupils

(Note:

Each answer is referred to as an Item 1 to 19 in the text of this thesis which corresponds with

the total number of question results presented in this appendix.)

Part 1
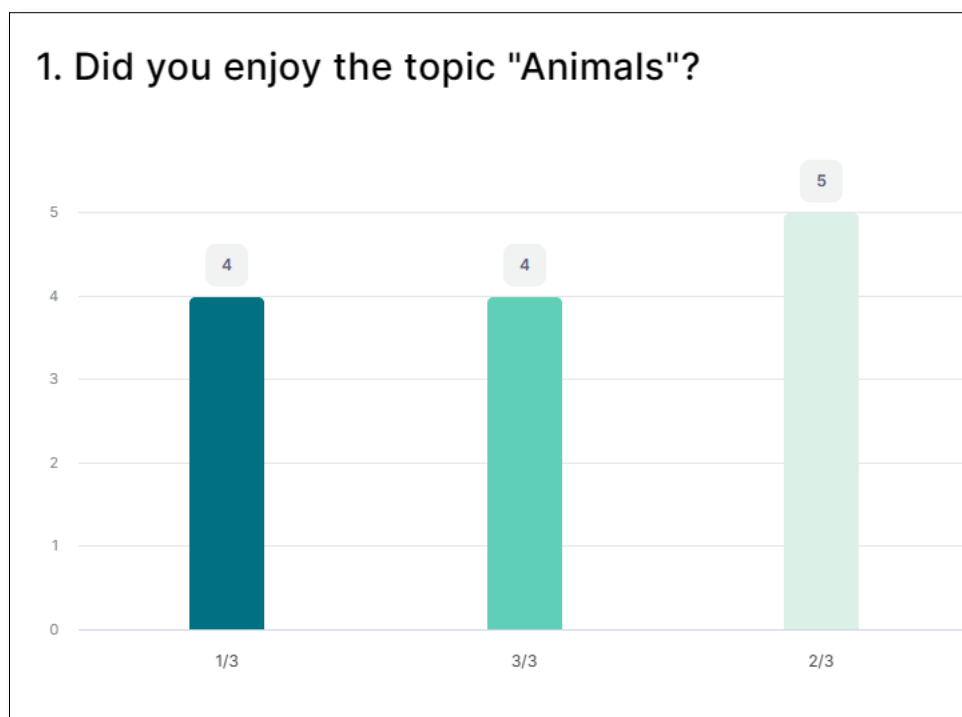
3. Which ocean animals do you know?

ODPOVĚĎ	POČET	PODÍL
whale, sea turtle, shark, seahorse, jellyfish, octopus	1	7.7%
Whale,fish,turtle,shark,polphin	1	7.7%
Whale, Fish, Salomon, Shark, Dolphin, Seal,	1	7.7%
Whale fish 🐠 octopus 🐙 turtle 🐢	1	7.7%
Whale,Dolphin,orca,fish,starfish	1	7.7%
Shark, whale, salmon,	1	7.7%
Shark, sea star, Dolphin	1	7.7%
Shark	1	7.7%
Seal, whale, jellyfish, seahorse, Shark, crab, seacucumber, squid	1	7.7%

ODPOVĚĎ	POČET	PODÍL
Whale fish 🐠 octopus 🐙 turtle 🐢	1	7.7%
Whale,Dolphin,orca,fish,starfish	1	7.7%
Shark, whale, salmon,	1	7.7%
Shark, sea star, Dolphin	1	7.7%
Shark	1	7.7%
Seal, whale, jellyfish, seahorse, Shark, crab, seacucumber, squid	1	7.7%
Puffer fish,Shark, whale	1	7.7%
Fish, whale, shark, octopus, seahorse	1	7.7%
Fish,	1	7.7%
Dolphin, whale, octopus, Shark, fish	1	7.7%

4. Which wild animals do you know?

ODPOVĚĎ	POČET	PODÍL
Tiger, Lion, Jaguar, giraffe, elephant, monkey	1	7.7%
Tiger, lion	1	7.7%
Squirell, mouse, deer	1	7.7%
Monkey, Crocodile, Snake, lizard, Tiger, Lion, zebra, bat	1	7.7%
Lion 🦁 tiger 🐯 zebra 🦓	1	7.7%
Lion, tiger, panter, hyena, bear, wolf	1	7.7%
Lion, Tiger,	1	7.7%
Lion	1	7.7%
cheetah, puma, lion, tiger	1	7.7%

