



# Application of Multiple Intelligence Theory in Junior Middle School English Teaching

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## Abstract

This thesis first introduces the *Multiple Intelligences Theory* and its relevant researches. It then conducts an empirical study to explore the teaching effect of English reading teaching guided by *Multiple Intelligences Theory*. The new teaching method is carried out in the experimental class, while the traditional one is still used in the control class. At the end of the experiment, a reading test and interview will be held. Finally, the data is analyzed through SPSS. The results show that English reading teaching based on *Multiple Intelligences Theory* benefits to improve students' reading ability, especially in solving the questions concerning logical-mathematical intelligence and visual-spatial intelligence. It also helps stimulate students' reading interest. A variety of classroom activities greatly enhance their participation and learning passion. This research provides effective references for the practical application of *Multiple Intelligences Theory* in junior middle school English reading teaching.

## Subject Areas

Linguistics

## Keywords

*Multiple Intelligences Theory*, English Reading Teaching in Junior Middle School, Reading Interest, Reading Ability, Teaching Effect

## 1. Introduction

This chapter primarily introduces the research background, purpose and significance of the study, and structure of the thesis.

### 1.1. Research Background

It's critical to improve students' thinking quality and their English proficiency in

junior middle school. As an aspect of English teaching, reading is an important means for students to obtain knowledge, likewise, is the main way to gain language input. It plays a decisive role in promoting students' language ability. But in fact, influenced by exam-oriented education, English reading teaching over-emphasizes knowledge instillation. Sentence-by-sentence text analysis and grammar explanation also make reading classes insipid. In class, teacher's explanations always dominate while students only listen and take notes so that they don't actively participate in classroom teaching. All these factors greatly undermine the enthusiasm and initiative of students in English learning, making a large number of students lose their interest and even feel antipathy.

The English Curriculum Standard [1] promulgated by China's Ministry of Education has explicitly stated the overall goal of English curriculum in compulsory education. It can be defined as follows: through English learning, students can initially form integrated language proficiency, promote mental development and enhance comprehensive humanistic qualities. In 2017, National English Curriculum advocates improving students' core competences, which consist of language competence, thinking quality, cultural awareness and learning capacity. These goals exactly coincide with *Multiple Intelligences Theory*, an educational theory put forward by the famous American psychologist Gardner. He believes that everyone has eight separate intelligences and different individuals have different intelligence combinations. In the teaching process, teachers should pay attention to students' intelligence diversity and respect individual development. In this way, students can realize a sustainable development.

Inspired by *Multiple Intelligences Theory*, the author applies it to English reading teaching in junior middle school and designs diverse reading teaching activities, hoping to find an effective way to stimulate students' interest in English reading and improve their reading ability.

## 1.2. Purpose and Significance of the Study

This study focuses on how to effectively apply *Multiple Intelligences Theory* in junior middle school English reading teaching. The author first briefly introduces the *Multiple Intelligences Theory* and some relevant researches, especially in English reading teaching, then makes teaching designs based on the theory and puts them into practice. Probing into its teaching effect becomes the priority. Generally speaking, the main purpose is to explore whether the English reading teaching guided by *Multiple Intelligences Theory* can improve students' English reading ability, and whether it can stimulate students' interest in English reading.

This study is an active attempt to combine the *Multiple Intelligences Theory* with English reading teaching. It is of great significance to promote teachers' teaching and students' learning.

For teachers, first of all, this thesis gives a detailed introduction and analysis of *Multiple Intelligences Theory*, which helps teachers have a more comprehensive understanding of this theory and also get theoretical guidance for further study

regarding this issue. Secondly, teachers can become conscious of the unique personality of individuals more objectively so teachers can better respect students' interpersonal differences and implement the student-oriented education concept against the background of quality education. Finally, by conducting empirical research, this thesis provides an example of how to apply *Multiple Intelligences Theory* to junior middle school English reading teaching, which is referential for teachers to design teaching activities while greatly motivating students' intelligences.

For students, on the one hand, this thesis can help them better understand their own intelligences, in particular, their superior intelligences. On the other hand, it helps students explore their own appropriate English learning method. Thus, their reading interest can be well cultivated and their English reading ability as well as confidence can be enhanced.

### 1.3. Structure of the Thesis

This thesis can be divided into five parts. They are as follows:

Chapter One is about the introductory part which focuses on the research background, purpose, significance and structure of the thesis.

Chapter Two shows the literature review. It introduces an overview of *Multiple Intelligences Theory* and sorts out some related researches at home and abroad about the theory and English reading teaching, which provides a comprehensive theoretical foundation for the research.

Chapter Three is the research design, aiming to explore junior middle school English reading teaching based on the *Multiple Intelligences Theory*. It introduces the research questions, research objectives, research subjects, research instruments and procedures in detail. At last, a sample teaching plan conducted in the experimental class is presented.

Chapter Four is the core of this paper, that is, data analysis and discussion. It analyzes the test by SPSS and the interview as well. The author attempts to validate the assumptions in accordance with experimental results.

Chapter Five is about the conclusion part. It elaborates the major findings of the research and its limitations. Also, in terms of the existing problems emerging in the experiment, the author puts forward some pertinent suggestions for further study.

## 2. Literature Review

In this chapter, it mainly gives an overview of *Multiple Intelligences Theory*, then introduces some previous studies on the theory and its combination with English reading class.

### 2.1. An Overview of *Multiple Intelligences Theory*

#### 2.1.1. Definition

The *Multiple Intelligences Theory* was proposed by Dr. Howard Gardner, a famous educational psychologist in the United States. In 1983, it first appeared

in the book *Fames of Mind* and has been continuously refined in subsequent studies. Gardner elucidated the definition of intelligence:

A human intellectual competence must entail a set of skills of problem solving—enabling the individual to resolve genuine problems or difficulties that he or she encounters and, when appropriate, to create an effective product—and must also entail the potential for finding or creating problems—thereby laying the groundwork for the acquisition of new knowledge ([2]: p. 48).

Through analyzing the structure of intelligences, Gardner concluded that every person possesses at least seven intelligences, namely, verbal-linguistic intelligence, musical intelligence, logical-mathematical intelligence, visual-spatial intelligence, bodily-kinesthetic intelligence, interpersonal intelligence, intrapersonal intelligence. In 1996, he put forward the eighth intelligence, that is, naturalist intelligence. Gardner claimed that it was possible to redefine the boundaries between intelligences and discover more unknown intelligences. In the third part of the book, he mainly expounded the implications of *Multiple Intelligences Theory* and its application in education, which gave enlightenment to many educators.

### 2.1.2. Structure

As is stated in the *Multiple Intelligences Theory*, the prerequisites for intelligence selection are determined first, which come from Gardner's understanding of intelligence. Then as for the criteria of an intelligence, Gardner believes the resonance between a certain candidate intelligence and certain "signs" makes sense. Eight intelligences are listed as follows ([2]: pp. 78-80):

Verbal-linguistic intelligence refers to the ability to master and flexibly use the language. It mainly manifests in the sensitivity to words. For example, the individual have the capacity to describe things accurately, and express themselves clearly, and communicate with others fluently, and even resonate emotions through language. Considered as the most widely distributed intelligence, verbal-linguistic intelligence is always embodied in these careers like poets, writers, orators, etc.

