



**It's not how smart you are,  
it's how you're smart:  
An MI-theory focussed study on the  
English Subject**

*ENG-3993*

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*Master's Thesis in English and Education  
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Spring 2012*



## **Acknowledgements**

It is with great pleasure I am here able to acknowledge the people who assisted me in completing this thesis. First and foremost, my deepest gratitude to my supervisor Ellen Mentzoni for all the time, knowledge and guidance you imparted on me. Your dedication and interest in my thesis has shone through in the details of the feedback you provided. Thank you for your thoroughness and for your patience.

Further, many thanks to Tove Holmbukt for providing splendid ideas and great advice in the pedagogical part of this thesis. In return, I hope you are able to bring at least parts of this thesis along with you in your educational capacity, as it sounds like you already have.

Further still, I would like to display my gratitude to several people who did not have a part directly associated with the thesis itself, but who still managed to aid and enable me:

Thank you Anette for supporting me by imposing a voluntarily strict regime in which the living room and all the amusing gadgets were only yours to be used, where I had only my thesis to concern myself with in the kitchen. Sincerely, thank you for creating a little bubble at home in which I was able to write so much of this thesis. Additionally, thank you for bearing with me the days when I came home tired and exhausted.

I wish to show my gratitude to both of my parents for being the truly wonderful people you are and for the support over the years. You are the reason I am who I am today and the reason why I am even able to write this thesis in the first place. I am so grateful to have learnt a lot from you both, even if most of it is completely unrelated to writing academic papers.

And last but not least, to all my friends who allowed me to unwind and share laughs, which for brief periods of time allowed me to think of something other than my thesis over the course of this semester. Thank you.



## **Abstract**

The main objective of this thesis was to research whether or not books used in teaching pupils in schools took into consideration the aims of the Norwegian government regulations and the theory of multiple intelligences, which coincide in several aspects. In order to do achieve this objective, two books used in teaching pupils in the first year English in the programmes for general studies were analysed based on criteria of the government regulations and principles for teaching through framework based on the theory of multiple intelligences. On the basis of these analyses, this thesis revealed a discrepancy between the aims provided by the government regulations and the principles of the theory of multiple intelligences and the extent to which the books reflected these aims. The principal conclusion was that the analysed books only took into consideration a few of the intelligences and did not provide pupils with adapted learning, thus showed little consideration for the aims in the government regulations and the theory of multiple intelligences.



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## **Abbreviations**

- MI-theory - The Theory of Multiple Intelligences
- *g* - General Faculty of Intelligence



# **1 Introduction**

## **1.1 Introduction**

The main aim of this chapter is to provide a basic introduction to the theoretical framework on which this thesis bases itself. Section 1.2 provides a quite brief background on why the theory of multiple intelligences was chosen in this thesis. Section 1.2.1 will present MI-theory in some detail, which factors differ MI-theory from single entity theories, the criteria for intelligences to be considered as such and the end goals of MI-theory. Section 1.2.2 presents the eight intelligences comprised within MI-theory and sections 1.2.2.1 to 1.2.2.8 provides a brief introduction to the various intelligences, abilities connected to them and examples of appropriate work methods and tasks adapted to the different intelligences. Section 1.2.3 will briefly introduce what the aims of MI-schools are, and section 1.2.3.1 will present an action research study conducted across several schools to examine the effects of implementation of MI-theory. Section 1.3 will state the aims of this thesis and the hypothesis proposed. Section 1.4 will present the method used in analysing the books later on in the thesis. Section 1.5 provides a short presentation of the objects of study used within this thesis. Finally, section 1.6 will present the organisation of the rest of the thesis.

The theoretical framework that is here presented will be important in the subsequent chapters of this thesis.

## **1.2 Background**

In this thesis, Gardner's theory of Multiple Intelligences was chosen because of a personal interest in the theory and because of the ability to relate to that different individuals learn in diverse manners. This holds true both in how I personally learn better in certain contexts, and in my educational capacity by observing pupils and how they relate to different ways of being taught. MI-theory states that by taking advantage of the pupils' own intelligence-profiles, teachers create a more including learning arena and, if done thoroughly, will include pupils in successfully participating and learning at their potential level by utilising different methods to

achieve the mutual goal. These aspects of focussing on adapted learning and taking advantage of the pupils' numerous talents and abilities are important in education, especially in Norway where the government regulations endorse the same aspects.

### 1.2.1 Introduction to MI-theory

In year 1905, Alfred Binet published the first test measuring IQ (Intelligence Quotient). For many years, this concept of a single measure of intelligence was widely accepted in both psychology and education. These traditional theories of intelligence claimed that intelligence was a single measurable entity denoted by a score, indicated by a general faculty of intelligence, named *g* in short, and reflected by a number measured in IQ. However, in 1983, Dr Howard Earl Gardner published his first book regarding the theory of multiple intelligences called *Frames of Mind: The Theory of Multiple Intelligences*. Gardner's book, and its proposed theory, contested the acknowledged traditional theories that proposed single-entity intelligence. According to Gardner intelligence involved:

- The ability to solve problems that one encounters in real life.
- The ability to generate new problems to solve.
- The ability to make something or offer a service that is valued within one's culture (Campbell et. al. 2004: XIX-XX).

MI-theory thereby differed from the traditional single-entity intelligence theories in what intelligence involved, and proposed eight different intelligences that work both together and independently of each other.

MI-theory proposes that different people are able to process some types of information better than other types. Through MI-theory, Gardner challenged the traditional views of what intelligence meant and the generally held tradition that "intelligence is a single faculty and that one is either "smart" or "stupid" across the board" (Gardner 1999: 234).

Multiple intelligences theory proposes that it is more fruitful to describe an individual's cognitive ability in terms of several relatively independent but interacting cognitive capacities rather than in terms

of a single “general” intelligence. Think of LEGO building blocks. If we have only one kind of block to play with, we can build only a limited range of structures. If we have a number of different block shapes that can interconnect to create a variety of patterns and structures, we can accomplish more nuanced and complex designs. The eight or nine intelligences work the same way (Moran, Kornhaber and Gardner 2006: 22).

MI-theory proposes that each individual possesses each of the eight intelligences. The theory suggests that each individual has an intelligence-profile built up by the varying degrees of the eight intelligences, and thereby reveals distinctive cognitive features. Following the principle of intelligence-profiles some people may show great development in all intelligences while others may show lesser development in all intelligences. For the most part however, most individuals show a great development in one or even a few intelligences, show moderate development in other intelligences and finally show less development in the remaining intelligences. The intelligence-profile of the individual tells of the framework that ought be used in teaching the individual pupils.

Jack Richards and Theodore Rodgers put the theoretical argument that is applied in learning through the traditional concept of a single intelligence up against learning through multiple intelligences:

One way of looking at the learning theoretical argument is to apply the logic of the single factor (g) model to the Multiple Intelligences model. The single factor model correlates higher intelligence (+g) with greater speed and efficiency of neural processing; that is, the higher the g factor in the individual, the greater the speed and efficiency of that individual’s brain in performing cognitive operations (Gottfredson 1998: 3). If there is not one but several I’s, then one can assume that the speed and efficiency of neural processing will be greatest when a particular I is most fully exercised; that is, if a language learner has a high musical intelligence, that person will learn most quickly (e.g., a new language) when that content is embedded in a musical frame (Richards 2001:117-118).

Richards and Rodgers above present how the different intelligences have an impact on how a subject matter ought to be presented to, and manipulated by, pupils with different intelligence-profiles. By teachers being aware of which intelligence a pupil has highly developed, they will be able to arrange curriculum in a framework based on the intelligences. In Richards’s example above, teachers may for instance arrange for the pupil with a highly developed musical intelligence to create lyrics to songs regarding grammatical rules in order for them to better grasp these grammatical rules. Another pupil in the same class will have a

different intelligence that is highly developed. The teachers will then have to adapt the curriculum to this intelligence's framework in order to teach to this other pupil to an equal extent. The curriculum stays the same, the only difference is the framework in which the curriculum is presented and adapted to the different pupils and their intelligence-profiles. The logic behind this is that when pupils utilise the intelligences that are more highly developed, it allows them to learn a subject matter more efficiently. This is reasoned to hold true because the speed and efficiency of the neurological processing, and consequently learning, will be greater when utilising each individual pupil's highly developed intelligence(s).

The main message that MI-theory conveys to educators and pupils is that the individual pupils must be encouraged and allowed to take advantage of the intelligence(s) that they excel in so as to maximise their potential for learning. To restrict the intelligences activated in the classroom to one or a few intelligences is to deprive many pupils of other ways of understanding curriculum. The pupils who neither get to learn nor be assessed in a framework built on their highly developed intelligence(s) are unable to both learn and show what they have learnt at their potential level and will be regarded as unintelligent.

MI-theory does not accredit single intelligences as being valued higher than the rest of the intelligences. The eight intelligences are all considered equal. MI-theory focuses on the differences between pupils and their intelligence-profiles and suggests that learning occurs best when the differences between pupils are acknowledged and utilised in the classroom. The differences between pupils must be recognised and the activities in the classroom must purposely be adapted to the different pupils' intelligence-profiles in order to maximise the effectiveness of their learning.

Gardner's theory can help a student in ways beyond the classroom, by helping them develop a sense of worth for themselves, and to feel successful. Just because little Jimmy isn't good at math doesn't mean he isn't worth anything to this world, because he might have a great bodily-kinesthetic skill and be an amazing basketball player (Broda 2009: 28-29).