4. Which wild animals do you know?

ODPOVĚĎ	POČET	PODÍL
Monkey, Crocodile, Snake, lizard, Tiger, Lion, zebra, bat	1	7.7%
Lion 🦁 tiger 🐯 zebra 🦓	1	7.7%
Lion, tiger, panter, hyena, bear, wolf	1	7.7%
Lion, Tiger,	1	7.7%
Lion	1	7.7%
cheetah, puma, lion, tiger	1	7.7%
Deer,squirell,hedgehog,boar,	1	7.7%
Deer, Fox, Wolf, Rabbit	1	7.7%
Capybara	1	7.7%
Bear, Wolf, Deer, Fox, Tiger, Lion	1	7.7%
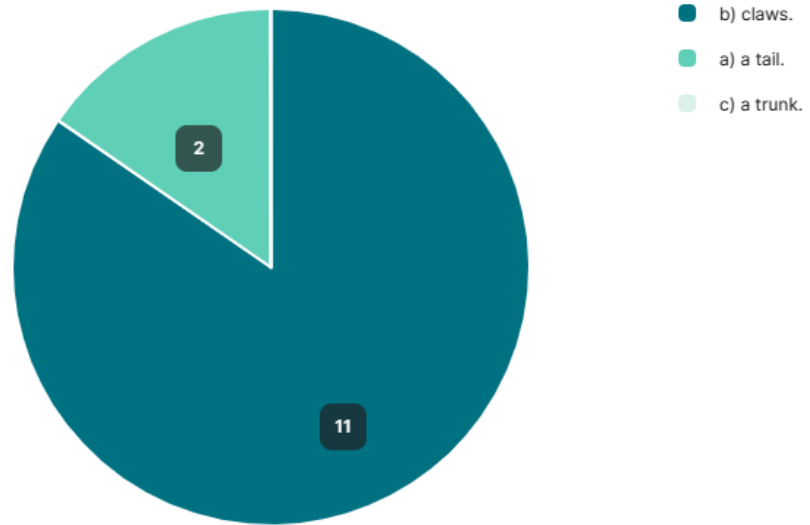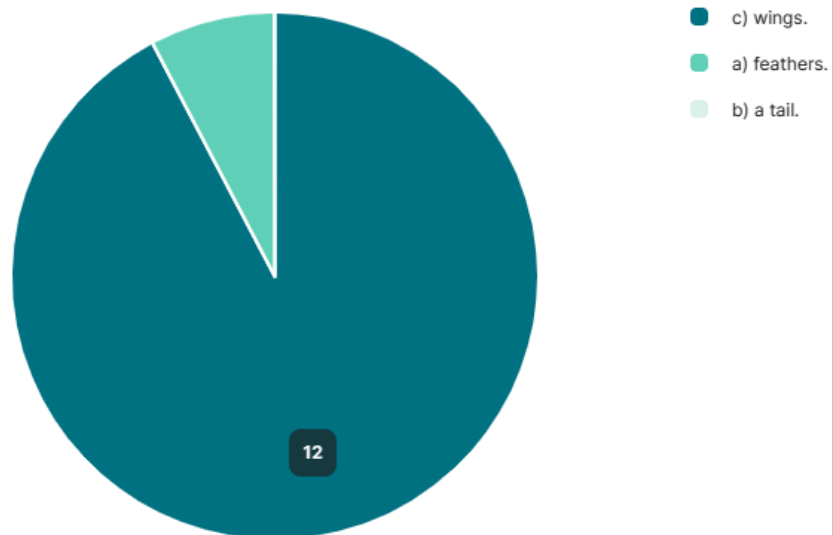
128

5. A chicken has:

- b) claws.
- a) a tail.
- c) a trunk.

2

11

6. A fly has:

- c) wings.
- a) feathers.
- b) a tail.

12

7. A kangaroo has:

- ● b) a fur.
- ● c) a skin.
- ● a) feathers.

2
11
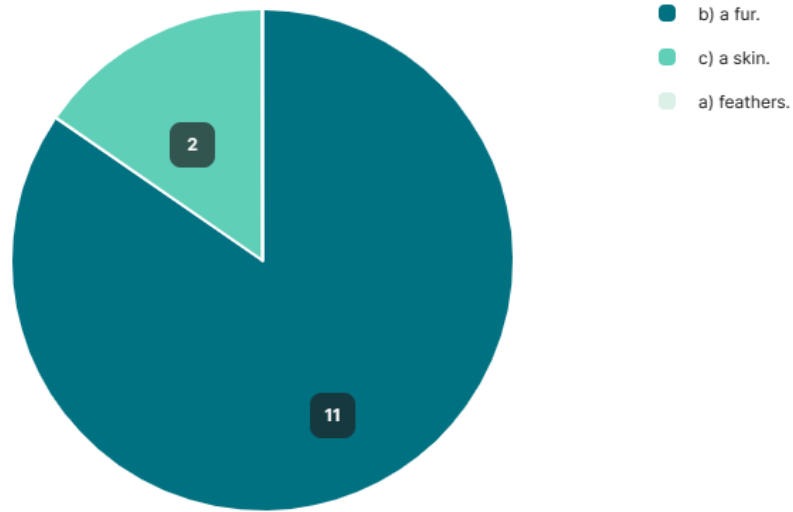
8. Which animal has a long nose called "trunk" and big white teeth called "tusks"?