Musical intelligence refers to the ability to feel, recognize, remember and express music. This intelligence is mainly manifested by the sensitivity to nonverbal sound in the environment, including rhythm, melody, cadence and tune. When compared with verbal-linguistic intelligence, musical intelligence seems not to be indispensable for a person. But there's no denying that it plays an essential role in individuals' development. In musicians, singers, composers and others, musical intelligence is most prominent.

Logical-mathematical intelligence refers to the ability to conduct mathematical calculation and logical reasoning as well as scientific analysis. Different from the two intelligences mentioned above, logical-mathematical intelligence is independent of hearing or vocal system, instead, it can trace back to the objective world. Its highlighted manifestation lies in utilizing logical methodology to solve problems. Those who have an advantage over logical-mathematical intelligence are sensible to recognize charts and figures. It's more likely for them to show in-

terest in abstract thinking and analogy. This kind of intelligence also contains an inclination to find problems and construct problems. It's mainly prominent in scientists, mathematicians, engineer, detectives, etc.

Visual-spatial intelligence refers to the ability to accurately perceive the external world and express personal ideas. Represented by guides, artists, sculptors, chess players and architects, this kind of intelligence is mainly expressed by those who are sensitive to color, line, shape, spatial orientation. They own strong capability to recognize the connection among space objects through vision as well as multi-dimensional thinking. According to Gardner ([2]: p. 210), visual-spatial intelligence is the core of thinking ability. Thus, its application in teaching contributes to improving students' observation competence; cultivating their imagination; fostering strong sense of space.

Bodily-kinesthetic intelligence refers to the ability to coordinate and maintain the balance of body, specifically, presented as the moving strength, speed and flexibility. This intelligence is mainly to communicate and solve problems through body language. People with strong bodily-kinesthetic intelligence are usually good at expressing ideas and emotions through appropriate body language. Also, they can use their body movements to make flexible responses. This intelligence is reflected in artists, dancers, athletes, etc. Students dominating in bodily-kinesthetic intelligence can get a greater improvement under the corresponding teaching guidance.

Interpersonal intelligence refers to the ability to access information from others' facial expressions, utterance, gestures and give efficient response for communication. Having an understanding of others is considered as the foundation of the intelligence. So those who have strong interpersonal intelligence can better handle interpersonal relationships in daily life as well as study, and maintain a harmonious living environment. Doubtlessly, a good external environment is of great benefit for students' learning, and in turn, interpersonal communication teaching can help students create a better learning environment. Interpersonal intelligence is mainly embodied in diplomats, politicians, psychological counselors, etc.

Intrapersonal intelligence refers to the ability of the individual to recognize, perceive, and reflect on themselves. Its prominent characteristic is the control over personal emotions; the evaluation of people's own comprehensive ability; the understanding of their strengths and weaknesses. In this way, they can utilize their advantages reasonably to make decisions and set goals. This intelligence is mainly reflected in philosophers, psychologists, etc. There's no doubt that introspection is a dispensable part in education, which help students adjust their improper behaviors timely and develop towards the correct direction.

Naturalist intelligence refers to the ability to observe nature phenomena and recognize animals and plants in the environment. Those who are strong in this intelligence appear more eager to get close to nature and observe nature. It is mainly reflected in botanists, anatomists, hunters, farmers. Applying this intelligence is beneficial to motivate students' curiosity and desire for obtaining

knowledge.

Every person possesses all these types of intelligences. But subtle difference is still possible to exist in the intelligence of different people. They can achieve independent combinations which can also be changed and cultivated. As a consequence, in English reading teaching, teachers are able to design diverse activities based on *Multiple Intelligences Theory*. In this circumstance can students' intelligences be fully mobilized and achieve all-round development.

## 2.2. Researches on *Multiple Intelligences Theory* at Home and Abroad

*Multiple Intelligences Theory* triggers a revolutionary change in education worldwide and has attracted the interest of a large number of educators and scholars since its birth. So this section is to review relevant researches on *Multiple Intelligences Theory* both abroad and at home.

### 2.2.1. Researches on *Multiple Intelligences Theory* Abroad

In 1983, Howard Gardner put forward the *Multiple Intelligences Theory* in *Fames of Mind*, breaking the assumption that human beings only have a unitary intelligence [3]. Gardner stated that the human intelligence consists of eight relatively independent types of intelligence, and each type of Intelligence interacts as an independent functional system to produce explicit intellectual behavior. The proposal of the theory provided theoretical guidance for educational practice and reform. Then, Chapman Carolyn [4] and Fogarty Robin [5] respectively studied the multiple evaluations in the classroom teaching context based on multiple intelligences and its integration with interdisciplinary curriculum. These innovative ideas greatly facilitated the practical use of *Multiple Intelligences Theory*.

With certain theoretical basis, Berman was the first scholar to combine the *Multiple Intelligences Theory* with English teaching [6]. He designed various teaching activities guided by the theory, which contributed to effectively fostering students' intelligences. Later, Christison discussed several important steps of applying *Multiple Intelligences Theory* [7]. In the early 21th century, its practical application achieved a great leap. In 2003, Thomas Armstrong summarized many cases about its application in the book *Multiple Intelligences in the Classroom*, providing solutions to teach students with full potential achieved. What's more, when integrating multiple intelligences with teaching, some educators advocated differential teaching such as Diane Heacox [8] and Carol Ann Tomlinson [9]. Taking students' differences into consideration effectively promoted the development of students.

According to Day and Bamford, "reading is the construction of meaning from a printed or written message." [6] As *Multiple Intelligences Theory* prevailed, many researchers studied the influence resulting from English reading teaching based on it. For example, by setting the experimental group and control group, Sima Modir Khameneh, Mohammad Hossein and Bagherian Azhiri analyzed

that the results of such innovative intelligences-based reading task will grant opportunities to discover, value, and enhance the talents of EFL learners in better tackling reading comprehension shortcomings [10].

To sum up, *Multiple Intelligences Theory* gives educators inspiration and opportunities to innovate English teaching and evaluations methods. It also provides a feasible scheme for domestic education revolution.

### **2.2.2. Researches on Multiple Intelligences Theory at Home**

In China, Multiple Intelligences Theory has also raised much attention in the field of education. In 1999, the book *Multiple Intelligences* translated by Shen Zhilong was published, which started the research boom on the theory in mainland China. Many scholars learned the core concepts of the theory by translating Gardner's books. It not only provided sufficient theoretical foundation for quality education, but also prepared effective references for practice.

