

The Hungry Monster - AN EXAMPLE OF LANGUAGE LEARNING

Concept of Multiple Intelligences proposed by Howard Gardner towards the end of the 20th century (Brewster, Ellis, Girard, 2002) suggests that there are seven basic types of learners determined by their different type of intelligence: **Linguistic Intelligence, Musical Intelligence, Logical-Mathematical Intelligence, Spatial Intelligence, Bodily-Kinesthetic Intelligence, Interpersonal Intelligence and Intrapersonal Intelligence (Gardner, 2011a)**. He states that everyone possesses all seven types of intelligence. However, every individual differs "in the strength of these intelligences [...] and in the ways in which such intelligences are invoked and combined to carry out different tasks" (Gardner, 2011b, p.12). That means that every individual has some stronger and some weaker types of intelligences. For example, one person may be better at logical tasks, whereas another person may have a better understanding of linguistics or interpersonal interaction. Understanding these differences in learning is especially important in education as people have to learn many new things every day as quick and as effective as possible (Gardner, 2011b, p.13).

AIMS:

- Children learn new animals (*monster, fly, spider, bird, cat, dog, shark*), and practice them.
- Children observe different animals (*fly, spider, bird, cat, dog, shark*) and imitate them.
- Children make a simple animal out of clay.

- Children listen to a story (The Hungry Monster - adapted from the story There Was An Old Monster; Emberley, 2007), understand the plot and experience it. Children are actively involved in creating a play and performing it.

Part 1 (pre - listening activities) Teacher (T) presents animals (using pictures).

T holds the flashcards with animals in front of her so that children can see them. T doesn't look at the cards. T says one of the words (e.g. *Is it a fly/spider/bird?*). Children have to say if she is right or wrong. Then children take the flashcards and ask the same question.

Play a game "*clever parrot*". The children have to repeat like a parrot. But they must be clever parrots and only repeat the words on the flashcards. The T shows a card to YLs, she doesn't look at the card. YLs say the word: "*Look at the card ... A spider, fly, bird, cat, ...*" All children: "*A cat!*"

Part 2 (Making an Animal out of Clay)

YLs get a piece of clay. Before making an animal, they observe the video clip how to make a clay sculpture

(Sculpt a 4-Legged Animal in Clay): <https://www.youtube.com/watch?v=romvK8IUwT4>

(Making a Simple Animal out of Clay): <https://www.youtube.com/watch?v=ocAc--CQdPw>

Then, YLs make a simple animal out of clay. In the mean time, the teacher prepares a monster - actually a mouth of the monster.

Part 3 (Presenting a story)

Then, the teacher tells the story, YLs listen. When YLs hear the name of the animal, they have just made out of clay, they bring it to the monster. The monster eats it. When the monster eats an animal, the T makes a new monster and another child brings his/her clay animal. In this way YLs repeat new words, are an active part of the story, and pay attention to the dramatic action.