elephant   Ant-eater
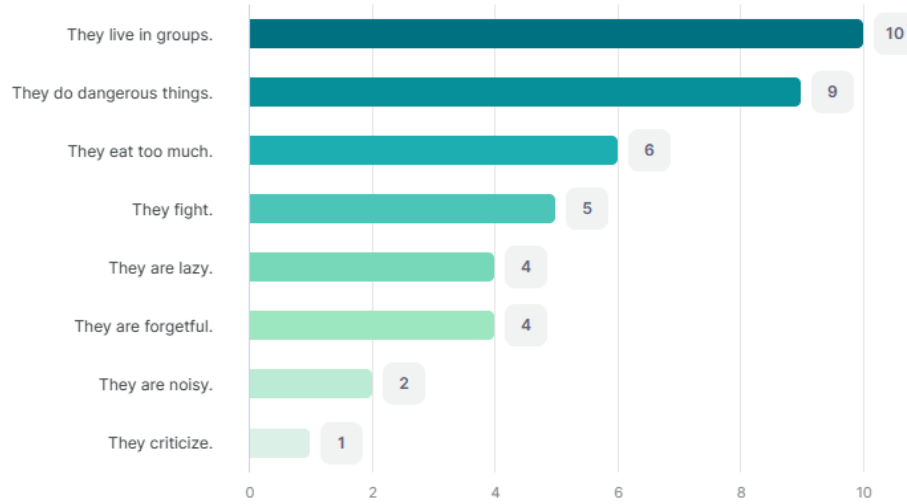
Elephant

Elephant 🐘🐘   Elephant

An Elephant

9. This animal is a really big bird but it can't fly. Write the name of the animal.

Pinguin   Ostrich

Ostrich Chicken

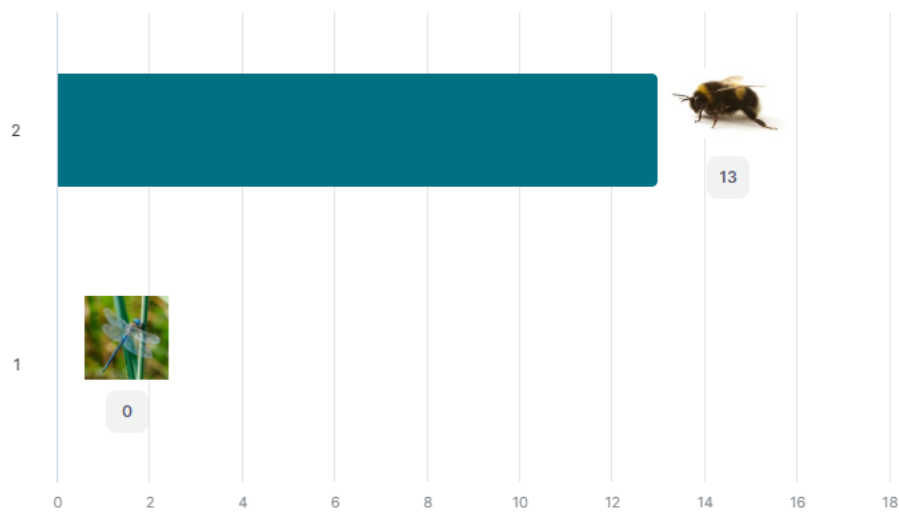ostrich **Pinguins Emu**

Emu, Penguin, ostrisch

---

10. "A dog can be very (?) if it is not trained well and not raised with love." - What word is missing in the place of (?).

aggressive   Aggresive

Stubborn   Chutný teda nebezpečný

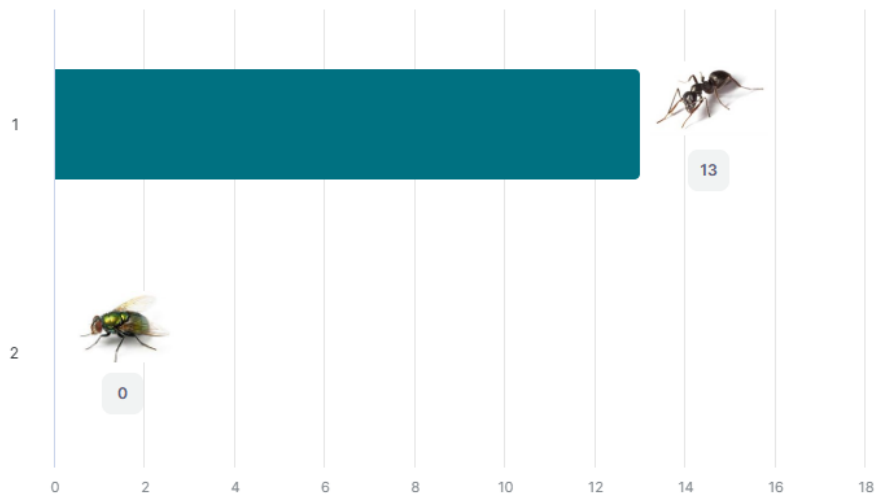**Agressive**

Willd   Wild Dangerous

Agressiv

11. Pick sentences that describe an otter (its personality and behaviour).

They live in groups.	10
They do dangerous things.	9
They eat too much.	6
They fight.	5
They are lazy.	4
They are forgetful.	4
They are noisy.	2
They criticize.	1