Gardner initially proposed intelligence as "a computational capacity - a capacity to process a certain kind of information - that originates in human biology and human psychology" (Gardner 2008: 6). Later he reformulated the description to "*a biopsychological potential to*



*process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture*” (Gardner 1999: 33-34). In changing the wording of his hypothesis, Gardner currently describes the intelligences as potentials that may or may not be activated. The activation of these potentials depends on whether or not the culture values the various intelligences. This means that the activation of the potentials are contingent upon whether or not individuals are encouraged to express themselves through the intelligences, and consequently, if the intelligences are allowed to develop. Each culture differs in which of the intelligences are valued and allowed to develop and utilised in society, and which intelligences are not. Pupils who fail to learn at their potential level will be regarded as unintelligent simply because the culture they live in believes that one or a few intelligences are more highly valued than the other intelligences. To avoid such situations, teachers and the material used in teaching pupils must acknowledge the presence of several intelligences and vary the activities that take place in the learning arena in such a manner that it appeals to the vast array of intelligences.

Gardner proposes the following criteria for what constitutes an intelligence:

1. Potential isolation by brain damage. For example, linguistic abilities can be compromised or spared by strokes.
  2. The existence of prodigies, savants and other exceptional individuals. Such individuals permit the intelligence to be observed in relative isolation.
  3. An identifiable core operation or set of operations. Musical intelligence, for instance, consists of a person’s sensitivity to melody, harmony, rhythm, timbre and musical structure.
  4. A distinctive developmental history within an individual, along with a definable nature of expert performance. One examines the skills of, say, an expert athlete, salesperson or naturalist, as well as the steps to attaining such expertise.
  5. An evolutionary history and evolutionary plausibility. One can examine forms of spatial intelligence in mammals or musical intelligence in birds.
  6. Support from tests in experimental psychology. Researchers have devised tasks that specifically indicate which skills are related to one another and which are discrete.
  7. Support from psychometric findings. Batteries of tests reveal which tasks reflect the same underlying factor and which do not.
  8. Susceptibility to encoding in a symbol system. Codes such as language, arithmetic, maps and logical expression, among others, capture important components of respective intelligences.
- (Gardner 1998: 20)

According to Gardner, based on the above, intelligences may only be considered as such when they exhibit specific features. For instance in the first point above, Gardner proposes that intelligences must show evidence of being potentially isolated by brain damage, thereby proving evidence of localisation in the brain. An example of this isolation is proven when the

linguistic intelligence is either compromised or spared by strokes. Without going into too much detail, all of the above criteria must be present in order for an intelligence to be constituted as such.

## **1.2.2 The intelligences**

Following all of the above criteria, Gardner proposed the following eight intelligences in the theory of multiple intelligences:

- Linguistic intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily-kinaesthetic intelligence
- Musical intelligence
- Inter-personal intelligence
- Intra-personal intelligence
- Naturalistic intelligence

### **1.2.2.1 Linguistic intelligence**

When an individual has a highly developed linguistic intelligence, this individual is able to use words creatively and with great efficiency, either in speaking, in writing or in both.

Pupils with a highly developed linguistic intelligence will benefit from learning in a setting where words are used. Examples of curriculum adapted to pupils with a highly developed linguistic intelligence may have the pupils:

- follow a lecture
- speak
- produce texts
- read texts

### **1.2.2.2 Logical-mathematical intelligence**

Individuals who exhibit a highly developed logical-mathematical intelligence would be:

- able to use numbers with great efficiency
- apt in logical thinking

Pupils with a highly developed logical-mathematical intelligence will learn at their potential level when numbers and logical thinking are part of the teaching process. In teaching these pupils, the teacher may include:

- mathematical concepts
- deductive reasoning
- problem solving
- experiments

### **1.2.2.3 Spatial Intelligence**

Individuals who have a highly developed spatial intelligence are able to:

- orient themselves well
- visualise spatial ideas

Pupils with a highly developed spatial intelligence learn better if the following concepts are utilised in the teaching process:

- maps
- illustrations
- art

### **1.2.2.4 Bodily-kinaesthetic intelligence**

Individuals who exhibit a highly developed bodily-kinaesthetic intelligence are apt at:

- utilising their bodies to express themselves
- creating objects
- recreating objects

Pupils with a highly developed bodily-kinaesthetic intelligence ought to learn by means of using their entire body and by touching an actual product instead of talking about concepts and theories. These pupils may for instance:

- perform a play or a dance routine
- create a models using clay
- include role-playing in learning

#### **1.2.2.5 Musical intelligence**

Individuals who have a highly developed musical intelligence are with great proficiency able to:

- understand music
- manipulate music
- express themselves through music

Pupils learning through the musical intelligence may:

- present pieces of music on a subject matter
- apply appropriate music in independent projects
- study rhythmic poetry

It is also suggested that individuals with a highly developed musical intelligence study better with music playing in the background.

#### **1.2.2.6 Inter-personal intelligence**

Individuals who exhibit a highly developed inter-personal intelligence are with great efficiency able to:

- find information by observing other people
- act upon this information
- work co-operatively with other people
- communicate with other people

Individuals who have a highly developed inter-personal intelligence also perceive distinctions

in other people well based on cues in their behaviour, gestures and facial expressions. These distinctions could be regarding a person's mood, intentions or feelings. Further, individuals who have a highly developed inter-personal intelligence have the ability to act on or persuade others by using the above-mentioned cues of information.

When teaching pupils with a highly developed inter-personal intelligence it will prove beneficial for them if they for instance:

- work in pairs or even larger groups and discuss a given subject matter
- co-operate in achieving a mutual goal
- brainstorm with other pupils

### **1.2.2.7 Intra-personal intelligence**

Individuals who have a highly developed intra-personal intelligence are accurately able to:

- assess their own strengths, limitations and interests
- set achievable goals for themselves
- reflect upon their moods and intuitions
- express their views based on the reflection

Lessons for pupils with a highly developed intra-personal intelligence ought to be based on individual projects concerning the individual pupils themselves, for instance by allowing them to:

- write journals
- assess their own works
- describe and reflect upon their own strengths, limitations and ambitions

### **1.2.2.8 Naturalistic intelligence**

Individuals who exhibit a highly developed naturalistic intelligence are aptly able to:

- recognise and classify species of flora, fauna and types of minerals
- recognise artefacts that are contingent upon culture

Lesson plans concerning pupils with naturalistic intelligence may include:

- taking care of animals
- photographing and creating collections of flora or fauna
- using microscopes or magnifying glasses to inspect wildlife

### **1.2.3 Support of MI-theory in empirical study**

There are currently numerous schools worldwide that follow the principles of MI-theory in teaching pupils. These schools have empirically proven the effects implementation of MI-theory principles have on schools and its pupils. These schools appeal to a wider variety of pupils than the traditional classroom schools. Since pupils learn in different ways, schools following the principles of MI-theory provide a variety of options for the pupils. These options are provided so that all pupils are not forced to conform to a single way of being taught and a single way of expressing themselves. In these schools, instead of the teacher simply providing information to the pupils, the teacher instead modifies information so that it is adapted to the individual pupil and their intelligence-profile. Implementing MI-theory in schools proves challenging because of the sheer effort the teachers need to apply in order to adapt the curriculum, but as will be presented in the following section, the results of implementing such a framework speak for themselves. Following is one of these examples of implementation of MI-theory in schools.

#### **1.2.3.1 Haley's action research study**

Dr Marjorie Hall Haley is a tenured Professor of Education at the Graduate School of Education at George Mason University in Fairfax Virginia. She holds a PhD in Foreign Language Education and English as a Second Language from the University of Maryland, College Park and she has conducted several action research studies focussing on the implementation of MI-theory in English foreign and second language classrooms. This thesis will now present one of these action research studies in order to look at the implications of implementing MI-theory in the English subject education.

In the school year 1999-2000, Haley conducted a study in several schools, grades eight to twelve, including fifteen teachers and four-hundred-and-fifty pupils across state-borders in the United States of America where English was taught either as a foreign or second language. The study was conducted in order to examine the implications of applying MI-theory in the classroom, and further, to identify and promote the changes that would take place in the classroom. Up until this point, Gardner's theory was very much still only a theory of how pupils learn. A thoroughly described real-world application of MI-theory in the classroom did not exist.

The aim of MI-theory is to tailor lessons to the pupils based on their intelligence-profiles which is described in Haley's article based on this study when it is stated that "Teaching with multiple intelligences is a way of taking differences among students seriously, sharing that knowledge with students and parents, guiding students in taking responsibility for their own learning, and presenting worthwhile materials that maximize learning and understanding" (Haley 2001: 356). In implementing MI-theory in the classroom, teachers acknowledge that each individual pupil is fundamentally different from the next, and that learning needs to happen in various manners in order for the different pupils to maximise their potential learning: "The more diverse learning experiences we provide our students, the more robust their education will be, the more ways they will learn each topic, hence the more they are prepared to succeed in a world marked by increasing diversity and accelerating change rate" (Haley 2001: 356).

After mapping the intelligence-profiles of the pupils in the study with a set of questionnaires, the pupils as well as their teachers were made aware of the intelligence-profiles of the individual pupils. The teachers were further taught how to activate the various intelligences in their lessons.

As the study progressed both teachers and pupils told of improvement in the pupils' learning. "Informal interviews and student and teacher comments reaffirmed the belief that the way information is presented and the choice of instructional strategies can and do affect student learning, student attitudes, and the learning environment" (Haley 2001: 356). This statement furthers the belief that by making teachers and pupils aware of how each pupil learns, and by planning lessons according to the individual's intelligence-profiles, implementing MI-theory in the classroom yields effective results to the extent of what pupils are able to learn.

