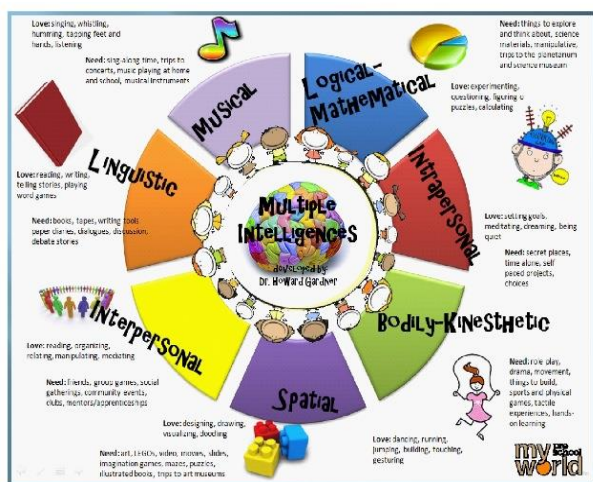


while kinesthetic learning style is based on learning through **movement** and **manipulating things**.



In the typical foreign language classroom it may be impossible to determine every child's learning style, although over time you will probably become aware of individual's preferences, In addition to the three learning styles suggested by NLP, Gardner (1993) has suggested there are also several kinds of intelligence, not all of which are recognized by school learning. The **Multiple Intelligence Checklist**, as described by Berman, includes eight kinds of intelligence:

1. **Linguistic Intelligence:** a learner with a good vocabulary; a good reader, who learns well from stories and likes doing crosswords.
2. **Logical-mathematical Intelligence:** a learner who is good at or likes using computers, is good at problem-solving and likes classifying, sequencing and ranking activities.
3. **Spatial (Visual) Intelligence:** a learner who enjoys drawing pictures, charts, maps, diagrams, etc. completing mind or word maps or verbs is also enjoyed.
4. **Kinesthetic Intelligence:** a learner who learns through manipulating and moving objects and lively activities – action rhymes and games
5. **Musical Intelligence:** a learner who learns well through the use of chants, rhymes and songs.
6. **Interpersonal Intelligence:** a learner who learns well from pair or group work activities such as interviews, games, surveys, etc.
7. **Intrapersonal Intelligence:** a learner who is a good self-evaluator and likes to reflect as when doing self-assessment exercises, learning diaries, etc. someone who likes independent learning such as project work and presentations; someone who likes creative writing.
8. **Naturalistic Intelligence:** a learner who is good at recognizing patterns in things; someone who notices similarities and differences between things, who is good at classifying and organizing things into groups. This kind of intelligence enriches the other seven intelligences.

Learning language through tasks and activities

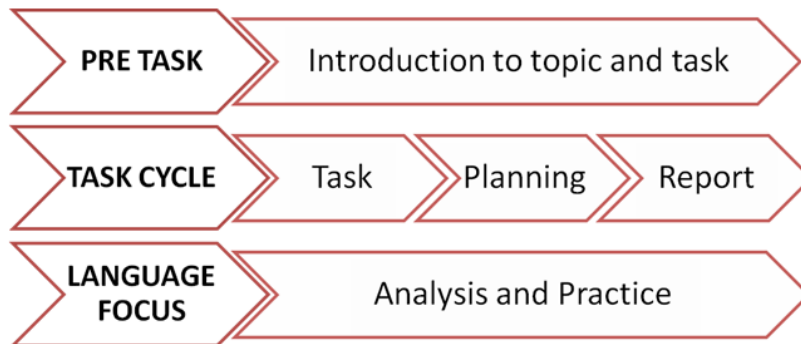
Linguistic	Musical
Word games Writing games Storytelling Show and tell Role-play Using puppets Tongue twisters Crosswords/anagrams	Songs Rhymes Chants
Logical-mathematical	Interpersonal
Word puzzles Reading puzzles Writing puzzles Logical problem solving Computer games Number puzzles Classifying Ranking sequencing/ordering	Pair work Group work Brainstorming Peer teaching Dialogues Interviews Surveys
Spatial(Visual)	Intrapersonal
Shape puzzles Mind maps Drawings Pictures Diagrams Visualisations Illustrations Constructing models Learning from videos, cdroms, dvds	Learning diaries Reflection Creative writing Project work Personal goal-setting
Bodily-kinesthetic	Naturalist
TPR Craftwork Dancing Physical activities Action rhymes, songs and games	Patterns Classifying Sorting Nature projects

Learning language through tasks and activities

Tasks form a learning perspective that takes account of young learners' social and cognitive development. Classroom tasks and activities are seen as the 'environment' or 'ecosystem' {van Geert 1995) in which the growth of skills in the foreign language takes place.

Studies of young children starting school have shown how much difference there often is between language use and activities at home and at school, but also how quickly children work out what is expected of them and how to fit into the new patterns of

interaction (e.g. Tizard and Hughes 1984). "We can predict that children will bring these abilities to their language lessons, and that this urge to find meaning and purpose can be a very helpful language learning tool for teachers to exploit. Unfortunately, even the most motivated child can have problems making sense of some of the activities in which they are asked to participate in their language lessons; the combined effect of the activity-type and new language can render everything just too mysterious. Teachers may not notice pupils' confusion because the children are anxious to please and may act *as if* they understand. For example, they may pick out and repeat key words from the teacher's language, giving an illusion of understanding, or they may persevere with a writing or matching task without really understanding what they are doing. Here again, we see the importance of a learning perspective that will go beyond a superficial evaluation of classroom activity, and give teachers tools for really checking on how much pupils are understanding and learning.



Learning language through tasks and activities

Demands on the pupil can be divided into two types of demand: cognitive and language, and are summarised below. *Cognitive demands* are those related to concepts, and to understanding of the world and other people. *Language demands* are those related to using the foreign language, and to uses of mother tongue in connection with learning the foreign language.