12. Pick a picture with a bumblebee in it:
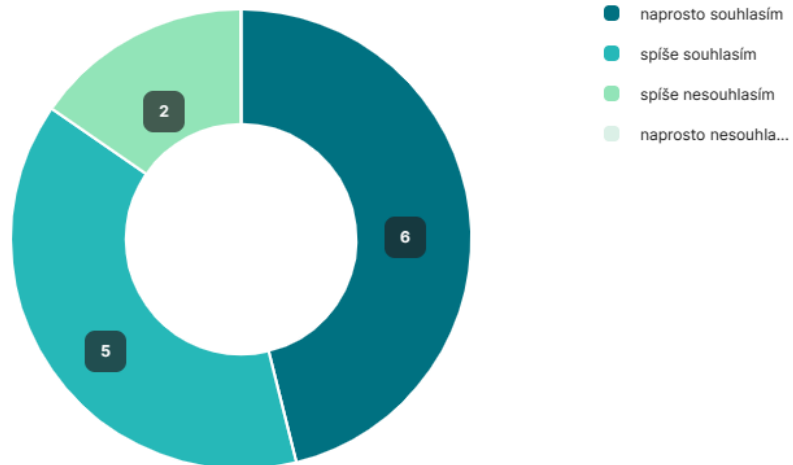

2	13
1	0

13. Pick a picture with an ant in it:
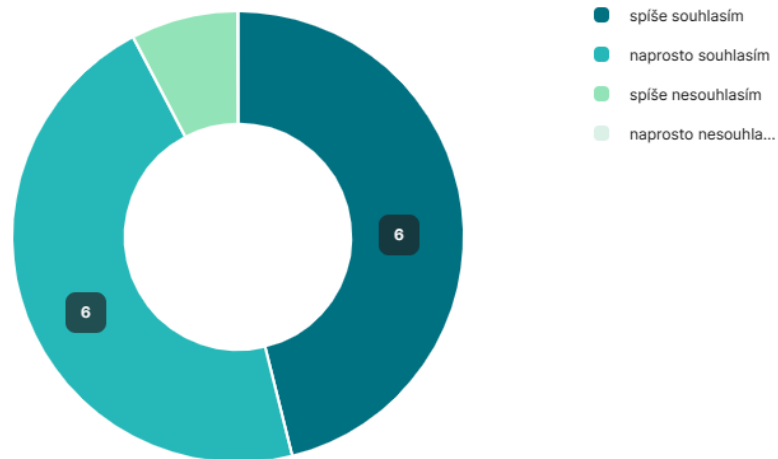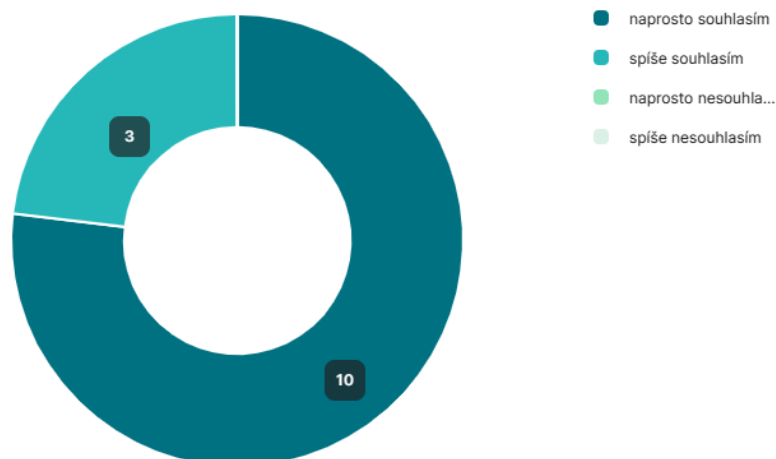

Part 2

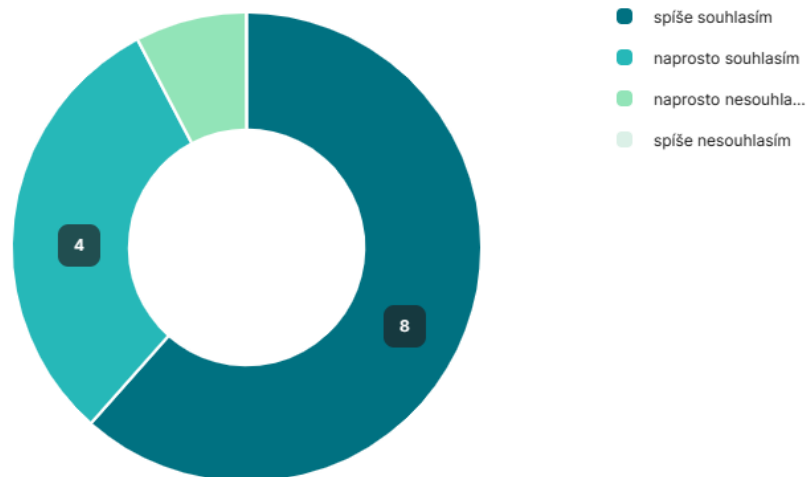## 14. Oceňuji, že paní učitelka mluvila převážně v anglickém jazyce.

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15. V průběhu uplynulých třech vyučovacích hodin jsem rozuměl/a všemu, co paní učitelka říkala v anglickém jazyce.

- spíše souhlasím
- naprosto souhlasím
- spíše nesouhlasím
- naprosto nesouhla...

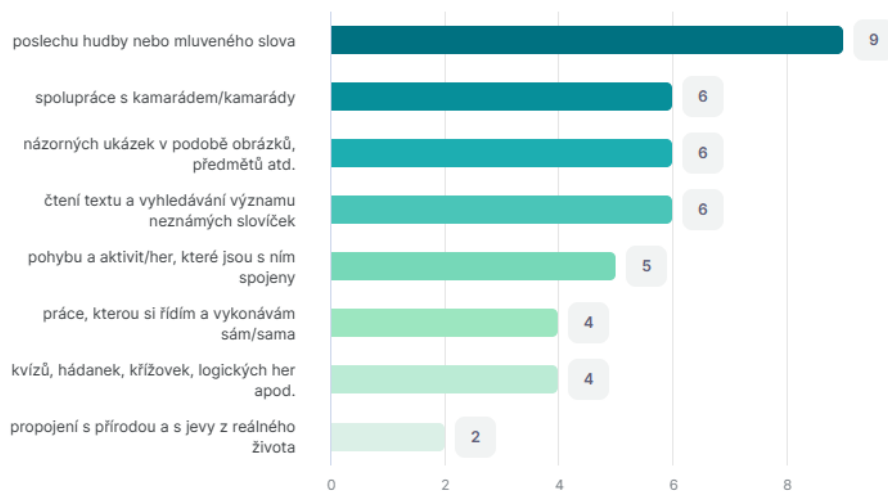## 16. Pokud jsem chtěl/a veřejně vyjádřit svůj názor, postoj, pocit či myšlenku, dostal/a jsem od paní učitelky prostor a možnost.

- naprosto souhlasím
- spíše souhlasím
- naprosto nesouhla...
- spíše nesouhlasím

17. Myslím si, že jsem v uplynulých třech hodinách zažil/a úspěch, ať už malý nebo velký, jakéhokoliv typu (např.: správný překlad slovíčka či pochvala).