Then, the theory was widely used to integrate with the actual situation in China. Huo Liyan did a more in-depth study of multiple intelligence courses in *Multiple Intelligences Theory and Multiple Intelligences Curriculum Research* [11]. Zhang Xiaofeng made contributions to reforming the evaluation concept based on *Multiple Intelligences Theory* [12]. He analyzed the difference between intelligence types and learning types, claiming diversified evaluation and contextualized evaluation. All these achievements greatly promoted the practice of foreign language education.

Later, from the intelligence view, teaching view, evaluation view and student view guided by *Multiple Intelligences Theory*, Xie Zhiping combined the current situation with problems of school education and education reform in China [13]. Xie Shiqian expounded that curriculum evaluation should pay attention to all aspects while focusing on students' academic performance as well as exploitation of their potential [14]. In addition, Xia Huixian used this theory to explain teaching students in accordance with their aptitude and personalized teaching [15].

Meanwhile, researches on the teaching of English reading also emerged. Li Huifang indicated that *Multiple Intelligences Theory* had a positive impact on English reading teaching, which boosted practical use of English [16]. Zhang Shuyan published *Multiple Intelligences Theory and English Teaching Research* [17]. In Section 3, chapter 5, it outlined a series of reading teaching strategies under the guidance of *Multiple Intelligences Theory*, advocating the design of diversified teaching activities for different reading materials. To some extent, it was aimed at cultivating students' English reading ability in various aspects.

In conclusion, educators as well as scholars endeavor to apply *Multiple Intelligences Theory* into practical teaching, actively promoting the process of institutional reform in education.

## **3. Research Design**

Under the background of curriculum reform, *Multiple Intelligences Theory* pro-

vides a brand new perspective for educators to improve teaching. This chapter will mainly introduce the research design in detail, aiming to explore the teaching effect of the application of *Multiple Intelligences Theory* in English reading teaching through the experiment.

### 3.1. Research Questions and Objectives

Based on the *Multiple Intelligences Theory*, the author designed the following two research questions:

- 1) Can the English reading teaching guided by *Multiple Intelligences Theory* improve students' English reading ability?
- 2) Can the English reading teaching guided by *Multiple Intelligences Theory* stimulate students' interest in English reading?

### 3.2. Subjects

The author organized this empirical study during her internship at Shangyu Junior Middle School Affiliated to Zhejiang Normal University from September 23 to December 10, 2020. The research subjects were selected from two classes of grade seven with 40 students respectively and the distribution of boys and girls was similar in the two classes (All the students are Han nationality), which has been shown in **Table 1**. Class One was the experimental class (EC) and Class Two is the control class (CC).

These two classes are the best two ones in the first year of enrollment, so the English proficiency of these students is roughly similar. In other words, their reading ability almost sustains at the same level. Before the experiment, two classes were both taught by the same teacher, so the teaching progress of two classes was the same. Then the author taught these two classes during the experiment. English reading teaching guided by *Multiple Intelligences Theory* was carried out in Class One (EC), while Class Two (CC) was still taught in accordance with the traditional teaching method. In addition, these two classes both use the same textbook: Go for it 7A published by Public Education Press. There are nine units in this book, including three starter units. The reading texts are close to students' daily life, which seem vivid and interesting.

### 3.3. Instruments

In this experiment, test and interview are mainly used to explore the impact of English reading teaching guided by *Multiple Intelligences Theory*. This section will systematically describe these main research instruments.

**Table 1.** Distribution of students.

Class	The number of girls	The numbers of boys	Total number
Experimental class (Class One)	21	19	40
Control class (Class Two)	23	17	40



### 3.3.1. Test

After the three-month experiment, the author conducted an English reading test in both the EC and the CC to verify the effect of the English reading teaching based on *Multiple Intelligences Theory* on students' reading ability. The test was selected from the reading part of a standard mid-term test paper of Shangyu Junior Middle School Affiliated to Zhejiang Normal University. Therefore, its reliability and validity can be guaranteed. The test paper (see **Appendix 1**) consists of four reading comprehension passages and one task-based reading with two points for each item, making a total of forty. Finally, the results of the test will be compared through SPSS to analyze. The score lists presented in the appendix are anonymous and the scores are kept strictly confidential.

### 3.3.2. Interview

In order to acquire more intuitive effect of the new teaching method, apart from the test, the author also made the interview (see **Appendix 2**) in the last week of the experiment. The subjects include five students in the experimental class and three English teachers (one from grade seven, one from grade eight and the other from grade nine). All the interviewees are also anonymous and the content is kept strictly confidential.

First of all, according to the classroom performance and test results, the author interviewed five students at different levels from the EC. Level 1: active participation in class and test score of more than 30. Level 2: active participation in class and test score of less than 30. Level 3: less participation in class and test score of more than 30. Level 4: less participation in class and test score of less than 30. Level 5: seldom participation in class. The purpose is to obtain direct feedback from students on the new teaching method. In this case, more valuable suggestions can be helpful to refine the subsequent course. Meanwhile, it helps to explore whether this teaching method can stimulate students' interest in English reading.

Secondly, with the help of the adviser Ms. Wang, the author had the opportunity to interview three English teachers respectively from grade seven, eight and nine. Through the interview, the author can better know teachers' understanding of the *Multiple Intelligences Theory* and their design concepts as well as personal ideas in teaching designs. Besides, the author can better know how teachers stimulate students' interest in actual reading teaching.

## 3.4. Procedures

After asking for the permission of concerning teachers as well as the students of two classes, the research was conducted. Generally, the whole experiment included three stages: before the experiment, during the experiment and after the experiment. Before starting the experiment, the author introduced the main points of *Multiple Intelligences Theory* to students in the EC. After that, based on the preliminary experiment preparations, the author adopted the new English reading teaching in the EC and the traditional English reading teaching in the

CC. In this period, classroom observation and teaching reflection were attached great importance to. After the experiment, a reading test was taken both in the two classes to explore the impact on reading ability and an interview was held in the EC to understand the impact on reading interest. Also, another interview for teachers was carried out for getting more valuable opinions on the new teaching method. In the end, the results were systematically analyzed. And the specific research steps will be explained in detail in this section.

#### **3.4.1. English Reading Teaching in the EC and CC**

In the experiment, firstly, focusing on developing students' intelligence, the author designed a variety of teaching activities based on the theory, which then were applied in the practical teaching in the EC. A sample teaching design guided by *Multiple Intelligences Theory* was presented in **Appendix 3**. It was expected to reach the ultimate goal of enhancing students' interest in English reading and improving their reading ability. However, the CC still had the traditional English reading method. Secondly, the author observed students' classroom performances so it was easier to find out the deficiencies in teaching promptly and make appropriate adjustments. Meanwhile, for one thing, the author kept in close contact with the adviser as well as the students in order that the experiment could operate smoothly. For another, the author utilized various methods such as self-evaluation and other evaluations to do teaching reflection.

#### **3.4.2. Test in the EC and CC**

The test is used to check students' learning conditions in the past three months. In the last week of the experiment, a reading test was held in both the EC and the CC. Selected from the reading part of a standard mid-term test, this test paper was composed of four reading comprehension passages and one task-based reading with two points for each item. Finally, after collecting the test scores, a comparative analysis was made.