The study claims that there is no need to change curriculum in order to implement MI-theory in the classroom:

In general, supplementing and revising existing lesson plans with creative and innovative ideas suffice. [...] Thematic and interdisciplinary units that provide cooperative learning and that include a variety of tasks accomplished through a choice of activities allow for multiple intelligences to be well represented within the context of instruction (Haley 2001: 357).

It is quite difficult not to stress the importance of teaching through the various intelligences to maximise the learning potential of pupils when speaking of MI-theory. Haley further states:

It is evident that given the vast array of diverse learners, one size does not fit all. There is no cookie-cutter prescription for teaching that can be superimposed on all students in every school setting. This study clearly indicates the importance of this kind of action research to encourage new “ways of knowing” among classroom teachers of the twenty-first century (Haley 2001: 359).

It is the teachers’ responsibility to stimulate the pupils’ intelligences, and with that create sparks of curiosity within them, providing them with a desire to learn. To achieve this, teachers need to take advantage of the vast array of intelligences provided to them in the classrooms, utilising teaching methods befitting the different intelligences and varying the activities that take place. Lessons need to be planned in this manner in order to not deprive pupils of their potential by ignoring their highly developed intelligence(s). If the intelligences are not taken into consideration teachers divest their pupils of potential opportunities by ignoring their true capabilities. Any English subject classroom that favours one or only a few intelligences more than any of the other intelligences is doing exactly this.

MI-theory states that teachers must strive to create equality between the different intelligences. In the initial phase of implementing MI-theory, the focus lies in strengthening the currently weakly focussed intelligences and level out the distribution of the intelligences that are taken into consideration in the classroom. By creating equality between the various intelligences and in implementing varied activities adapted to the different intelligences,



pupils who were before producing poor results may find that by utilising their highly developed intelligence(s) they produce improved results compared to before. This improvement would be accredited to the fact that the pupils are no longer taught through a framework of the intelligences that they do not excel in, rather than taking advantage of their other more developed intelligences.

In concluding Haley's article and her findings, MI-theory presents itself as a theory that is more suited to the individual pupil. MI-theory claims that pupils are smart in their own regard. Presently, however, the prevailing notion is that you are either *smart* or *not smart*. The benefits from implementing MI-theory are, amongst other aspects, that the pupils are able to understand their abilities and the abilities of those around them and that they are able to utilise their own strengths in learning. Haley states that teaching through MI-theory has significant implications for instruction in second language classrooms:

Practitioners who thoughtfully apply the theory to support educational goals may find that multiple intelligences contribute to their overall effectiveness as educators. Teachers who plan and organize instruction around the learning preferences of individual learners, emphasizing special strengths and shoring up underutilized gifts and talents, may unlock the full learning potential of their students. The benefits of applying MI theory to daily instruction relate to academic achievement and student motivation (Haley 2001:360).

### **1.3 Aims and hypothesis**

The Learning Poster and The Education Act (the Act Relating to Primary and Secondary Education) require schools to achieve certain aims. For instance, The Learning Poster states that each individual school is obligated to “give all pupils [...] equal opportunities to develop their abilities and talents individually and in cooperation with others” (Directorate for Education and Training: 2). The Learning Poster also states that schools are responsible for “promot[ing] adapted teaching and varied work methods” (Directorate for Education and Training: 2). Additionally, according to The Education Act (1998) paragraph §1-3 “Education shall be adapted to the abilities and aptitudes of the individual pupil [...]”.

Following this, the hypothesis in this thesis is that government regulations such as The

Learning Poster and The Education Act present aims for how pupils shall be taught in the English subject classroom, and MI-theory coincides with these aims. To what extent do the books used in education reflect these aims and help fulfil them?

## 1.4 Framework

The method used in analysing the books in this thesis does not have background in a recognised scientific method. However, the analyses provided in this thesis were not conducted arbitrarily. In this thesis the analyses of the books were conducted by searching throughout both of the books and by counting the individual instances of the different types of segments. The thesis further focussed on the individual tasks found within the segments of the books and explains them based on the intelligences that were taken into consideration in doing them. Thus, it may be acknowledged that another study of the books that use a different method may lead to a different conclusion than the one this thesis will provide.

## 1.5 Corpus

In the Troms region of Norway, from which area this thesis bases itself, there are currently only three frequently used teaching-books focussing specifically on the first year English in the programmes for general studies. Two of these books will be analysed in this thesis. The first of these books, *Targets*, created by Hellevi Haugen, Eva Haugum, Julia Kagge, Cheryl Ann Ljones, Astrid Myskja and Audun Rugset will henceforth be referred to as *Targets*. The second book, *@cross workbook*, created by Drew Rodgers, Knut Inge Skifjeld and Celia Suzanna Sandor will henceforth be referred to as only *@cross*. These two books are produced and published by Aschehoug & Co and Cappelen Damm respectively. This means that the results of this thesis will not be restricted to a single book or publisher, and makes the depiction of the general construction of the books used in the first year English in the programmes for general studies as accurate as possible.

## **1.6 Organisation of the thesis**

This thesis contains three chapters, including the introduction chapter. The second chapter of this thesis presents the analyses of the segments and tasks found in Targets and @cross, and further, compare these analyses. The third chapter provides concluding statements of the thesis based on the analyses provided.



## **2 Teaching books in the English subject**

### **2.1 Introduction to the second chapter**

This chapter of the thesis will concern itself with the analyses of two books used in teaching pupils in the first year English in the programmes for general studies. The construction of the books will be presented before in-depth analyses and their findings are presented. The purpose of this chapter is to investigate what the tasks found within the books ask of the pupils. This will consequently prove *how* the pupils are taught in the English subject by analysing which intelligences are taken into consideration in the different tasks.

In section 2.2, the book *Targets* will be examined based on the task pages of the book and on the segments therein. In sections 2.2.1 to 2.2.10 the different segments of the task pages will be broken down and analysed based on the tasks found. In section 2.2.11 concluding statements regarding the construction of *Targets* and its task pages will be expressed. In section 2.3, the book *@cross* will be examined in regard to its task pages, before sections 2.3.1 to 2.3.12 analyse each segment based on the tasks found. Section 2.3.13 will present concluding statements regarding the findings in the task pages of *@cross*. Finally, section 2.4 will compare and contrast findings in the analyses of the books.

It is important to note that although the teachers and pupils are provided with these books, the teacher decides whether or not they will be used in the classroom. The teachers may want to use other sources of information in their classroom and it is their prerogative to do so. The Knowledge Promotion Reform and its English subject curriculum provide teachers with the competence aims in which pupils shall be taught. However, each individual teacher decides in the manner in which these competence aims are taught to the pupils. This applies to both in which materials the teachers use and the activities used to get through the curriculum. Based on the above, it cannot be said that the books analysed in this thesis are actually being used to the extent that it is claimed. However, it may only be presumed that the books are being used and have their function in the English subject classroom. This may be presumed because the books are being produced with the sole intention of providing pupils with a curriculum and

because of the fact that schools are purchasing these books and distributing them to both teachers and pupils. As such, in this thesis, the individual classroom must be eliminated from the equation and the books will in this thesis be analysed based on their stated purpose.

Before commencing with the analyses, a few clarifications need to be made:

The pages containing the tasks in the books will from now on be referred to as the *task pages*. In this thesis, a task page is considered as such when it is separate from another task page. This separation is realised in Targets when the tasks relate to a new text or subject matter and in @cross when a chapter divides the task pages. This thesis will only concern itself with the task pages that accompany texts in the books and not the factual and literary texts. The reason for this is that this thesis is looking for signs of implementation, or lack thereof, of MI-theory, and since MI-theory interests itself more with the activities that are utilised rather than the curriculum itself, the task pages are more relevant than the texts in this thesis. This conclusion may be drawn since the task pages reflect what and how the pupils are taught while participating in an English subject classroom.

Further, when the thesis refers to a certain kind of task as being *atypical* or *uncommon*, it merely refers to the fact that these tasks are outnumbered by the *typical* or *common* kind of task.

And further still, the system of examples used in this thesis presents the first example as (1), the second example as (2) and so forth. Examples (1) through (20) are gathered from Targets while examples (21) through (43) are gathered from @cross.