- spíše souhlasím
- naprosto souhlasím
- naprosto nesouhla...
- spíše nesouhlasím

18. Nejlépe se učím anglický jazyk prostřednictvím:

poslechu hudby nebo mluveného slova	9
spolupráce s kamarádem/kamarády	6
názorných ukázek v podobě obrázků, předmětů atd.	6
čtení textu a vyhledávání významu neznámých slovíček	6
pohybu a aktivit/her, které jsou s ním spojeny	5
práce, kterou si řídím a vykonávám sám/sama	4
kvízů, hádanek, křížovek, logických her apod.	4
propojení s přírodou a s jevy z reálného života	2

19. Co podle tebe v hodinách probíhalo jinak, než jsi zvyklý/á? (kromě toho, že tě vyučovala jiná osoba)

ODPOVĚĎ	POČET	PODÍL
Že to paní učitelka nepřeložila i do českého jazyka a řekla to jenom v angličtině	1	7.7%
Že jsme moc nepracovali s učebnici	1	7.7%
Učili jsme se více hrou	1	7.7%
Ucitelka mluvila temer porad anglicky	1	7.7%
Trochu jiné aktivity a styl učení	1	7.7%
Tempo	1	7.7%
styl výuky, ale to je spíše o člověku co nás učí a mně osobně se tyhle 3 hodiny moc líbily a klidně bych si je zopakovala	1	7.7%

19. Co podle tebe v hodinách probíhalo jinak, než jsi zvyklý/á? (kromě toho, že tě vyučovala jiná osoba)

ODPOVĚĎ	POČET	PODÍL
Trochu jiné aktivity a styl učení	1	7.7%
Tempo	1	7.7%
styl výuky, ale to je spíše o člověku co nás učí a mně osobně se tyhle 3 hodiny moc líbily a klidně bych si je zopakovala	1	7.7%
Styl výuky	1	7.7%
Nepracovali jsme z PS a z učebnice.	1	7.7%
Mnohem víc se zapojovaly různé hry do hodin a bylo to takové "volnější".	1	7.7%
Mluvilo se víc anglicky	1	7.7%
Bylo více aktivit	1	7.7%
Asi nic	1	7.7%

Appendix 10

The Questionnaire – control group of pupils

(Note:

Each question is referred to as an Item 1 to 17 in the text of this thesis which corresponds

with the total number of questions in this questionnaire.)

Part 1

1. Did you enjoy the topic "Animals"?*

1 star = "No, I didn't." 2 stars = "I enjoyed it a little..." 3 stars = "Yes, I did!"

★	★	★
1	2	3

2. Read a word "animal". What comes to your mind as the first thing?*

Write one word or as much as you want to.

Type one or a few words...

500

3. Which ocean animals do you know?*

Maximum: 10 animals

Type one or a few words...

500

4. Which wild animals do you know?*

Maximum: 10 animals

Type one or a few words...

500

5. A chicken has:*

Pick a), b) or c) to complete the sentence.

a) a tail.

b) claws.

c) a trunk.

6. A fly has:*

Pick a), b) or c) to complete the sentence.

a) feathers.

b) a tail.

c) wings.

7. A kangaroo has:*

Pick a), b) or c) to complete the sentence.

a) feathers.

b) a fur.

c) a skin.

8. Which animal has a long nose called "trunk" and big white teeth called "tusks"?*

Type one or a few words...

500

9. This animal is a really big bird but it can't fly. Write the name of the animal.*

Type one or a few words...

500

10. "A dog can be very (?) if it is not trained well and not raised with love." - What word is missing in the place of (?).*

Note: only 1 word is missing

Type one or a few words...

500

11. Pick sentences that describe an otter (its personality and behaviour).*

Note: multiple sentences are correct.

They live in groups.

They fight.

They criticize.

They do dangerous things.

They eat too much.

They are forgetful.

They are noisy.

They are lazy.

12. Pick a picture with a bumblebee in it:*

Select one answer

140

13. Pick a picture with an ant in it:*

Select one answer

Part 2

14. Oceňuji, že paní učitelka mluvila střídavě v anglickém a českém jazyce.*

vyber jednu odpověď

naprosto souhlasím

spíše souhlasím

spíše nesouhlasím

naprosto nesouhlasím

15. Pokud jsem chtěl/a veřejně vyjádřit svůj názor, postoj, pocit či myšlenku, dostal/a jsem od paní učitelky prostor a možnost.*

vyber jednu odpověď

naprosto souhlasím

spíše souhlasím

spíše nesouhlasím

naprosto nesouhlasím

16. Myslím si, že jsem v uplynulých třech hodinách zažil/a úspěch, ať už malý nebo velký, jakéhokoliv typu (např.: správný překlad slovíčka či pochvala).*

vyber jednu odpověď

naprosto souhlasím

spíše souhlasím

spíše nesouhlasím

naprosto nesouhlasím

17. Nejlépe se učím anglický jazyk prostřednictvím:*

můžeš vybrat i více odpovědí

poslechu hudby nebo mluveného slova

čtení textu a vyhledávání významu neznámých slovíček

kvízů, hádanek, křížovek, logických her apod.

názorných ukázek v podobě obrázků, předmětů atd.