#### **3.4.3. Interviews in the EC and for Teachers**

As an auxiliary tool, interview can capture some potential problems which are not easy to be discovered through data analysis. The interview was only carried out in the EC, designed to figure out their opinions on the new teaching method that applied *Multiple Intelligences Theory* and the reasons in terms of mistakes they've made in the test paper. According to classroom performances and test scores, the author selected five students at different levels to participate in the last week. And observe whether students' interest in English reading has increased, then collect suggestions from students so as to lay foundations for further experiment. At the same time, the author interviewed three English teachers from different grades to portray a blueprint for actual application of the theory.

### **4. Data Analysis and Discussion**

In this chapter, the author systematically analyzes the data and interview to certify the positive impact of applying *Multiple Intelligences Theory* to English

reading. First of all, the test results will be presented and then the interview will be analyzed specifically.

#### 4.1. Analysis of the Test

Since these two classes are almost at the same level according to their entrance examination, the data collected from the experiment is valid. In order to check the effectiveness of English reading teaching guided by *Multiple Intelligences Theory*, a test was carried out in both the EC and CC after the experiment.

In all, eighty students participated in the test and eighty test papers were recovered. Then, after correcting the test papers, the author separately chose twenty students whose scores ranked in the middle to reduce errors, and finally analyzed the test scores of the two classes (see **Appendix 4**: Score Lists 1) by SPSS. The concrete results are analyzed as follows.

According to the statistics in **Table 2**, the mean of the EC is 33.8, which is only 1.3 higher than that of the CC. We can also see the standard deviation of the EC and CC are 2.820 and 2.502 respectively. These figures indicate that the average score of the two classes is roughly the same, but the overall score of the EC is relatively better than that of the CC.

According to **Table 3**, it's easy to find that  $\text{Sig. (2-tailed)} = 0.131 > 0.05$ , manifesting that the score difference between the two classes is quite small. That is, the validity of the statistics can be assured. As far as the *Multiple Intelligences Theory* is concerned, two intelligences play a vital role in taking a reading test, namely, logical-mathematical intelligence and visual-spatial intelligence. Thus, the author also analyzed the statistics of these questions. In the test paper, there exist six logical reasoning questions, accounting for totally 12 points (see **Appendix 4**: Score Lists 2). These questions include inferring, word-guessing and catching the main idea. The following table presents the comparison of the two classes.

From **Table 4**, we can find the mean difference between the EC and the CC is about 0.6, which are 8.9 and 8.3 respectively. The standard error mean of the EC is 0.30693 and that of the CC is 0.36346, showing that the accuracy rate of tested scores in the EC is higher. It indicates that students in the EC can better cope with this type of questions. To an extent, we can say their logical-mathematical intelligence improves. As for visual-spatial intelligence, there also exist six questions with a total of 12 points (see **Appendix 4**: Score Lists 3). These questions mainly include connecting words or sentences with pictures. The results are shown in the following table.

Based on **Table 5**, the average score of the EC is 11, which is 0.5 higher than that of the CC. The standard error mean of the EC is 0.19867 and that of the CC is 0.38044, indicating that the error rate of tested scores in the EC is lower. So as the statistics show, students in the EC better perform those questions demanding on visual-spatial intelligence. In other words, it's admitted that their visual-spatial intelligence promotes through the experiment.

**Table 2.** Statistics of the reading test.

Class	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
CC	20	26	36	32.5	2.502	0.55960
EC	20	28	38	33.8	2.820	0.63078

**Table 3.** Independent samples t-test.

		Levene's Test for Equality of Variances		T-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Scores	Equal variances assumed	0.514	0.478	-1.542	38	0.131
	Equal variances not assumed			-1.542	37.468	0.132

**Table 4.** Statistics of questions reflecting logical-mathematical Intelligence.

Class	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
CC	20	6	10	8.3	1.625	0.36346
EC	20	6	12	8.9	1.372	0.30693

**Table 5.** Statistics of questions reflecting visual-spatial intelligence.

Class	N	Minimum	Maximum	Mean	Std. Deviation	Std. Error Mean
CC	20	6	12	10.5	1.701	0.38044
EC	20	10	12	11	0.888	0.19867

## 4.2. Analysis of the Interview

Interview helps the author get precious first hand information from students and teachers, which compensates a lot for the shortage of data analysis. Properly speaking, it gives the author an opportunity to get direct feedback and opinions regarding the teaching effect and *Multiple Intelligences Theory*. Thus, in the last week of the experiment, five students in the EC and three English teachers (one from grade seven, one from grade eight and the other from grade nine) were chosen to get involved in the interview. On account of students' limited English language proficiency and also for convenience, the interviewees all answered the questions in Chinese, which then were translated into English by the author.

### 4.2.1. Interview with Students

Firstly, the author selected five students at different levels from the EC to know students' opinions on the new teaching method guided by *Multiple Intelligences Theory*. The interview consists of two questions and the details are shown as follows.

The first question is "Have you become more interested in English reading?"

Why?” This question is set to understand the change of students’ reading interest. One student said she had been showing great interest in English reading since she was still a little girl. Three students said their reading interest had improved a lot for two reasons. For one thing, they thought teaching activities were conducted in varied and dynamic ways, which deeply attracted their attention in class so that they were more interested in the teaching content and more willing to engage in classroom activities. For another, they obtained many useful reading skills while also developing their logical thinking, cooperation spirits and emotional awareness, which weakened the difficulty of tasks. The last student said he didn’t show much interest in English reading because he considered English as a difficult subject all the time.

The second question is “Compared the traditional English reading class with the one guided by *Multiple Intelligences Theory*, which one do you prefer? Why?” This question is set to know students’ views on these two teaching methods. Student A who was proficient in English held the opinion that she preferred the English reading class based on the theory. In her opinion, the classroom atmosphere was more relaxing and students became the main character of the class so that they could have more opportunities to express themselves, which was beneficial to boost confidence. Student D said that he preferred the new one, too. Previously, he was always absent-minded in class and seldom raised up his hand. But now, he thought classroom activities were so interesting that it was difficult for him to distract in class. It was worth mentioning that he became more active in answering questions and group cooperation during the experiment. Student B with middle English reading level stated that she took an receptive attitude towards the new teaching class. Although it created a relatively relaxing atmosphere and helped to enrich knowledge, she found it difficult to grasp grammar focus or language points. However, the last two students said they liked the traditional one better because teachers’ explanations sharply decreased in the new teaching class based on *Multiple Intelligences Theory*. In this way, their command of grammar input was relatively weak, which exerted a negative impact on their accuracy in tests.

In addition, the author inquired these students about the reasons of some mistakes they’ve made in the test paper, and also explained patiently to them.

#### **4.2.2. Interview with Teachers**

Then, the author was honored to interview three English teachers with the help of Ms. Wang, which makes it possible to understand in-service teachers’ opinions on English reading teaching based on *Multiple Intelligences Theory* and their valuable teaching suggestions. The interview consists of two questions and the results are presented as follows.