## 2.2 Targets

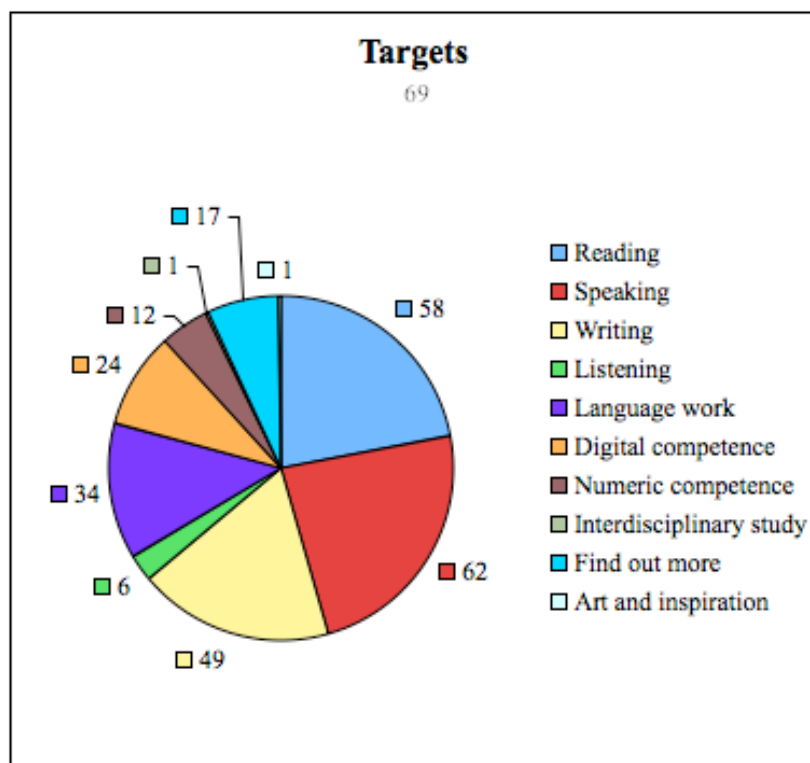


Figure 1 - Targets

The total number of task pages found in *Targets* is sixty-nine. The task pages following each text in *Targets* are divided into several segments. The segments that occur in the task pages of *Targets* are *Reading*, *Speaking*, *Writing*, *Listening*, *Language work*, *Digital competence*, *Numeric competence*, *Interdisciplinary study*, *Find out more* and *Art and inspiration*. These segments are however not rigidly in place, and the construction of the task pages' segments may differ from one instance to the next. For example, the authors of the book may have chosen to add neither the *numeric competence* nor the *speaking* segment in one of the task pages, while in the next task page, the *writing* segment may not have been added. To illustrate this, in the case of *Targets*, the *speaking* segment occurs sixty-two times out of the total sixty-nine task pages, whereas both *interdisciplinary study* and *art and inspiration* occur once throughout the book. This information can be observed in the chart above, as it provides information pertaining to the distribution of the various segments. The chart presents the total number of occurrences of the various segments as they occur in the sixty-nine task pages of *Targets*.

To exemplify the manner in which the tasks are divided up, the thesis will here provide examples of tasks found within the different segments in Targets. Keep in mind that these are only excerpts of the total number of tasks and be aware that several instances of examples provided are provided in order to establish their atypical nature compared to their more commonly found counterparts. The thesis will take care to mention which tasks are the commonly found ones and which tasks are found only once or a few times throughout the book.

## 2.2.1 Reading

### (1) Reading for information

1

*a* Do we get any information about what time of day it is?

*b* Is the speaker in a city or in the countryside?

*c* Where is the children's school?

*d* What are the children's desks like?

*e* How do the children know when school starts?

*f* How can the farmers tell the time?

*g* How does the speaker characterize the children?

(Haugen et al 2009: 22)

The *reading* segment occurs fifty-eight times out of the total number of sixty-nine task pages (in 84% of the task pages) in Targets. Example (1) above illustrates the most commonly found task therein. Tasks relating to the *reading* segments are most often designed to get the pupil to find information contained in the text preceding the task pages. These tasks usually only request that the pupils find and repeat information provided in the text. Based on this, the pupils are most often only allowed to answer through the linguistic intelligence (see section 1.2.2.1) through the tasks in the *reading* segments. However, seventeen of these tasks are similar to example (1), but these additionally specify that pupils shall work in pairs or bigger groups. In these seventeen tasks, the pupils are additionally invited to utilise their interpersonal intelligence (see section 1.2.2.6) since they are asked to communicate with other pupils.



**(2) Reading poetry**

**2** A poem may have one or several stanzas, rhythm, rhyme or free verse. Sometimes the poet doesn't use punctuation, capital letters and words in the way we are used to, so we tend to think that poetry is more complicated than it really is. [...]

*a* Sit in pairs and read the poem aloud. Make sure you understand all the words.

*b* Then retell the poem using your own words.

*c* Find the full stops and divide the poem into stanzas. How many do you get?

*d* How many lines do you get in each stanza?

*e* What does each of your stanzas tell you?

*f* Is there rhyme in this poem?

*g* What about rhythm? Try to read the poem as a rap.

(Haugen et al 2009: 22)

Example (2) is a very atypical example of the fifty-eight tasks found in the *reading* segment. Though the activation of the musical intelligence (see section 1.2.2.5) is quite limited in the task, this task is one of five *reading* tasks found within Targets that ask the pupils to use an intelligence other than the linguistic and inter-personal intelligences. Despite the atypical character of these five instances, it is important to note that these tasks are still heavily dependent upon the activation of the linguistic intelligence, as may be seen in the example (2) above. The musical intelligence may only be activated in part *g* of the task where it asks pupils to locate rhythm in the poem and further read the poem with a musical approach. As for the other four instances in the *reading* segment that differ from the norm, two allow for the musical intelligence to be activated in smaller sub-tasks such as in example (2) above, one allows pupils to activate the intra-personal intelligence (see section 1.2.2.7) in several of the sub-tasks, and the final task allows the activation of the spatial intelligence (see section 1.2.2.3). Of these five instances the task where the spatial intelligence may be activated stands out the most since the pupils have to use a graph for the entirety of the task:

**(3) Reading a graph**

**3** What can you read from the graph below? Where does the profit go? Who do you think benefits most from the sales process?

(Haugen et al 2009: 72)

However, it is important to remember that task (3), which allows the activation of the spatial intelligence, occurs only once throughout the fifty-eight *reading* segments in Targets.

## 2.2.2 Speaking

### (4) Expressing opinions

2 What makes good news? Discuss in pairs.

(Haugen et al 2009: 67)

The *speaking* segments occur sixty-two times (in 90% of the task pages) in Targets and, based on the intelligences they take into consideration, example (4) above is the most common *speaking* task in Targets. The tasks in the *speaking* segments mainly ask pupils to converse with other pupils in pairs or in larger groups. There is a great bit of variation in the tasks found in the *speaking* segments, however, the above example embodies the general tendency of these tasks, as they most commonly tend to lean favourably towards the activation the linguistic and inter-personal intelligences.

### (5) Act it out

5 A Conflict of Interests

Work in pairs. Act out a communication situation based on the information below.

(Haugen et al 2009: 44)

Example (5) proves to illustrate the more atypical tasks in the *speaking* segment. This task concerns itself heavily with the activation of the linguistic intelligence, however, the invitation for pupils to express themselves through the bodily-kinaesthetic intelligence (see section 1.2.2.4) is apparent, although not required. The task may be interpreted either way since it only asks for the pupils to *act out a communication situation*, but the possibility of activating the bodily-kinaesthetic intelligence is certainly present in this specific instance.

### 2.2.3 Writing

(6) **Writing a summary**

3 Write one paragraph to sum up the content of this story.

(Haugen et al 2009: 16)

(7) **Writing a letter**

9 Write a short letter from Mrs Foster to her daughter in Paris. Describe what happened when she returned home, and describe her plans for the future.

(Haugen et al 2009: 34)

The tasks within the *writing* segments appear forty-nine times (in 71% of the task pages) in Targets and they are most commonly fashioned as in examples (6) and (7) above. The pupils are asked to write in different styles and genres on a given subject, mostly individually. The pupils are generally only invited to activate the linguistic intelligence in the tasks of the *writing* segments.

(8) **Writing lyrics**

2 Work with a partner. What other things could we do without to make the world a better place? Find other words than the ones used in the original version to write your own “Imagine” song. Make sure you follow the rhythm of the song. You may record your songs as well.

(Haugen et al 2009: 37)

Example (8) is an atypical task found in the *writing* segments of Targets, as it is one of two tasks found within the *writing* segments that concerns itself with the musical intelligence. Furthermore, it is one of the five tasks in the *writing* segments that enable pupils to activate their inter-personal intelligence as they are allowed to work in pairs. Even though the task has a noticeable presence of the linguistic intelligence, pupils are able to work with a song, the lyrics of the song in particular, and are told to pay special attention to rhythm.

## 2.2.4 Listening

### (9) Listening for overview

1 Listen to the CD recording of the short story. Take key word notes on the places mentioned and characters involved. Sum up the story afterwards in your own words.

(Haugen et al 2009: 93)

### (10) Listening for information

1 Listen to find out

*a* Who is Kristen Neilson?

*b* Why did she win a Scotland Young Scot Award in 2007?

*c* What incident made her start a peace campaign?

*d* What is the 'Belongings Project'?

*e* Kristen feels that she has made a difference. In what way?

(Haugen et al 2009: 170)

There is little distinguishing the six tasks (in 8.7% of the task pages) pertaining to the *listening* segment. All of these tasks, such as (9) and (10), relate to listening to a recording, and the pupils are asked to present the information given either written or orally. These six tasks only allow pupils to activate the linguistic intelligence because they are only asked to listen to the recording and repeat the information that is spoken in the recordings.

## 2.2.5 Language work

### (11) Easily confused words

3 Look up the meanings of the following easily confused words. Then write sentences with the words to show that you have understood their meaning.

accept – except

its – it's

break – brake

through – threw

affect – effect

lie – lay

weather – whether

their – there

desert – dessert

lose – loose

(Haugen et al 2009: 83)

The style in which pupils are asked to answer the thirty-four tasks (in 49% of the task pages)

in the *language work* segments is limited. In these typical tasks, pupils are asked to individually read and write down information pertaining to the subject matter provided similarly to example (11) above. As such, the only intelligence that is taken into consideration in the typical tasks of the *language work* segments is the linguistic intelligence.

(12) **It/There**

7 Read the rules for the use of *it* and *there* in the “Reference Section” on page 315. Sit in pairs and explain the use of *it is*, *there is* and *there are* in the sentences below:

- a **There are** US soldiers in Afghanistan.
- b **It is** a long way from the village to Kabul.
- c **It was** snowing in the mountain area bordering Pakistan.
- d **There is** a city called Kandahar in southern Afghanistan.

[...]