pohybu a aktivit/her, které jsou s ním spojeny

spolupráce s kamarádem/kamarády

práce, kterou si řídím a vykonávám sám/sama
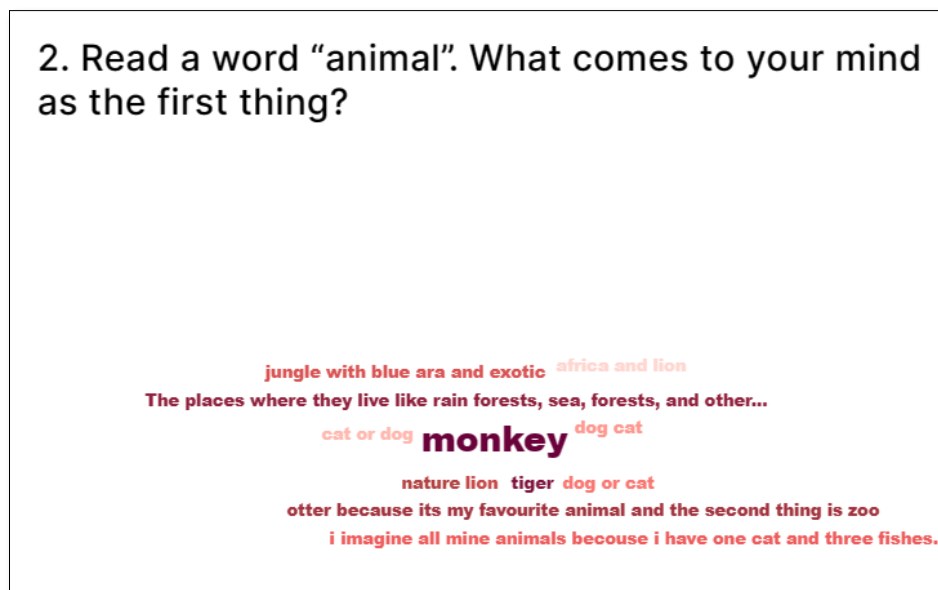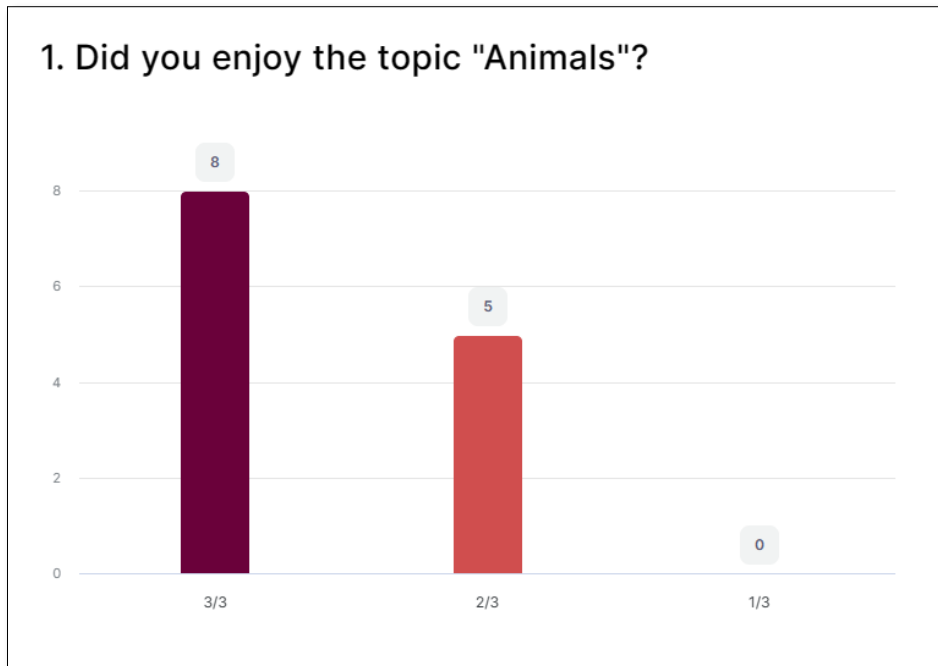
propojení s přírodou a s jevy z reálného života

Appendix 11

The questionnaire results – control group of pupils

(Note:

Each answer is referred to as an Item 1 to 17 in the text of this thesis which corresponds with

the total number of question results presented in this appendix.)

Part 1

1. Did you enjoy the topic "Animals"?

8	5	0
3/3	2/3	1/3

2. Read a word "animal". What comes to your mind as the first thing?

jungle with blue ara and exotic   africa and lion

The places where they live like rain forests, sea, forests, and other...

cat or dog   **monkey**   dog cat

nature lion   tiger   dog or cat

otter because its my favourite animal and the second thing is zoo

i imagine all mine animals becouse i have one cat and three fishes.

3. Which ocean animals do you know?

ODPOVĚĎ	POČET	PODÍL
whale, shark, salmon, cod, tuna,	1	7.7%
tuna, crawlfish, sperm whale, whale shark, crab,	1	7.7%
shark, whale, salmon, turtle, carp	1	7.7%
sharks, seals, whales, fishes	1	7.7%
shark dolphin turttle	1	7.7%
shark, dolphin, crab, starfish, jellyfish, octopus, sea turtle, ...	1	7.7%
seal fish turtle puffer fish	1	7.7%
jellyfish, shark, dolphins, octopus, sea turtle	1	7.7%
fish, shark, turtle, ocean star, octopus, jellyfish, pufferfish, dolphin,	1	7.7%

3. Which ocean animals do you know?

ODPOVĚĎ	POČET	PODÍL
sharks, seals, whales, fishes	1	7.7%
shark dolphin turttle	1	7.7%
shark, dolphin, crab, starfish, jellyfish, octopus, sea turtle, ...	1	7.7%
seal fish turtle puffer fish	1	7.7%
jellyfish, shark, dolphins, octopus, sea turtle	1	7.7%
fish, shark, turtle, ocean star, octopus, jellyfish, pufferfish, dolphin,	1	7.7%
dolphin, shark, vhale, fish, puffer fish	1	7.7%
dolphin shark turtle	1	7.7%
crab, fish	1	7.7%
Blue whale,dolphin,Beluga whale,shark,baraccuda.	1	7.7%

4. Which wild animals do you know?

ODPOVĚĎ	POČET	PODÍL
tiger, lion, puma, cojot,	1	7.7%
rabbit, bear, bird, tiger	1	7.7%
puma, tiger, lion,	1	7.7%
panther, puma, gepard, tiger, lion, but wild animal can be also hare or rabbit	1	7.7%
lion tiger snake	1	7.7%
lion, tiger, boar, bear, monkey	1	7.7%
cheetah, elephant, zebra, kangaroo, lion	1	7.7%
Giraffe, Snake, Lion, Tiger, Gorilla, Fox	1	7.7%
giraffe, elephant	1	7.7%