The first question is “Do you know the *Multiple Intelligences Theory*? And compared with the traditional English reading class, what do you think about the advantages and disadvantages of the English reading teaching guided by *Multiple Intelligences Theory*?” This question is set to understand teachers’ views on

*Multiple Intelligences Theory* and its pros as well as cons. All the teachers had heard about the theory from books or websites, but the attempt to apply it in actual teaching hadn't been achieved yet. When it comes to the advantages and disadvantages, Ms. Wang from grade seven said that Junior school freshmen are eager for knowledge and the outside world. This multiple intelligences based teaching can exactly arouse students' interest through colorful activities. In this circumstance, students' initiative and enthusiasm can be well motivated. The disadvantage of the new teaching method is that students' language proficiency is limited so that the teaching effect of some assigned activities is mediocre. Ms. Ruan from grade eight said that students are able to learn reading skills as well as reading strategies under a relaxing atmosphere, which contributes to making students more interested in class. It also gives students more opportunities to express their own opinions in front of the class and strengthen cooperation awareness through pair work and group work. In her opinion, this new teaching method has no disadvantage, but its practical application still needs to be carefully considered. And Ms. Wei from grade nine stated that there is no denying that this multiple intelligences based teaching has its unique advantages like cultivating students' reading ability while developing their intelligences through diverse classroom activities, which breaks the tedious atmosphere in graduating classes. In some sense, it's beneficial for students' overall development. However, this method doesn't attach sufficient significance to grammar issues that counts in undertaking tests. On the contrary, detailed explanations will be presented in the traditional class and it's easier for students to master. Due to the exam-oriented education, she was in favor of the traditional one.

The second question is "How do you promote students' reading interest in English teaching?" This question is set to understand in-service teachers' experience about improving reading interest effectively. The author concluded into the following three aspects: In the first place, it's of great necessity to realize the differences of students' learning ability and these should be the key criteria for teaching design. To be frank, learner-centered teaching needs to be promoted steadfastly, that is, teachers should take pains to supply students with chances to speak out. Secondly, diverse and interesting classroom activities lay solid foundations for students' concentration on the teaching content, in particular, cooperative learning is vigorously advocated. It can not only enhance mutual communication among students, but also reduce the difficulty of assigned tasks, thereby enhancing students' confidence. Last but not least, sorting out some reading websites suitable for students' level, sharing humorous English stories or watching English TV series are all good ways to trigger reading interest.

### 4.3. Discussion

*Multiple Intelligences Theory* puts an emphasis on the development of students' multiple intelligences, at the same time, aiming to achieve the goal of enhancing students' reading proficiency and arousing their reading interest. To optimize

the teaching effect, the indispensable status of students' intelligences does matter in the English reading teaching class based on *Multiple Intelligences Theory*. Driven by this inspiration, the author conducted the empirical research.

In the experiment, the author carried out the English reading teaching guided by *Multiple Intelligences Theory* in the EC. Teaching designs were made based on the theoretical foundations and students' learning conditions so as to optimize the benefits of the new method. In contrast, the CC was still taught in accordance with the traditional teaching method, which mainly depended on teachers' grammar translation. By taking the English reading test, the result of data analysis shows that after about three-month experiment, the average score of the EC and the CC is pretty close, but the former is still slightly higher than the latter. Besides, the average score of those questions regarding logical-mathematical intelligence and visual-spatial intelligence is also higher in the EC. As a consequence, the conclusion can be drawn that English reading teaching guided by *Multiple Intelligences Theory* helps improve students' reading ability, mainly reflecting in solving problems by using logical-mathematical intelligence and visual-spatial intelligence. In other words, such a kind of new teaching method can well enhance certain intelligences. As for other six types of intelligences, they seem to be undistinguishable through the test. However, it's still worth considering particular approaches for checking their effectiveness.

Reading class oriented by the educational theory creates a favorable atmosphere, and various teaching activities are interesting enough to attract students' attention in class. During the process, students are capable of gaining useful reading skills and developing their intelligence. By interviewing some students from the EC and with some in-service teachers, the author collected their thoughts on the new reading teaching method guided by *Multiple Intelligences Theory* and reading interest. These interviews make it possible to know more inner feelings of students and teachers. Most students become more interested in English reading and adopt the implementation of this new method. Majority of the teachers prefer the new method which exists many undeniable merits. As a result, the outcome shows that the English reading teaching guided by the theory can stimulate students' interest in English reading, mainly reflecting in higher participation and learning enthusiasm. In spite of its deficiencies, it still gives teachers and educators effective enlightenment for the education reform.

## 5. Conclusions

Since the experiment has been analyzed and discussed systematically, in this chapter, the author summarizes major findings and limitations of the research and tries to give some suggestions for further study.

### 5.1. Major Findings of the Research

Firstly, as the statistics demonstrate, students in the experimental class do better in the test, particularly in the questions concerning logical-mathematical intelli-

gence and visual-spatial intelligence. Therefore, English reading teaching guided by *Multiple Intelligences Theory* contributes to improving students' English reading ability.

Secondly, as the interview shows, majority of the interviewees from the experimental class believe that they have shown more interest in English reading and like the new teaching method better. It partly proves that the English reading teaching guided by the theory is effective to stimulate students' interest in English reading.

In conclusion, this new English reading teaching method has certain effectiveness on improving students' reading ability and reading interest. It's essential to take students' intelligence into account when making teaching designs. Only in this way can the ultimate target of promoting students' comprehensive development be realized.

## 5.2. Limitations and Suggestions

### 5.2.1. Limitation of the Research

Although this research has achieved some effective findings, there still exist some limitations to be improved. They're listed as follows:

First and foremost, as an empirical study, the biggest difficulty is that the number of sample students is not big enough, which may result in the data being less convincing.

Secondly, it's requisite to carry out English reading interest questionnaire and multiple intelligences questionnaire in both the EC and the CC. Before the experiment, it's helpful for the author to understand students' initial condition of reading interest and multiple intelligences. Then, group the students in the EC according to their intelligences distribution. In this way, students' strong intelligences will be realized to the utmost and the superiority of *Multiple Intelligences Theory* can be brought into full play. After the experiment, the same questionnaires are conducted again to prove the impact on reading interest more intuitively.

Thirdly, it's better to have a pre-test in order to guarantee the English reading level of two classes is basically the same. Later, through the comparison of pre-test and post-test, it can be more persuasive to draw the conclusion about students' reading ability. And in the layout of the test paper, there are mere multiple-choice questions. In this way, students are likely to get the correct answer just with a lucky guess. That is, the test results might be partial in revealing the students' real reading ability.

Meanwhile, due to the limitation of actual teaching conditions, the form of evaluation is still based on teacher evaluation. Generally speaking, there are few opportunities for student evaluation and parent evaluation.

Finally, as an intern teacher, it is difficult to have an in-depth understanding of all those students who participate in the experiment. Consequently, taking every student into consideration when designing activities is virtually impossible.



### 5.2.2. Suggestions for Further Study

Apart from the existing limitations mentioned above, the author also comes up with some suggestions for the benefits of further study.

First of all, English reading class should be the student-oriented one, which pays close attention to everyone participation and all-round development. When designing teaching plans, teachers should consider different English reading levels of students, understand their intelligence distribution and their demands on reading strategies as well. Interesting classroom activities and lively atmosphere contribute to motivating students' reading interest. During the learning process, teachers are guided, organizers and facilitators, devoted to helping students learn effectively and efficiently.

Secondly, current evaluation form should be improved, which is expected to evaluate students from various aspects rather than simply the score. There is no doubt that classroom performance is an indispensable platform for better understanding students' learning condition. In turn, it also benefits to improve teachers' teaching. Combining summative and formative assessment together is an acceptable solution.

Finally, teachers are supposed to realize the interaction among different subjects. As an important factor on English reading ability, logical-mathematical intelligence runs through the subjects like math and science. Besides, both English and Chinese belong to language courses, between which many similarities potentially exist. Thus, the inner connection should be further explored so as to better comprehensively develop students' intelligence and reading proficiency.

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### Conflicts of Interest

The authors declare no conflicts of interest.

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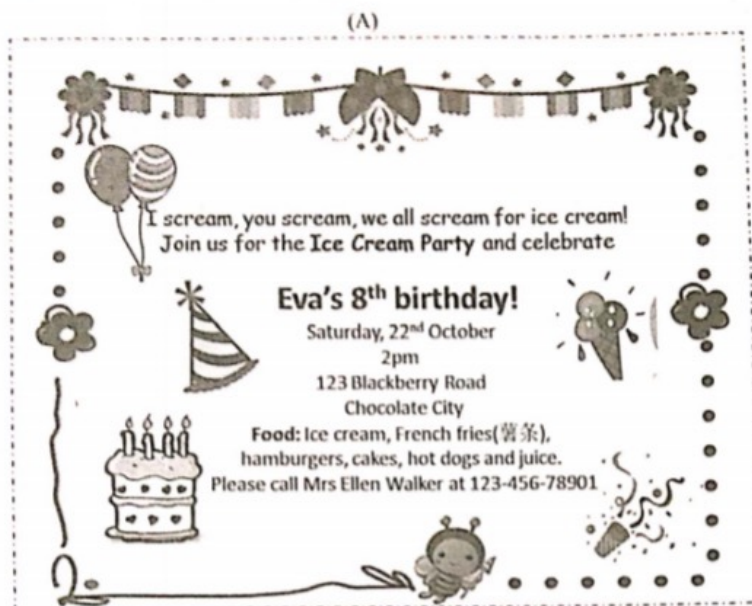
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## Appendixes

### Appendix 1. Test Paper of English Reading

#### 二、阅读理解



26. Where do they have the party?
- A. At 123 Blueberry Road, Ice Cream City.      B. At 123 Blackberry Road, Cake City.  
C. At 123 Blackberry Road, Chocolate City.      D. At 123 Blueberry Road, Chocolate City.
27. If you want to go to the party, you can call \_\_\_\_\_ for \_\_\_\_\_.
- A. 123-456-56789; Eva      B. 123-456-78901; Mrs. Ellen Walker  
C. 123-456-78901; Blackberry Road      D. 123-456-56789; Chocolate City
28. What do people want to eat best at the party?
- A. Ice cream.      B. Birthday cake.      C. Hamburgers.      D. Hot dogs.

#### (B)

Buzz, buzz, I fly around your bed at night. Oh, let me give you a "kiss"!  
You feel itchy. You wake up and you scratch (挠), scratch... The next morning, you are late for school.

What kind of people do I like to bite?

Mosquitoes are more likely to (更可能地) bite people with type O blood (O 型血). Did you hear people say this before? It's not true! In fact, I can't tell which blood type you are. Only doctors can do that. Well then, how do I choose (选择)?

**Sweat (汗)**

I find food by smelling (闻). You play outside and start sweating all over. I can smell the lactic acid (乳酸) in your sweat. So yummy! But if you take a shower after exercising, I can't smell you.



**Color**

I also use my eyes to find food. But my eyesight is not very good. If you are trying to avoid me, do not wear colors such as black, red or dark blue.

**Larger and fatter**

I can smell the carbon dioxide (二氧化碳). The more you exhale (呼出), the more easily I can find you. This means larger and fatter people are more likely to get my "kiss".

29. Who is "I" in the passage?

- A. A doctor.                      B. A student.                      C. A mosquito.                      D. A fatter person.





30. Which color can a mosquito see most clearly (清晰地)?

- A. Dark brown.                      B. White.                      C. Light blue.                      D. Orange.

31. What does the underlined (划线) word "avoid" mean in Chinese?

- A. 抓住                      B. 避免                      C. 拍打                      D. 叮咬

32. Who aren't likely to get a "kiss" from mosquitoes?

- A.                       B.                       C.                       D. 

(C)

Dear,

Hello, my name is Jeff. I am 10 years old. I live in Nairobi, Kenya. I have my sisters and my brother. My mother's name is Anna and my father's name is Anthony.

My brother is big. He is 14 years old. And my sisters are 7. They are twins.

I like to play football and computer games with my brother. My sisters like to play tennis and badminton. They also like to play computer games. We go to school from Mondays to Fridays and stay home on weekends.

I go to Davidson Elementary School with my sisters and my brother goes to Kenyatta School. I have many lessons at school — mathematics, English, French, history, geography, sports, music, computer and art.

In mathematic we have many questions and exercises. In English and French we read and write sentences. In history and geography we draw maps and fill in information about villages. The teacher says the names of villages and we circle the villages on the map. On the bottom of the map we write our names and on the top of the map we write the names of the map. In sports we play football, rugby or tennis. In music lessons we listen to music and sing songs. In computer class we use Internet. In art we draw. Our art teacher draws well. We show the homework to her to check. My favorite subject is geography.

Can you tell me about your school? Look forward to your reply!

Yours,  
Jeff

33. How many people are there in Jeff's family?  
 A. Four.                      B. Five.                      C. Six.                      D. Seven.
34. What does Jeff play with his brother?  
 A. Tennis and computer games.                      B. Badminton and football.  
 C. Football and Badminton.                      D. Computer games and football.
35. Which statement (陈述) is RIGHT according to the passage?  
 A. Jeff has eight subjects at school, like French, geography.  
 B. The children in the family all like to play computer games.  
 C. Jeff and his classmates write their names on the top of the map.  
 D. All the children go to the same school from Mondays to Fridays.
36. The best title (标题) can be \_\_\_\_\_.  
 A. A Letter about Jeff's Family                      B. A Letter about Jeff's School Life  
 C. A Letter about Jeff's Favorite                      D. A Letter from Jeff

(D)

Man 1: Excuse me, is my food ready?

Maggie: What do you ask for?

Man 1: I ask for chicken.

Maggie: Hmm, let's see. Another five minutes.

Man 1: Five minutes?

Maggie: Sorry, ten minutes.

Man 1: Ten? That's no good! I must go back to my office (办公室) in ten minutes.

Man 2: And what about my food? I asked for a burger and French fries fifteen minutes ago!

Maggie: I'm sorry, but here are a lot of people eating here today.

Man 2: But how long is it going to take? My train leaves in forty minutes.

Maggie: Not long, I'm very sorry.

Woman 1: Excuse me, I am before these men. Where is my coffee?

Woman 2: And what about me? Where is my sandwich and a coke?

Woman 3: Well, I'm before all of you.

Man 1: Look here, in your window it says, 'Fast food' (快餐).

Maggie: Yes, it does.

Man 1: Then why is it so slow?

Maggie: It isn't slow. But people today want everything faster and faster . . . .

Woman 1: Look, I can't wait. I have to get back to work.

Maggie: What's the problem with everyone these days? Why is everything so fast? Come here.

Come on! Look outside. Go on, look! It's a beautiful day. Life is beautiful. We can all be happy.

But first we must slow down (慢下来). We must take the time to live.

37. When did Man 2 ask for food?

- A. 5 minutes ago.                      B. 10 minutes ago.                      C. 15 minutes ago.                      D. 40 minutes ago.

38. Who is the first person to ask for food?  
 A. Man 2.                      B. Woman 3.                      C. Woman 2.                      D. Woman 1.
39. What can we know from the underlined sentences (划线句子)?  
 A. All the food is coming slow.                      B. Maggie thinks she can sell food fast.  
 C. People just want to do all the things fast.                      D. People don't want to eat fast food slowly.
40. What does the writer want to tell us?  
 A. Slow down and enjoy beautiful life.                      B. Be happy and enjoy fast food.  
 C. Take time to eat food slowly.                      D. Eat healthily and have a nice day.

三、任务型阅读

请将每段 41-44 的描述与所给图片 A-D 进行配对并完成 45 题。

41. The Spring Festival is the most important festival for Chinese people. It usually comes in January or February. The Spring Festival of this year is on January 25<sup>th</sup>. It takes about 15 days to prepare for it.

42. On the eve of the festival, people close the shops and stay at home. They all get together for a big dinner. They stay up late and enjoy dumplings at midnight for good luck.

43. In the morning, people dress in their best clothes, and usually the old stay at home, the young go out to pay a New Year Call (拜年). It is an important time for the young. The young people bow (鞠躬) to the old people, and give their best wishes to them.

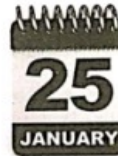
44. In return, the old people give children gifts or lucky money.



A



B



C



D

41. \_\_\_\_\_      42. \_\_\_\_\_      43. \_\_\_\_\_      44. \_\_\_\_\_

45. What's the lunar (农历的) year of 2020?



A



B



C



D

## Appendix 2. Interviews Questions

For students:

- 1) 你对英语阅读的兴趣是否有所提升? 你认为如何能有效提升阅读兴趣?
- 2) 与传统的英语阅读课相比, 你认为多元智能理论指导下的英语阅读课堂有何优缺点?

For teachers:

- 1) 您在英语教学中如何提升学生的阅读兴趣?
- 2) 您了解多元智能理论吗? 与传统的英语阅读课相比, 你认为多元智能理论指导下的英语阅读课堂有何优缺点?

## Appendix 3. A Sample Teaching Design

**Teaching material:** *Go for it! Students' Book 7A*, Beijing: People's Education Press.

**Teaching content:** Unit 5 Do you have a soccer ball? Section B 2a-2c.

**Type:** Reading class

**Learning objectives:**

At the end of the class, Ss will be able to:

➤ **Language competence:**

- 1) grasp the topic-related expressions like same, love, like, etc;
- 2) understand and use some targeted sentence patterns like I love/like..., I have/don't have, etc.

➤ **Learning capacity and thinking quality:**

- 1) catch the main idea of the passage through skimming;
- 2) understand the critical information of the passage through scanning and answer the questions that the teacher raises;
- 3) actively participate in pair work and group work so as to cultivate the habit of cooperative learning as well as improve their language skills.

➤ **Cultural awareness:**

- 1) realize the benefits of doing sports and maintain a healthy lifestyle;
- 2) keep a reasonable balance between study and rest.

**Teaching focus and anticipated difficulties**

- **Teaching focus:** Helping students grasp corresponding reading skills is greatly emphasized. Namely, catch the main idea by skimming and know more about the passage by scanning.
- **Anticipated difficulties:** Ss may find it difficult to clarify the structure of the passage and introduce the ball they like/dislike and the reason by using the topic-related expressions.

**Teaching procedures:**

(T represents teacher, Ss represents students)

**Pre-reading**

**Activity 1: Let's chant.**

Ss are to have a chant about balls and try to find out what balls are mentioned

in the video.

**Intention:** Through chant, it can greatly arouse students' interest in today's lesson and create a relaxing atmosphere. Through video, students can effectively. In this activity, students can develop their musical intelligence, bodily-kinesthetic intelligence as well as visual-spatial intelligence.

**Activity 2: Look and say.**

Ss are to recall the words according to the pictures given. Then, T introduces her own experience in order to begin the natural transition to the vocabulary learning. (T tells the story consisting of the targeted words, while those new words together with the meaning and phonetic symbols are presented on the screen simultaneously.)

**Intention:** Bridging the gap between prior and new knowledge and putting new words into discourse learning are both good ways to cultivate students' logical thinking, namely, logical-mathematical intelligence. In addition, this activity helps Ss lay a solid foundation for the following learning process.

**Activity 3: Let's guess.**

Ss are to guess the things which T has according to the hints. Then, they're asked to discuss in pairs and finish 2a in page 29: Find the sports words in this unit and write down the things they have and they don't have. Finally, T invites some students to share with us.

**Intention:** This task guides Ss finish 2a in the textbook and makes preparations for the following reading. Pair work is beneficial to foster Ss' ability of working with others, which also requires verbal-linguistic intelligence and interpersonal intelligence to communicate with each other.

**While-reading**

**Activity 4: Fast reading for the gist.**

Ss are to read the passage quickly and answer a question: Who has a soccer ball? Before reading, T provides Ss with the reading skill of skimming, namely, focus on the first sentence of each paragraph. Ss are encouraged to underline the first sentence of each paragraph so that they're more likely to finish the task quickly and accurately.

**Activity 5: Careful reading for detailed information.**

Ss are to read the passage paragraph by paragraph and finish the assigned tasks.

◇ **First**, read paragraph 1 and choose T or F (True & False).

- 1) Frank Brown and Alan study in different schools.
- 2) Frank Brown loves soccer because it's relaxing.
- 3) He always plays soccer in the park with his friends.

◇ **Next**, read paragraph 2 and fill in the blanks. And later, T also emphasizes the sentence structure "It's easy for sb."

- 1) Gina has two soccer balls, three volleyballs, four basketballs and five baseballs and bats.
- 2) She loves sports, but she doesn't play them—She only watches them on TV.



◇ **Then**, read paragraph 3 and choose the right answer.

- 1) What does Wang Wei think of soccer?
 

A. easy	B. difficult
C. boring	D. relaxing
- 2) What does Wang Wei think of ping-pong?
 

A. easy	B. difficult
C. boring	D. relaxing

**Intention:** In this process, reading is divided into fast reading and careful reading. It helps Ss catch the main idea of the passage quickly and systematically understand its structure and get more details. Designing various activities can train Ss' multiple intelligences, in particular, logical-mathematical intelligence and verbal-linguistic intelligence.

#### **Post-reading**

##### **Activity 6: Test yourself.**

Ss are to finish 2c in the textbook and then choose the proper answer for two questions on the screen. Meanwhile, T stresses two significant tips: 1) Infer from the context. 2) Be careful about title, first and last sentence. After finishing, T invites some of students to check the answers.

Q: 1) The underlined word "them" in the passage refers to \_\_\_\_\_.

- |                 |                |
|-----------------|----------------|
| A. soccer balls | B. volleyballs |
| C. basketballs  | D. sports      |

2) The passage is most probably from the part of \_\_\_\_\_ in a school magazine.

- |              |           |
|--------------|-----------|
| A. education | B. sports |
| C. shopping  | D. food   |

**Intention:** This task imparts Ss with some effective skills for reading. Talking about their reasons to the answer is beneficial to cultivate the verbal-linguistic intelligence. Let them learn to think about things considerately.

##### **Activity 7: Fill in the chart.**

Ss are to work with their partner to fill in the chart after reading the report again, and firstly T shows an example about the first line. Since they've finished, some students will be asked to retell the whole sentence respectively.

**Intention:** It helps Ss consolidate their command of key information about the passage and lays a solid foundation for the following group work. Through pair work and blank-filling, Ss can strengthen their verbal-linguistic intelligence, logical-mathematical intelligence and interpersonal intelligence.

##### **Activity 8: Make a report.**

Ss are to work in group of four to have a survey about soccer (whether they like soccer or not and their reasons). At first, T shows an example with a student about the conversation. At last, each group should choose one student to give a oral report and other groups are supposed to make appropriate comments. When giving the report, Ss should express themselves emotionally with suitable body gestures. Make sure every student make the report. The sample report is also given as follows:

---

Hello, everyone! In our group, Lily likes soccer because she thinks it's...\_\_\_\_\_

---

So \_\_\_\_\_ can be the soccer ball players.

Thank you for your listening.

---

T: ... Now it's your show time. Which group would like to show us your report? ... So class, always remember we should love sports and keep a healthy lifestyle, all right?

**Intention:** In this activity, T creates a brand new situation that the sports club wants some new players. It provides Ss with opportunities to put what they've learned into practice and foster a sense of cooperation during the process of group work. What's the most, with the sufficient scaffold, Ss will find it much easier to cope with all these assignments. They can train the verbal-linguistic intelligence and bodily-kinesthetic intelligence and interpersonal intelligence. Definitely, Ss can strengthen their naturalistic intelligence by observing others' performance. Additionally, making comments among groups contributes to facilitate intrapersonal intelligence in some ways.

**Homework:**

**You should** read after the record and recite the new words.

**If you can,** write a short passage about what you've discussed in group work. Who can be the soccer ball players?

**Intention:** Reading after the record can train Ss' musical intelligence. Integrating reading with writing is beneficial to enhance their verbal-linguistic and logical-mathematical intelligence.

## Appendix 4.

### Score Lists 1

Score List of the Test in the CC

Number	Name	Score
01	卢*	36
02	陈*函	30
03	朱*妮	36
04	陈*琳	34
05	陈*怡	32
06	王*	34
07	石*妮	32
08	魏*楠	34
09	陈*	30
10	王*钰	34
11	朱	34
12	谢*镨	34
13	沈*楠	32

---

**Continued**

14	蒋*帆	32
15	顾*熠	34
16	顾*宇	28
17	梁*杰	32
18	金*衣	32
19	连*依	34
20	夏*聿	26

**Score List of the Test in the EC**

Number	Name	Score
01	陆*云	38
02	徐*	38
03	韦*静	36
04	颜*钰	32
05	申**晞	36
06	顾*晨	36
07	秦*丹	34
08	章*伊	36
09	莫*诚	34
10	朱*雯	36
11	陈*恒	34
12	徐*玲	34
13	章*歌	36
14	傅*杰	32
15	王*楠	34
16	郑*梁	30
17	赵*佳	32
18	陈*乐	30
19	陶*	28
20	江*怡	30

**Score Lists 2****Score List of Questions Reflecting Logical-mathematical Intelligence in the CC**

Number	Name	Score
01	卢*	10
02	陈*函	10
03	朱*妮	10
04	陈*琳	8

## Continued

05	陈*怡	10
06	王*	10
07	石*妮	6
08	魏*楠	10
09	陈*	10
10	王*钰	10
11	朱*	6
12	谢*镛	8
13	沈*楠	6
14	蒋*帆	8
15	顾*熠	8
16	顾*宇	6
17	梁*杰	8
18	金*衣	6
19	连*依	8
20	夏*聿	8

## Score List of Questions Reflecting Logical-mathematical Intelligence in the EC

Number	Name	Score
01	陆*云	12
02	徐*	10
03	韦*静	10
04	颜*钰	10
05	申**晞	8
06	顾*晨	10
07	秦*丹	8
08	章*伊	8
09	莫*诚	10
10	朱*雯	8
11	陈*恒	8
12	徐*玲	10
13	章*歌	10
14	傅*杰	8
15	王*楠	8
16	郑*梁	10
17	赵*佳	8
18	陈*乐	8
19	陶*	8
20	江*怡	6

**Score Lists 3**

## Score List of Questions Reflecting Visual-spatial Intelligence in the CC

---

01	卢*	12
02	陈*函	10
03	朱*妮	12
04	陈*琳	10
05	陈*怡	10
06	王*	10
07	石*妮	12
08	魏*楠	10
09	陈*	10
10	王*钰	10
11	朱*	6
12	谢*睿	12
13	沈*楠	12
14	蒋*帆	12
15	顾*熠	12
16	顾*宇	12
17	梁*杰	8
18	金*衣	12
19	连*依	10
20	夏*聿	8

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## Score List of Questions Reflecting Visual-spatial Intelligence in the EC

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01	陆*云	12
02	徐*	12
03	韦*静	12
04	颜*钰	12
05	申**晞	10
06	顾*晨	12
07	秦*丹	12
08	章*伊	12
09	莫*诚	10
10	朱*雯	12
11	陈*恒	12
12	徐*玲	12
13	章*歌	10

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**Continued**

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14	傅*杰	12
15	王*楠	12
16	郑*梁	10
17	赵*佳	12
18	陈*乐	12
19	陶*	10
20	江*怡	12

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