(Haugen et al 2009: 100)

The only variation found in the *language work* segments is that in four of the tasks, the pupils are asked to pair up with other pupils, such as in example (12) above. In these atypical tasks the pupils are in addition to taking use of their linguistic intelligence, also able to activate their inter-personal intelligence.

## 2.2.6 Digital competence

(13) **Searching the Internet**

1 Search the Internet and/or other sources of information and set up a timeline of Nigerian history.

(Haugen et al 2009: 56)

The vast majority of the twenty-four tasks (in 35% of the task pages) involved in the *digital competence* segments are similar to example (13) above. Pupils are asked to find information by searching the Internet and further are asked to reproduce or copy the information found. The pupils are quite often asked to present the information to another pupil or to the rest of the class. These commonly found tasks only ask pupils to activate their linguistic intelligence as they are solely asked to read and write down information as well as present their findings for the class or a fellow pupil.

**(14) Writing about art**

**10** Look at the painting on page 29 and answer the questions below. Then, inspired by the answers you get, write a very short and dramatic story told by the spectator.

- a* What is the spectator's viewpoint?
- b* How many persons can the spectator see?
- c* What kind of place is shown outside?
- d* What kind of human activity is shown, if any?
- e* Is the action calm or dramatic?
- f* Is there any thematic link between the inside and the outside of the plane?

(Haugen et al 2009: 34)

The *writing about art* task, example (14), is one of the atypical tasks found within the *digital competence* segment of Targets. This is the only task in the book under *digital competence* where art is being focussed. Even though the linguistic aspect is heavily involved, the link to art allow pupils to also activate and utilise their spatial intelligence.

## **2.2.7 Numeric competence**

**(15) Making graphs**

**1** Search for information about the spread of AIDS in South Africa from various sources. E.g. you can look at the distribution of figures between females and males, age groups or various areas of the country. Present your findings either in the form of a pie chart or a bar graph.

(Haugen et al 2009: 46)

**(16) 5** Use the Internet to find the exact number of people in the USA today. Then work out how many people there are in each category in the box showing classification according to race above.

(Haugen et al 2009: 176)

The Numeric competence segments occur twelve times (in 17.4% of the task pages). The tasks found within the *numeric competence* segments often differ quite from one task page to the next as may be observed in (15) and (16). The common factor between the tasks, however, is that the pupils are either asked to read or create graphs or in some way work with

percentages. The tasks in the *numeric competence* are mostly focussed toward understanding graphs and mathematical concepts. This means that pupils who have a highly developed spatial intelligence or a highly developed logical-mathematical intelligence (see section 1.2.2.2) are allowed to express themselves through these tasks. Depending on the task, the pupils will in the *numeric competence* segments be asked to activate the spatial intelligence, the logical-mathematical intelligence or both.

## 2.2.8 Interdisciplinary study

### (17) The national curriculum

**11** One of the goals in the national curriculum for English is that you should be able to choose an interdisciplinary topic within your own programme area, study it in depth, and then present it. [...]

#### Topics

Among the many possible topics are:

English-Norwegian

(Compare aspects of language or literature)

English-Maths

(Study the language of mathematics in English)

English-Science

(Pollution, climate, energy, wildlife)

English-PE (physical education)

(Training, fitness, diet, health)

English-Social studies

(Politics, poverty, crime, international affairs) ... and an almost infinite number of other topics.

#### Assignment

*a* Chose [sic] an interdisciplinary topic which involves English and at least one other subject. [...]

*b* Study the topic you have chosen in detail. [...]

*c* Present the topic you have studied. [...]

*d* Evaluate your presentation.

(Haugen et al 2009: 34)

The *interdisciplinary study* segment occurs only once (in 1.5% of the task pages) throughout Targets. However, task (17), which is the entire *interdisciplinary study* segment, invites pupils to adapt the topic to their intelligence-profile. A pupil with a highly developed logical-mathematical intelligence might choose the English-Maths topic and study a math related subject matter, whereas a pupil with a highly developed naturalistic intelligence (see section 1.2.2.8) will be able to choose the English-Science topic and inspect the wildlife or climate. Pupils whose intelligence-profiles do not match any of the given topics may even create a topic themselves in order to adjust the task to their intelligence-profiles, provided the topic fits with the criteria of the task.

### 2.2.9 Find out more

- (18) 6 A bloody civil war was fought in the country where the story takes place. This was the Biafran War 1967-1970. Search the Internet and find information about the war. Write an article about it.  
(Haugen et al 2009: 62)

The *Find out more* segments occur seventeen times (in 24.6% of the task pages). Example (18) illustrates the most commonly found task of the *find out more* segments. Tasks such as example (18) occur twelve out of the seventeen times in the book and there is little variation in these tasks. The pupils are asked to acquire information, usually from the Internet, and to reproduce the information to a product such as a written text or an oral presentation for the class. As such, these tasks only allow pupils to express themselves through the linguistic intelligence.

- (19) 8 Work in groups and find a person who is rich thanks to this person's
- colonial forefathers
  - industrial forefathers
  - hard work, luck, or looks
- Present your chosen person in class  
(Haugen et al 2009: 176)

Example (19) above illustrates the remaining five tasks in the *find out more* segments. The premise of the tasks is similar to example (18), however, the difference is provided when the pupils are asked to work either in pairs or in larger groups. This change in the tasks allows the pupils to utilise both the linguistic and inter-personal intelligence.

### 2.2.10 Art and inspiration

- (20) 7 Study the painting on page 139 for thirty seconds. Open your eyes again and look at the painting. What is the first thing that you notice? Why? Write a little story where you focus on what you noticed. Ask a classmate to read your text and to comment on it. Make improvements, if necessary. Then assess your own text – language, structure and content and write a comment.  
(Haugen et al 2009: 140)



The *art and inspiration* segment occurs only once (in 1.5% of the task pages) throughout Targets. The task in this segment asks pupils to write a story, thereby activating the linguistic intelligence. Further, the task allows pupils to utilise and discuss art, thereby allowing pupils to express themselves through the spatial intelligence. Finally, the task asks pupils to assess and comment on their work, inviting them to express themselves through the intra-personal intelligence.

### **2.2.11 Concluding statements regarding Targets**

To sum up the intelligences that may be utilised in the typical tasks of the different segments of Targets in descending order based on the percentage of occurrence in the total number of task pages:

- Speaking (90%): Linguistic and inter-personal intelligence.
- Reading (84%): Linguistic and often the inter-personal intelligence.
- Writing (71%): Linguistic intelligence.
- Language work (49%): Linguistic intelligence.
- Digital competence (35%): Linguistic intelligence.
- Find out more (24.6%): Linguistic intelligence.
- Numeric competence (17.4%): Spatial and logical-mathematical intelligence.
- Listening (8.7%): Linguistic intelligence.
- Art and inspiration (1.5%): Linguistic, spatial and intra-personal intelligence.
- Interdisciplinary study (1.5%): Potentially all intelligences.

Having put on display the distribution and diversity of tasks in Targets, with respect to MI-theory and education, this analysis of the typical tasks indicates that Targets does not take into consideration the intelligences as proposed in MI-theory or advocate for the aims presented in the government regulations. This is based on the bias Targets shows in the typical tasks towards a few intelligences and the subsequent limitation of which intelligences the pupils are invited to express themselves through. According to this analysis, it is apparent that the linguistic intelligence has a greater impact on all of the segments except one, the *numeric competence* segment. The atypical tasks, however, display the potential of how the intelligences, other than the recurring few intelligences, may be taken into consideration

within similar frameworks as the typical tasks. The intelligences, other than the linguistic intelligence, are through the atypical tasks able to provide some adaptation to pupils with, for instance, highly developed spatial, musical or intra-personal intelligence. The tasks in Targets where these adaptations occur, however, are quite infrequent in comparison to the typical tasks and this book is nowhere near offering equal opportunities to all pupils. This is proven as the gap between the number of tasks that allow for pupils to express themselves through the linguistic intelligence and the tasks that allow for pupils to express themselves through any of the other seven intelligences can be observed in this analysis.

Further in the analysis, a tendency may be observed. The list above in this section regarding the percentage of occurrences suggests that the fewer occurrences of segments there are, the higher the number of intelligences may be used in these tasks. This will be discussed in greater detail in section 2.4.

**2.3 @cross**

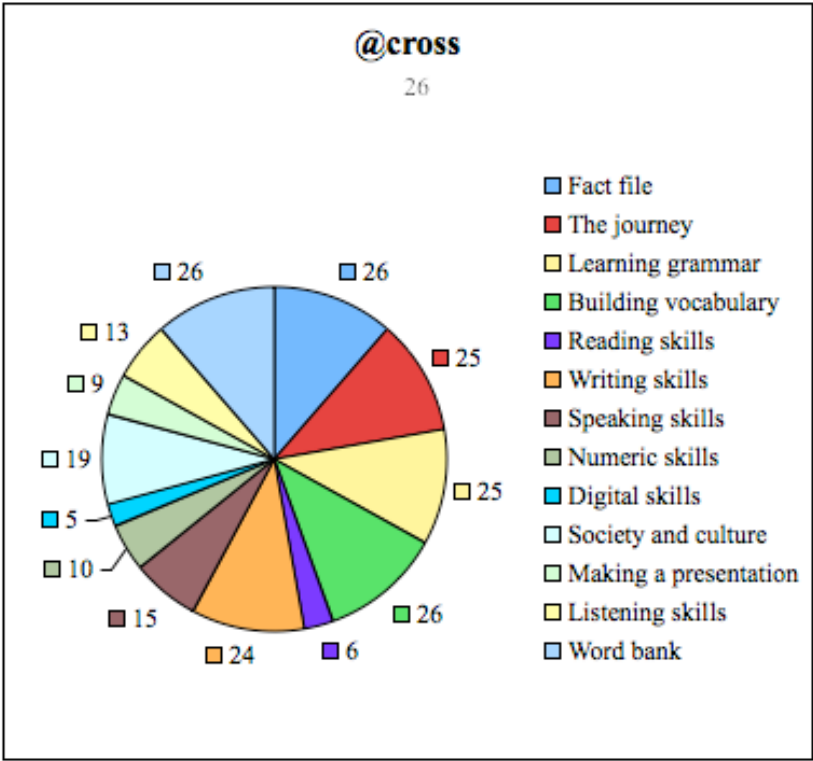


Figure 2 - @cross

The total number of task pages contained within @cross is twenty-six. The task pages are, similarly to the task pages in Targets, segmented. The segments are divided into *Questions* (which is further segmented into *Fact file* and *The journey*), *Learning grammar*, *Building vocabulary*, *Reading skills*, *Writing skills*, *Speaking skills*, *Numeric skills*, *Society and culture*, *Making a presentation*, *Listening skills*, *Digital skills* and *Word bank*. The task pages are built up with these segments throughout the book, with many exceptions where one or more segments are not added in the different task pages. The complete pie chart for @cross denoting the frequency with which the different segments occur can be found above.

### 2.3.1 Questions – Fact file and The journey

#### (21) Fact File – Questions

##### Ireland

- a. Why is Ireland called the Emerald Isle?
- b. Give examples of past injustice as a result of British suppression.
- c. Why do some compare the Irish to grass?
- d. Ireland has a rich cultural history. Find examples of it.
- e. Why did the size of the Irish Population decline in the 1800s?
- f. Who shattered the finer Irish arts?
- g. Why did Scots and Englishmen migrate to Northern Ireland in the 1700s?
- h. Why can the Catholic rising of the late 1960s not be considered a religious rising?
- i. What is the “eastern wind” Chris de Burgh sings of?
- j. Describe today’s political situation.

(Rodgers et al 2006: 39)

The *Fact file* tasks are found in each of the twenty-six task pages (in 100% of the task pages) of @cross. The *fact file* tasks ask pupils to repeat information given in the text the task belongs to, similarly to example (21). The tasks are outlined in the same manner in each instance, as pupils are only asked to activate the linguistic intelligence when looking up the information and in either writing the answers down or repeating them orally.

#### (22) The Journey - Questions

- a. On what occasions do Scots wear kilts? Would you have liked to wear one?
- b. Princes Street is a spectacular sight. What can you see and do there?
- c. What is the Military Tattoo?
- d. The Royal Mile is the main street in Old Town. What traditional Scottish items can you buy there?
- e. What’s unique about Edinburgh Castle? Do you like visiting castles and historic sites?
- f. What’s St Andrews famous for?
- g. Have you ever tried any Scottish specialities like golf, haggis or kilts?
- h. Mention a few Scottish inventions.
- i. In what way is Glasgow a city of contrasts?
- j. What do you know about Celtic Park?

- k. Why and when was Celtic football club established?  
(Rodgers et al 2006: 32)

The *journey* tasks are present in twenty-five of the twenty-six task pages (in 96% of the task pages) in @cross. The *journey* tasks have a quite similar outlining to the *fact file* tasks where the pupils are asked to answer questions. However, there is a recurring aspect in some of the sub-tasks, such as in *a* and *e* in example (22) above, where the pupils are asked of their own opinion on a question. This means that in the *journey* segments, the pupils are mainly asked to activate their linguistic intelligence, and in the recurring sub-tasks they may utilise their intra-personal intelligence.

### 2.3.2 Learning Grammar

The *learning grammar* segments appear twenty-five times (in 96% of the task pages) throughout @cross. In the case of all *learning grammar* segments, a short text on the rules governing the given topic at hand is given first, then a set of tasks relating to the given topic. Examples of these topics are; it is vs. there is; concord; use of apostrophe; possessive pronouns; and definite and indefinite articles. Following are two examples, (23) and (24), of tasks from these segments:

(23) **Fill in the blanks with *It is/There is/There are***

- a. \_\_\_\_\_ a hole in my jeans.
- b. \_\_\_\_\_ very windy today.
- c. \_\_\_\_\_ someone at the door.
- d. \_\_\_\_\_ several pictures of Munch hanging on the walls of the museum.
- e. \_\_\_\_\_ too far to walk to the concert from here.
- f. \_\_\_\_\_ any flowers left in the garden? Yes, \_\_\_\_\_.
- g. \_\_\_\_\_ some really good movies playing now.
- h. \_\_\_\_\_ not a good idea to do that now.

[...]

(Rodgers et al 2006: 79)

(24) **Translate the following sentences.**

- a. Den pulten er hennes.
- b. Håret mitt er mørkere enn ditt.
- c. Noen har glemt gymbagen sin her. Er den din?
- d. Har han vennene sine med seg? Hva med hennes?
- e. Foreldrene mine bor i byen. Hvor bor dine?
- f. Huset deres er stort, mye større enn vårt.
- g. Hvem sitt skjerf er dette? Det er hennes.
- h. Mobilen vår virker ikke. Kan vi låne din?
- i. Naboenes våre lurte på om vi hadde sett katten deres i det siste.

(Rodgers et al 2006: 110)

The variations of tasks within the *learning grammar* segments are only minor, such as translating sentences to or from English or filling in the missing words to complete the sentences. All of the *learning grammar* tasks only invite pupils to activate their linguistic intelligence since the tasks concern themselves solely with written tasks to be done individually.

### 2.3.3 Building vocabulary

(25) **Match the word in the left hand column together with the word which means roughly the same, from the right hand column. [...]**

- |               |                            |
|---------------|----------------------------|
| 1. coastal    | a. national costume        |
| 2. apply to   | b. proof                   |
| 3. generally  | c. along the seaside       |
| 4. stunning   | d. normally/commonly       |
| 5. kilt       | e. outskirts               |
| 6. soundtrack | f. 100 years               |
| 7. century    | g. seek admission          |
| 8. preserved  | h. fabulous/fantastic      |
| 9. suburbs    | i. take care of/look after |
| 10. evidence  | j. music to set the mood   |

(Rodgers et al 2006: 34)

(26) **a. Translate these words into English**

- |              |                   |
|--------------|-------------------|
| sjangle      | engstelig         |
| grumsete     | kløft             |
| forfedre     | slynge            |
| utdødd       | sprette opp igjen |
| forstillelse | bakteppe          |
| ildsted      | meningsløs        |
| gjestfri     | troverdige        |
| velvillig    | smøg seg inntil   |
| gold         |                   |

**b.** Choose ten of the words above and write your own sentences using them.

(Rodgers et al 2006: 103)

The *building vocabulary* segments appear in all twenty-six task pages (in 100% of the task pages) and all tasks ask pupils to find words or correlations between words or translate words or sentences. Because the tasks in the *building vocabulary* segments only ask pupils to work individually and with tasks relating only to words, pupils are only asked to activate their linguistic intelligence through these tasks.

### 2.3.4 Reading skills

- (27) In pairs read “Dinner and the Welsh Language” on pg 77 and 78 in @cross Textbook. Divide the roles as follows. One of you reads Gwyn, Angharad and Kate and the other reads Leif (also narrator) and Martin. Try to make the characters come alive. Gwyn is obviously a man with lots of opinions and he likes talking. Sound like that!  
(Rodgers et al 2006: 46)

The *reading skills* segments occur six times (in 23% of the task pages) in @cross. Example (27) above is the most commonly found type of task in the *reading skills* segments. These typical tasks ask the pupils to work in pairs or in smaller groups and communicate with other pupils based on the given task. Pupils are thus typically allowed to activate both the linguistic and the inter-personal intelligences through these tasks.

- (28) **Read the facts in Geography – Quick Reference and answer the following questions.**
- Which area in the USA resembles Norway the most?
  - How many states are there in the United States?
  - Which state has the largest population?
  - Name a state where you would find a number of Native Americans.
  - Name a state in the “Rustbelt”.
  - Name a state in the “Sunbelt”.
  - Name the area which had widespread slavery up until 1865.
  - Name the two states which are separated from the other states by either land or water.
- (Rodgers et al 2006: 111)

Example (28) displays one of the two instances found that must be regarded as uncommon in the *reading* segments. These two tasks may be regarded as uncommon since tasks similar to example (27) occur four out of six times. Example (28) stands out from the tasks illustrated by task (27) because in example (28) the pupils are asked to locate and repeat bits of information and as such are only allowed to activate the linguistic intelligence.

### 2.3.5 Writing skills

- (29) **Write a formal letter**  
Leif enjoyed his holiday in Britain so much that he decides to apply for a summer job at a leisure centre in Bangor. Write his letter of application and his curriculum vitae.  
(Rodgers et al 2006: 46)

The *writing* segments appear twenty-four times (in 93% of the task pages) throughout @cross. Example (29) illustrates the typical task, found twenty-three times within the *writing skills* segment. These tasks most often ask pupils to individually write short texts about a

given topic or asked to translate a shorter paragraph. The *writing skills* tasks, with the exception of the atypical task, only allow the activation of the linguistic intelligence.

**(30) Key Words**

Write down 10 key words from the text below. Based on your keywords, try to retell the contents of the paragraph to your partner. The trick here is not to be blinded by details, but to find and retell the essential points.

(Rodgers et al 2006: 53)

Task (30) above is the only atypical task given within the *writing skills* segment. This is the only task found in the *writing* segment where the pupils are asked to co-operate with another pupil, thereby activating the inter-personal intelligence in addition to the linguistic intelligence.

### 2.3.6 Speaking skills

**(31) Sharing Opinions**

**Discuss in pairs:**

- a. Sports are very important to many men and women. What is it about a sport that makes it so attractive? Why do we spend so much time on it?
- b. Present your favourite sport or spare time activity.
- c. Will girls be just as interested in football as boys in the future?
- d. How important are looks and personality to modern athletes?
- e. What are the top three teams in the English Premier League?
- f. What English football team do you think is the best and why?

(Rodgers et al 2006: 54)

The *speaking skills* segments occur fifteen times (in 58% of the task pages) throughout @cross. The typical twelve occurrences found in the *speaking skills* segments are either quite similar to example (31) above, or they ask the pupils to interview another pupil in the class. Either way, these tasks ask the pupils to interact and speak with each other in pairs or discuss in smaller groups. These tasks allow pupils to express themselves through both the linguistic and the inter-personal intelligences.

**(32) Sharing Information**

**Sit with a partner and look at a map of London**

- a. Find the main bridges across the Thames and write down their names.
- b. Find the following cathedrals: St Paul's and Westminster Abbey.
- c. Find the parks: Hyde Park, Kensington Gardens, Green Park, Regent's Park and St James Park.
- d. Then the following museums: The Natural History Museum, The Science Museum, The Victoria and Albert Museum, The British Museum and Madame Tussaud's.
- e. If you go to London, it would be nice to know where the following railway stations are: King's Cross Station, Victoria Station, Waterloo Station, Liverpool Street Station, Paddington Station.

Find these too.  
[...]  
(Rodgers et al 2006: 61-62)

Example (32) above illustrates how the atypical three tasks found in the *speaking skills* segments are constructed. These three tasks differ from the typical tasks in the *speaking skills* segment such as in example (31) because they ask pupils to use maps in their learning. Task such as example (32) ask pupils to activate their spatial intelligence. This means that these three tasks allow pupils to utilise their spatial intelligence in addition to their inter-personal and linguistic intelligences.

### 2.3.7 Numeric skills

The *numeric skills* segments occur ten times (in 38.5% of the task pages) in @cross. However, the tasks belonging to the *numeric skills* segments are quite different from one instance to the next. No two segments in the numeric skills concern themselves with the same topic twice in the book. To exemplify this, consider the two following tasks (33) and (34) from two different Numeric skills segments:

- (33) **Make a pie chart**  
**Based on the points below, make simple pie charts which illustrate the same facts. Which one is easier to understand, your charts or the text version?**
- Across the country as a whole, more than a fifth of secondary school pupils – 21% - were absent without permission at some stage.
  - 1 in 4 children in the UK have ben bullied or threatened via their mobile phone or PC.
  - In a recent large-scale survey in Britain one in ten had been severely bullied.
  - In a recent survey, 75% of the young people questioned felt that their school does not have an anti-bullying policy that works.
- [...]  
(Rodgers et al 2006: 71)

- (34) Great Britain Pound (GBP) is the basic unit of money in Great Britain. One pound equals 100 pence. One GBP is worth about 12 Norwegian Kroner. Check with an Internet currency calculator to find the exact value.

This is what Martin and Leif order at the pub

- 2 beers = £1.50 x 2
- Bag of crisps = £0.50
- Three postcards = £0.50 x 3

What is the total sum in GBP and what is it in Norwegian currency?  
(Rodgers et al 2006: 29)



The *numeric skills* segments allow pupils to mainly activate either the logical-mathematical intelligence or the spatial intelligence. In example (33), the pupils are asked to create and check their understanding of illustrations, thereby activating their spatial intelligence. In example (34), pupils are asked to utilise mathematical concepts to calculate, thereby utilising their logical-mathematical intelligence. In the other *numeric skills* segments, the pupils are for instance asked to describe shapes or to read and decipher diagrams.

### 2.3.8 Digital skills

The *digital skills* segments occur five times throughout @cross's twenty-six task pages (in 19% of the task pages). To illustrate the diversity in these tasks, consider the following two tasks:

(35) **Make a diagram**

1 Based on you [sic] thoughts in the previous task, make a diagram/thought map like the one below. [...] Write "festival" in the centre circle and add good and bad points in the surrounding circles. Add red and blue background colour if you like [...].  
(Rodgers et al 2006: 83)

(36) **Searching for Information**

Use the Internet to find information on school uniforms. Look into opinions on school uniforms and how they actually look [...].  
(Rodgers et al 2006: 71)

In example (35) pupils are asked to create a visualisation of their thoughts. The pupils are here allowed to activate both their linguistic and spatial intelligences because they are asked to use both words and illustrations in their answer. In example (36) however, pupils are only asked to utilise their linguistic intelligence. Because of the few instances and the difference between the tasks, it is hard to locate a typical and an atypical task within the *digital skills* segment. The only common aspect found in this segment is that these tasks always have an implementation of linguistic intelligence with only sporadic implementations of one other type of intelligence in each instance.

### 2.3.9 Society and culture

The *society and culture* segments occur nineteen times (in 73% of the task pages) of @cross. These segments and tasks concern themselves with asking pupils to understand and differentiate between cultures. In all instances the pupils are only asked to utilise their linguistic intelligence, as each of the tasks are meant to be done in writing and individually. Consider tasks (37) and (38):

(37) Tourism is a lot more important nowadays. 50 years ago, the North-West was full of factories. What new occupations and jobs have come as a result of this change?  
(Rodgers et al 2006: 55)

(38) **Place the following descriptions under either White man or Native Americans:**

Importance of money  
Importance of nature  
Having only enough to satisfy basic needs  
Hunting as a sport  
Hunting as a means of survival  
Gods living in nature  
Progress  
Tradition  
Ownership of land  
Land cannot be owned  
Exploiting nature  
Living in harmony with nature  
(Rodgers et al 2006: 159)

While the manner in which the tasks found within the *society and culture* segments are supposed to be answered seems vastly different, the intelligences involved in solving the tasks are limited. For instance, in example (37), pupils are asked to reflect on an issue in society. In example (38) pupils are asked to plot the different statements into one of the existing two categories. In both examples the pupils are only allowed to express themselves through a linguistic intelligence framework.

### 2.3.10 Making a presentation

The *making a presentation* segment is found nine times (in 35% of the task pages) in @cross. It is quite difficult to present a typical example of the tasks found within the *making a presentation* segment because they vary slightly in the respect to which intelligences are

implemented in each task. In addition to the linguistic intelligence, there is always a slight implementation of another intelligence in the sub-tasks. However, these tasks always ask pupils to express themselves mainly through a linguistic framework. Consider the following task:

- (39) Martin is on a guided tour around the Manchester United Football Stadium. You have probably been on a guided tour yourself or at least visited a place of interest – like an amusement park, the Pyramids, a castle, Madame Tussaud’s ...

Prepare a presentation of such an event in which you include where you went, what you did and how you felt about it afterwards. Use your imagination. The point here is to speak English about a specific topic.

(Rodgers et al 2006: 55)

As stated above, there is always a slight implementation of another intelligence in addition to the linguistic intelligence in these tasks. In example (39) there is for instance a slight implication of intra-personal intelligence as the task asks pupils to assess *how they felt about it afterwards*.

- (40) **In groups of four, make a presentation of one aspect of the United States for the class. Here are some suggestions:**

- a. The situation of Native Americans today
- b. Life on the prairie – the Norwegian immigrant experience
- c. Visiting national parks – what to do and what to learn
- d. Hollywood: a city of dreams – the movie industry
- e. Life in an American high school
- f. The California life style

(Rodgers et al 2006: 169)

The task which differs the most from the other tasks within the *making a presentation* segment is however example (40) where pupils are allowed to work with each other in groups throughout the task. In this example, the pupils are explicitly asked to work in a group, thereby taking the inter-personal intelligence into consideration in addition to the linguistic intelligence.

### 2.3.11 Listening skills

The *listening skills* segments occur thirteen times (in 50% of the task pages) within the twenty-six task pages found in @cross. The *listening skills* segments are quite uniform. With the exception of two instances, the tasks found in these segments are illustrated in example

(41) below:

- (41) **Listen to the text called “Runaway Kids” and answer the following questions.**
- a. Who is Andrew?
  - b. How does he describe King’s Cross?
  - c. What is Centrepoint?
  - d. Why did Andrew run away?
  - e. Why did he run away from Midland’s children’s home? Why do kids often run away from children’s homes?
  - f. How does Andrew finance his addiction?
  - g. How are runaways at Centrepoint distinguished?
- (Rodgers et al 2006: 62)

In example (41), and in ten other almost identical tasks throughout @cross, pupils are asked to listen to an audio clip and asked to repeat the information given. These tasks only allow pupils to activate their linguistic intelligence in listening and in writing their answer.

- (42) **Many students will shortly be preparing for job interviews after completing their education. Listen to the text “Preparing for an Interview” and answer the following questions:**
- a. What should you do in preparing for an interview?
  - b. If you were asked the following questions, what would you answer?  
Can you tell me about yourself?  
What are your strengths and weaknesses?
  - c. What should you do after the interview is over?
- (Rodgers et al 2006: 77)

Example (42) is one of two atypical tasks found within the *listening skills* segment. In this task the pupils are asked to utilise their intra-personal intelligence in addition to their linguistic intelligence. The intra-personal intelligence comes into play when the pupils are answering the sub-question *b* on their self-assessment. The second example of the atypical task found within the *listening skills* segment is a task that allows pupils to activate their linguistic intelligence, but also their musical intelligence in listening to a song and in answering the related questions.

### 2.3.12 Word Bank

- (43) Write down what you think are the 7 most important words in this chapter.  
(Rodgers et al 2006: 23)

The *word bank* segment does not vary from chapter to chapter. As presented by example (43),

this is the one and only wording of the *word bank* tasks found within the book. The segment occurs in each of the twenty-six task pages (in 100% of the task pages) and only asks pupils to activate the linguistic intelligence since they are simply asked to write down a small set of words.

### 2.3.13 Concluding statements regarding @cross

To sum up the intelligences that are taken into consideration in the typical tasks of the different segments of @cross in descending order based on the percentage of occurrence:

- Fact file (100%): Linguistic intelligence.
- Building vocabulary (100%): Linguistic intelligence.
- Word bank (100%): Linguistic intelligence.
- The journey (96%): Linguistic and often the intra-personal intelligence.
- Learning grammar (96%): Linguistic intelligence.
- Writing skills (93%): Linguistic intelligence.
- Society and culture (73%): Linguistic intelligence.
- Speaking skills (58%): Linguistic and inter-personal intelligence.
- Listening skills (50%): Linguistic intelligence.
- Numeric skills (38.5%): Spatial or logical-mathematical intelligence.
- Making a presentation (35%): Linguistic intelligence and one other intelligence, depending on the task.
- Reading skills (23%): Linguistic and inter-personal intelligence.
- Digital skills (19%): Linguistic intelligence and often a smaller implementation of one other intelligence in a few of the sub-tasks, depending on the task.

Based on this analysis of the distribution and diversity of the typical tasks in @cross, not only does the linguistic intelligence have a greater impact on almost all segments, but also, in seven of the segments the linguistic intelligence is the *only* intelligence taken into consideration. The *numeric skills* segment is the only segment that does not have an extensive involvement of the linguistic intelligence. @cross shows a heavy limitation in which intelligences are taken into consideration when the pupils are working on the typical tasks. In the typical tasks, @cross only takes a few of the intelligences into consideration, chiefly the linguistic intelligence. Most often, even in the atypical tasks, the same few intelligences are

the only intelligences that are being taken into consideration. There is for instance not a single task that takes the naturalistic intelligence into consideration within @cross.

Further, there seems to be a negative correlation between the number of times a segment occurs and the number of intelligences that are taken into consideration in these tasks. That is to say that the fewer occurrences of segments there are, the more likely it is that several intelligences are taken into consideration in these segments. This will be discussed further in the next section (see section 2.4).

## **2.4 Concluding statements in this chapter**

Based on the findings of the analyses of Targets and @cross in this thesis, they prove to be similar in many ways. For instance, both books present a vast gap between the few tasks for pupils with *other* intelligences than the linguistic intelligence and the overwhelmingly high number of tasks adapted to the linguistic intelligence.

The reason why the atypical examples of the books were examined in this chapter was to observe if the implementation of other intelligences, which the typical tasks in the books did not take into consideration, was being done presently. Based on the examples of atypical tasks provided in this thesis, this is proven to be done, but only to a lesser extent. This may be observed since most of the segments show an implementation of atypical tasks where intelligences, other than the intelligences that are typically allowed to be utilised in these segments, are taken into consideration. In order to allow pupils to express themselves equally through all eight intelligences, the typical tasks must become atypical and follow these tasks' example in order to accommodate better to the principles of MI-theory and adapted learning. Targets and @cross currently leave out most of the intelligences with their segments and the typical tasks provided therein. Pupils are unable to express themselves through most of the intelligences continually throughout the books. With the exception of the *interdisciplinary study* and *art and inspiration* tasks, all tasks in both books only invite one or two of the intelligences to be utilised simultaneously, and the same few intelligences are continually favoured throughout the books.

Further, in comparing the books, they both display a tendency in which the fewer occurrences there are of a segment, the more intelligences are involved in solving the tasks therein. As can be seen from the final tally in the concluding statements in the analyses of both books (see sections 2.2.11 and 2.3.13), the typical tasks have a vast majority of tasks focussing on the linguistic intelligence. Only when examining the segments with a 38.5% or less occurrence in the list of @cross, do intelligences other than the linguistic intelligence start to exhibit a greater frequency. In Targets this is reflected as the percentage of occurrence descends down to 17.4%. At this point in the list, the rate at which the typical tasks that take into consideration intelligences other than the linguistic intelligence, and to an extent also the inter-personal intelligence, present themselves. This tendency of negative correlation where *the fewer occurrences of a segment, the more often the different intelligences are taken into consideration* is misplaced. This tendency ought to be reversed in order for the books to have achieved the aims of the government regulations and adapted learning. The more instances there are of a task, the more intelligences ought to be taken into consideration in these tasks. This observable tendency in the books cannot be ignored and thought of as not affecting pupils from learning at their potential level. If the majority of the tasks in the books are adapted to the linguistic intelligence, and most of the other intelligences are considered negligible, as they seem to be in the majority of instances in the typical tasks in these books, most pupils will not be given the opportunity to learn at their potential level. Consequently, the books cannot state that they have implemented adapted learning as per the aims in the government regulations and MI-theory.





### 3 Concluding statements

As this thesis has shown, MI-theory provides teachers with an alternate understanding of the human intellect, which further provides an awareness of what efficient teaching for the individual pupils entails. This thesis has analysed and found support in the task pages of the books used in teaching pupils in the first year English in the programmes for general studies that they do display an uneven distribution of the intelligences that may be utilised in the tasks, and that both Targets and @cross favour only a minority of the intelligences. The books analysed in this thesis reflect the aims provided in the government regulations such as The Learning Poster and The Education Act only to a lesser extent. By this it is meant that the books do not provide equal opportunities for all pupils in that only a minority of the intelligences, chiefly the linguistic intelligence, are taken into consideration, thus only a minority of the pupils are allowed to develop their abilities. Based on this, the books also provide little evidence of adapted learning as per the aims of the government regulations and MI-theory.

Based on the typical tasks, Targets and @cross predominantly provide pupils with a highly developed linguistic intelligence with the opportunity to be taught at their potential level. This favouritism of providing tasks chiefly to one of the intelligences is in contradiction with the guidelines provided in The Learning Poster which state that schools obligate to “give *all* [emphasis added] pupils [...] equal opportunities to develop their abilities and talents individually and in cooperation with others” (Directorate for Education and Training: 2). Tasks ought not allow pupils to only activate the same one or two intelligences repeatedly throughout the curriculum as it is done in both Targets and @cross, since this corresponds neither with the aims and principles of learning that the Norwegian government regulations state, nor with the principles of MI-theory.

The research studies, such as Haley’s study across several schools conducted more than a decade ago, prove that pupils learn in various manners and that this needs to be taken into consideration when it comes to how knowledge is presented to different pupils. As has been presented earlier in the thesis, Haley stated that there is no single way of teaching pupils that

may be superimposed on pupils with various intelligence profiles. The teaching needs to correspond to the vast array of pupils that exist in each individual classroom (Haley 2001). Targets and @cross do not accommodate for this and both books still insist that every pupil shall be taught in the same manner, through a framework of a select few of the intelligences.

As the analyses in the previous chapter revealed, the task pages found within the books simply do not take into consideration all of the intelligences. The books do not adapt the tasks within in an unbiased manner so that all pupils, with their different intelligence-profiles, may partake in the tasks and be taught equally. To illustrate this: of the combined number of ninety-five task pages in both Targets and @cross, with a combined number of four-hundred-and-ninety-three tasks, further broken down to all their sub-questions, only once did a task invite pupils to activate their naturalistic intelligence. Further, this one task was a one-of-a-kind type of task where the pupils themselves were able to freely choose their own topic from an inexhaustible number of topics (see section 2.2.8). Pupils with a highly developed naturalistic intelligence are almost completely deprived of tasks that would teach them at their potential level in both books. Meanwhile, pupils with a highly developed linguistic intelligence have a seemingly endless supply of tasks at their disposal. Between the tasks that take into consideration pupils with a highly developed naturalistic intelligence (one) and the tasks that take into consideration pupils with a highly developed linguistic intelligence (a vast majority), the curve of tasks that invite pupils with different intelligences to express themselves is steep. The Quality Framework establishes that:

Adapted education within the community of pupils is a basic premise of the comprehensive school for all. The education shall be adapted so that the pupils can contribute to the community and also experience the joy of mastering tasks and reaching their goals. When working on their school subjects, all the pupils shall encounter challenges that they must strive to master and which they can master alone or with others. This also applies to pupils with special difficulties or particular abilities and talents in different areas (Directorate for Education and Training: 4-5).

The lack of variety in the typical tasks found in Targets and @cross does not present the books as advocating adapted learning, and based on this, it may be further postulated that Targets and @cross do not reflect the aims provided in the government regulations or MI-theory to a greater extent. The atypical tasks found in the books, however, deviate from the pattern where only a few of the intelligences are taken into consideration. As we have seen

from the atypical examples in the previous chapter, it is possible to implement other intelligences into the tasks and segments that typically do not take into consideration these intelligences. This is done in several instances in both *Targets* and *@cross*, but not to the extent that it ought to be. According to paragraph §1-3 of The Education Act (1998) “Education shall be adapted to the abilities and aptitudes of the individual pupil [...]”. Consistent with The Education Act, pupils ought to be able to express themselves continually through the intelligence they have more highly developed, which is not reflected to a greater extent in either of the books analysed in this thesis.



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