4. Which wild animals do you know?

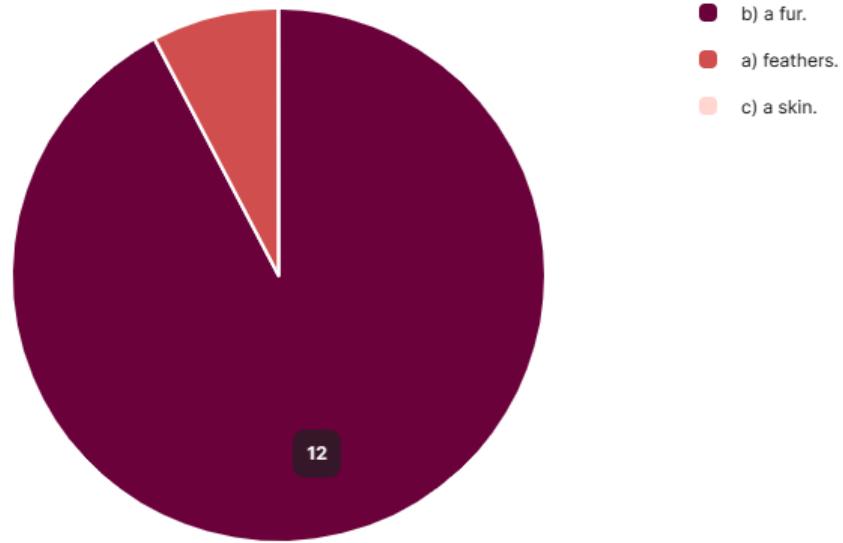| fox,wolf,rabbit,deer. | 1 | 7.7% |
elephant tiger	1	7.7%
dog cat otter rat hamster parrot tiger lion monkey and horse	1	7.7%
cat, lion, tiger, hippo, elephant, wolf, bear,	1	7.7%

5. A chicken has:
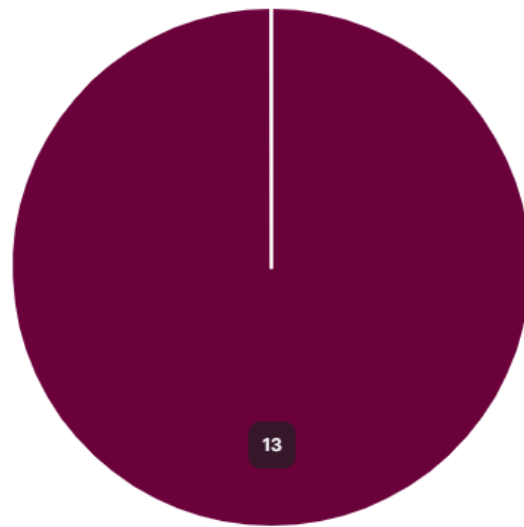
- b) claws.
- c) a trunk.
- a) a tail.
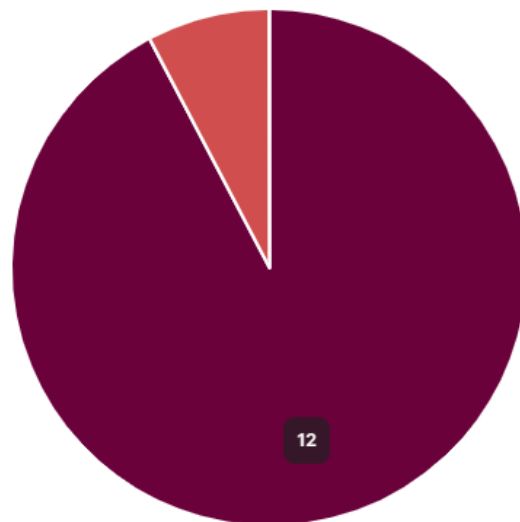
13

6. A fly has:

- c) wings.
- a) feathers.
- b) a tail.

12

7. A kangaroo has:

- b) a fur.
- a) feathers.
- c) a skin.

12

8. Which animal has a long nose called "trunk" and big white teeth called "tusks"?

elephant

elepthant   elephant

9. This animal is a really big bird but it can't fly. Write the name of the animal.

ostrich, emu

ostrich

penguin   ostrich or emu

---

10. "A dog can be very (?) if it is not trained well and not raised with love." - What word is missing in the place of (?).
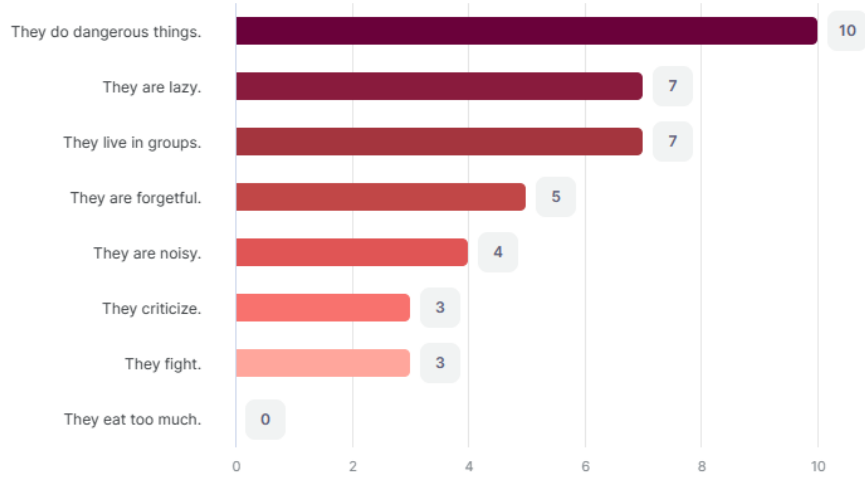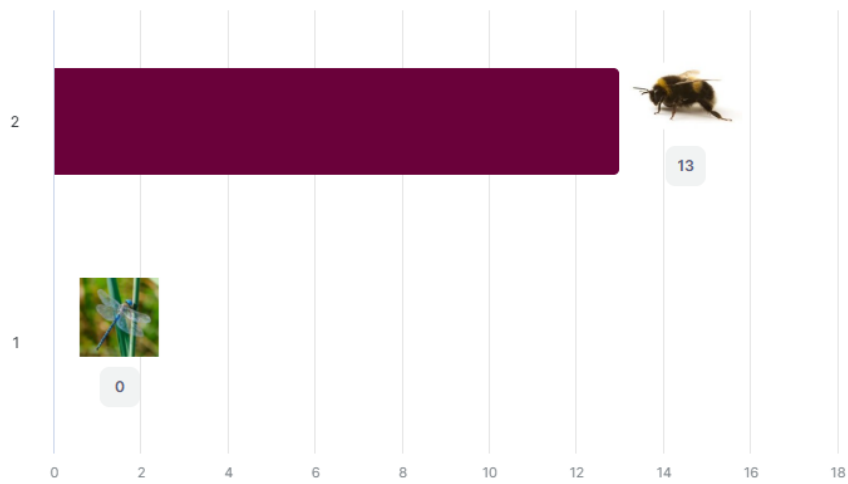
aggresive

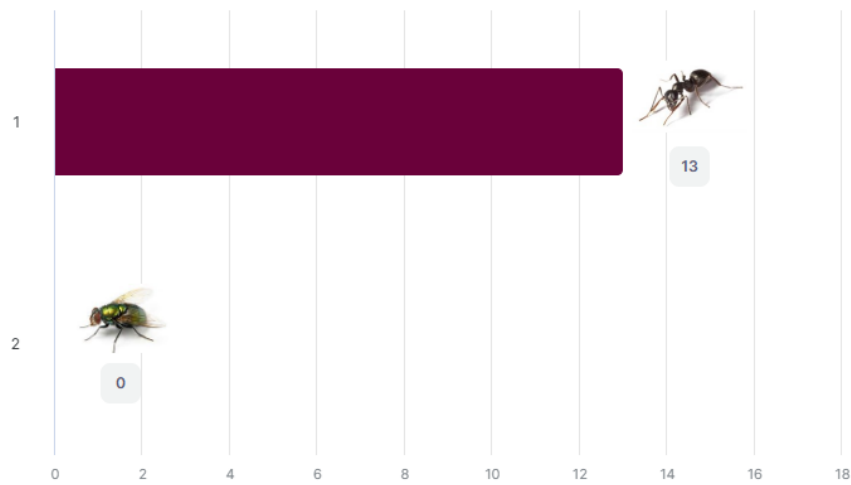wild scared or worried, maybe agresive

agressive

wild   idk dangerous

aggressive

11. Pick sentences that describe an otter (its personality and behaviour).

Response	Count
They do dangerous things.	10
They are lazy.	7
They live in groups.	7
They are forgetful.	5
They are noisy.	4
They criticize.	3
They fight.	3
They eat too much.	0

12. Pick a picture with a bumblebee in it:
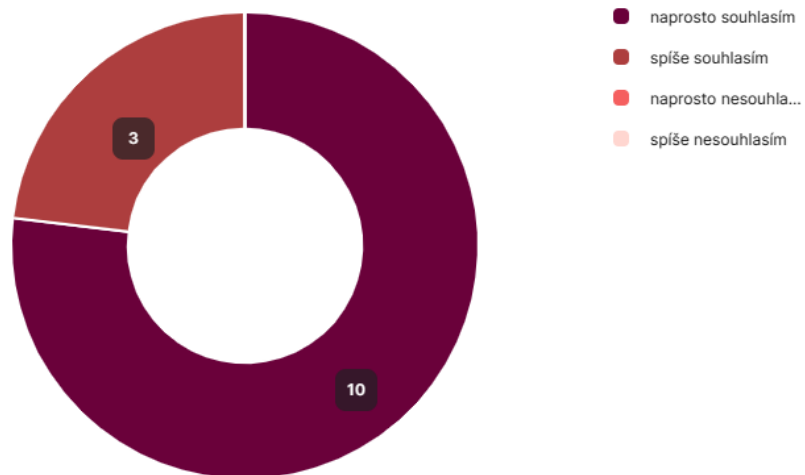
Option	Count
2	13
1	0

13. Pick a picture with an ant in it:

Part 2

14. Oceňuji, že paní učitelka mluvila střídavě v anglickém a českém jazyce.

- naprosto souhlasím
- spíše souhlasím
- naprosto nesouhla...
- spíše nesouhlasím

15. Pokud jsem chtěl/a veřejně vyjádřit svůj názor, postoj, pocit či myšlenku, dostal/a jsem od paní učitelky prostor a možnost.

- naprosto souhlasím
- spíše souhlasím
- naprosto nesouhla...
- spíše nesouhlasím

16. Myslím si, že jsem v uplynulých třech hodinách zažil/a úspěch, ať už malý nebo velký, jakéhokoliv typu (např.: správný překlad slovíčka či pochvala).

- naprosto souhlasím
- spíše souhlasím
- spíše nesouhlasím
- naprosto nesouhla...

17. Nejlépe se učím anglický jazyk prostřednictvím: