A Study of the Use of Plays in Improving Multiple Intelligences with A Focus On Verbal and Physical Intelligence

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Abstract: *Since the beginning of the twentieth century, the issue of intelligence has been at the center stage of the attention of the psychologists. Different theories have been put forward in this regard. This study discusses the theory of multiple intelligences presented by Howard Gardner. Then it compares the important existing definitions of intelligence in psychology. Moreover, drawing on these theories, certain recommendations for creating structural changes in education are made. The significance of children's creative plays (theatrical role playing) is highlighted in improving learning and creativity during the process of education. In doing this research, a girls' school in Tehran whose students were fit in terms of age and education for the objectives of the study was chosen as the research population. A test was carried out as a form of field research. The results of this study are presented both in written (thesis) and video formats.*

Keywords: *Plays, Education, Multiple intelligences, Verbal intelligence, Physical intelligence*

INTRODUCTION

Intelligence is one of the most important categories in the psychology of personal differences. The recognition of difference in intelligence goes back to ancient history. Almost 2500 years ago, Plato wrote in *The Republic* that in any scientific and efficient community personal differences in intelligence should be the basis for the determination of political and social status (Robinson, 1991). While reflection on the nature of intelligence is as old as civilization itself, it should be noted that a scientific approach to intelligence emerged in the second half of the nineteenth century. In 1860s, Charles Darwin presented his theory of evolution of species. Darwin was interested in psychological characteristics, especially rational and emotional traits. In the course of time, many scientists began to examine the differences in intelligence and rationality between animal species, e.g. dogs, chimpanzees, and humans (infants, children, adults, mentally retards, and child prodigies). However, these studies were mainly theoretical. Francis Galton founded the first laboratory in which some data about mental differences between people was collected by using empirical methods (Cianciolo et al. 2009). Early in the twentieth century, scholarly discussion on the significance of intelligence gained momentum. Biologists defined intelligence as a factor in adaptation and survival. Philosophers have emphasized the ontology of intelligence while pedagogics have highlighted the effect of intelligence on learning. In 1904, Charles Spearman, a British psychologist, published an influential article in which he explained the necessity for examining the structure of intelligence with empirical methods. The emergence of Stanford-Binet scale in

1916 was a response to the need for creating tools that could be used in measuring intelligence. In 1938, different methods were examined for identifying and categorizing mentally retarded people; it was found out that verbal competence is the most important mental ability (Robinson, 1991,15). In recent years, there have been a few studies about the use of plays in the education of children. Some of these books include, *Gardner's Theory of Multiple Intelligences and its Application in Education* (Jahad-e Daneshgahi Publications, 2002) by Gholamreza Hajihosseinnejad and Susan Baleqi which discusses effective teaching methods for improving multiple intelligences among children; *The Path of Creativity* (Kurush Publications, 2008) by Abdolreza Kurdi which is based on the theory of creative learning by means of Gardner's theory of multiple intelligences. Some translated books in this area include: *Multiple Intelligences in the Classroom* by Thomas Armstrong translated by Mahshid Safari (Madrese Publications, 2009). This book explains different methods of teaching based on theory of multiple intelligences.

Definitions of intelligence

Most researchers have defined intelligence as the ability to learn, comprehend abstract concepts, and solve problems. Some scholars have defined intelligence as the time and potentiality for teaching and learning a specific topic. According to this model of learning, having a higher intelligence and talent means spending lesser time and energy for learning. There are also some researchers who believe that three definitions can be put forward for intelligence: practical, analytical, and functional. Practical approaches to intelligence consider it a factor in educational success. In other words, in this approach intelligence is assumed a learning talent.

Analytical definitions consider intelligence as the ability to solve complex issues, or the ability to adapt to new situations. In other words, intelligence is defined as rational thinking, logical behavior, and effective praxis. Functional definitions take a psychometric approach and consider intelligence as something which can be measured by intelligence tests (Karimi, 2009).

Creative children's plays

Creative children's plays can be defined as follows: when the art of theatre is able to evoke creativity in children and allow the children to act their imaginations through improvisations and free storytelling, we can say that there is creative theatrical art (Shafiei, 2000). In such plays, the process of performance is itself the goal of education. In other words, the focus is on the process rather than the result. What matters is improving the talents and abilities of the children. Accordingly, the result or the main performance does not matter or is of little importance (Aghaabbasi, 2006).

As Bushan notes, creative plays can include musical theatrical performances and ballads. In this view, the core of creative performance is: Let's pretend (Ridge, 1999).

The effect of creative theater on learning

The art of theatre is a creative and happiness inducing. It possesses a certain feeling of enthusiasm and euphoria. It is multimodal, that is, audio-visual. It is a process with many stages of learning. It has sublime goal. It leads to creativity. The art of theatre gives fresh blood to the school and new character to the students. Creative theatre produces hope and improves the personal and social growth of the students. Theatre is one of the best tools in giving different roles to the people and therefore enabling them to adapt to new social

situations. Theatre leads to the growth of verbal and physical intelligence of the students. Theatre makes social communication and intimacy more convenient. It can produce positive feelings and teach the importance of planning to the students. While practicing for performing a play, the students learn how to behave with their peers, ask questions, and try finding answers for the questions together. These are some factors which improve and boost creativity.

The following are some of the salient features of creative student theatre:

- It encourages the students to overcome egoism and isolation and instead do group and peer work.
- During the process of recitals and performances, the students spend a great deal of their energy in a creative and positive way.
- It creates a situation that enables the students to learn self-control.
- The core of the art of theatre is imagination and concentration. Theatre improves intelligence and memory. A theatrical mind is more prepared for learning.
- Theatre is the most tangible and concrete recreation of human situations and relationships. These situations are similar to real events in life but have taken a theatrical form. Theatre is a means of fostering thought.
- Theatre can change the attitudes and behaviors of the students, and help them in their mental and psychological growth. In this sense, the theatre is a means of education and learning.
- Theatre can be used to examine the problems of the students, and help them identify and solve the problems.
- There is no art without honesty and purity. Though theatre the students experience and practice honesty, and feel sublime human emotions.
- Learning requires motivation. Theatre produces motivation and encourages them to ask questions. Such an activity improves the learning abilities of the students.
- Interest and enthusiasm are necessary for learning. Activities which are done with interest serve educational purposes more strongly than others. Theatre is a creative activity usually welcomed by most students.
- Learning is complete when all the senses are used. Theatre requires the use of all senses, thought, and imagination.

Multiple intelligences

To explain the notion of multiple intelligences, three books were used. The main source was *Gardner's Theory of Multiple Intelligences and its Application in Education* by Gholamreza Hajihosseini and Susan Baleqizadeh (it is the only available comprehensive source on this topic). References to this book are not cited. However, any reference to the other two books are cited intertextually, that is, with a reference to the main book.

1. **Verbal/Linguistic intelligence**

Verbal/linguistic intelligence is related to language. It is a type of thinking which led to the creation of *Hamlet*, *Odyssey*, and *The Thousand and One Nights* (Armstrong, 2006). Poets are conscious about the meanings of words and recognize the nuances in the semantics of words. They are also sensitive about sounds, rhythms, and the prosody of sentences. In fact, a poet is able to understand the essence of language. Thus, a poet can be considered a talented person in the field of verbal/linguistic intelligence. Among many things,

Gardner emphasizes on four linguistic skills which are most prominent among the humans: 1. Art of speech (rhetoric), 2. Verbal memory, 3. Explanation and description, 4. The ability to describe activities.

Art of speech: the ability to use language to convince others with regard to justifying an action.

Verbal memory: this ability enables a person to remember the information.

Explanation and description: most processes of learning are achieved by means of language. In fact, language is the most appropriate and effective tool for presenting the main ideas of a book. Moreover, language makes use of certain metaphors which facilitate explanation and scientific understanding.

Ability to explain activities: the ability to use language for making meta-linguistic analyses.

Language as a tool: in most societies and cultures during history language has been used as a means of success in trade. Scientists and scholars rely on language, and use language to present their ideas and communicate with others. In fact, the use of language is so vital to human life that nothing can replace it.

Verbal and written talents: linguistic capability means the ability to understand a language (linguistic comprehension) and to express thoughts and ideas (expressive language). Verbal and written talents are most probably similar to each other. However, writing requires more attention and accuracy. On the other hand, speech requires attention to non-verbal skills too (i.e. posture, tone, context, etc.). Speech is expected to continue without the need to relate to objects in the environment. Both speech and writing rely on hearing while their neurological centers are different (Nemati et al. 2003).

2. **Musical intelligence**

Musical intelligence emerges earlier than the other types of intelligence. An examination of musical intelligence helps us better comprehend its characteristics and relationships with other types of intelligence.

Development of musical intelligence: musical intelligence shows itself in very early stages of childhood. During infancy, the child language is similar to songs. A child is able to imitate the sounds around him/herself. Mechtild Papusek and Hanus Papusek have recently noted that infants are able to recognize the pitch and melodies of their mothers. In the middle of the second year, an infant is able to imitate a series of notes. In contrast to learning a language, there are many differences in learning a song among the children. Some children are able to sing a long song during their second or third years of life while some may have problems singing a melody in their fifth or sixth years. Except for the children who have especial talents for learning music, the musical intelligence grows less fast after the school years. However, the musical repertoire continues to grow and people can sing songs with great accuracy. The development of musical knowledge allows a person to perform different kinds of music. Studies have shown that the success of cultural groups are testimony to the fact that musical development does not only depend on inherent talents. Rather, cultural and educational contexts play a significant role in the development of musical intelligence. On the other hand, it can be said that inherent talents are also important in this regard.

3. **Logical/mathematical intelligence**

Unlike verbal/linguistic and musical talents, logical/mathematical intelligence do not depend on hearing and speaking capabilities. This type of intelligence grows in relation to the world of objects. In fact, a child gains its primary knowledge of the world through observing the order of things. The recording of such a knowledge

is achieved by means of logical/mathematical intelligence. Logical/mathematical intelligence is then separated from the world of objects. This type of intelligence enables a person to understand the realities. During the development of this type of intelligence, the person moves from objects to sentences, from actions to the relationship between the actions, and from sensory/motor domain to the level of abstraction.

4. Visual/spatial intelligence

The most important competence in visual intelligence is the talent for recognizing the details of one's surrounding. A person with a visual/spatial intelligence is able to turn and move the objects in the mind, and produce and transform different forms. However, it should be noted that these abilities are not easy to identify. A person may have a good visual comprehension, but have problems in drawing, imagining, and transforming the forms in the mind. Musical intelligence encompasses such abilities as comprehending rhythm and pitch, which are sometimes different from each other (i.e. a person may be strong in some dimensions of visual or musical intelligence, but weak in other dimensions of the same intelligence). Visual intelligence is a combination of different talents too. It should be added that there is a close connection between visual and spatial intelligence in that both grow in relation to direct observation of the outside world. Examples in this area refer to both visual and spatial intelligence. Verbal/linguistic intelligence does not depend on audio-hearing channels and can grow without them. Similarly, visual intelligence can grow in blind person.

5. Bodily/kinesthetic intelligence

Expertise in using one's whole body to express ideas and feelings and facility in using one's hands to produce or transform things. Some people have both the ability to control physical movements of the body and handle objects dexterously. Gardner notes that most likely these talents have different positions in the brain. However, generally these two skills tend to work together. Psychologists have recently noted that there is a relationship between using the body and using cognitive capabilities. There is also a clear tendency to focus on cognitive dimensions. It has also been noted that the neurological basis for using the body is similar to the processes involved in associating thought and psychical skills. One of the skills which requires total control over the body is running, swimming, and dancing concerning artists, performers, and ballerinas. Moreover, typists should be able to control objects with skill. In fact, handling an object with fingers with such a degree of accuracy and skill cannot be seen in other animals (even in the most intelligent ones).

6. Intrapersonal/interpersonal intelligence

Personal intelligences include, 1. Intrapersonal intelligence, 2. Interpersonal intelligence. Since the growth of these two types of intelligences is closely connected to each other in most cultures, Gardner has discussed both of them in a single chapter. However, it should be noted that these two types of intelligences are independent from one another. Intrapersonal intelligence refers to the talent for perceiving emotions, feeling, and excitations. This intelligence allows a person to recognize and distinguish the different feelings and channel the motions in various ways. In its primary forms, this intelligence includes the talent to identify unpleasant emotions from pleasant ones, and make decisions according to this recognition in different situations. In its highest forms, a person is able to identify a set of different emotions and decode them in complex ways. Interpersonal intelligence refers to interactions with others. The basis of this type of intelligence is the ability to recognize and distinguish different individuals (in terms of motivations, goals, attitudes, tastes, etc.). Studies have shown that in its primary forms, interpersonal intelligence involves the

ability to recognize differences in terms of behavior and attitudes. In its higher forms, this type of intelligence enables us to understand the motivations and aims of other people, even when they are hidden. The different types of intelligences such as visual and bodily-kinesthetic can be compared in terms of the speed in their identifications in various cultures. However, the variety of personal intelligences makes such a cultural comparison a difficult thing to do so much so that it may remain totally unknown to a different culture.

7. Naturalist intelligence

Expertise is the recognition and classification of the numerous species—the flora and fauna—of an individual's environment. This also includes sensitivity to other natural phenomena, and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects. People like Darwin and Wilson controlled organisms for theoretical objectives. Some of the main talents of this type of intelligence are: identifying different species, finding the similarities of the species and categorizing them. Naturalist talent is not limited to humans. Birds are able to recognize the differences between the plant and animal species; they are even able to recognize different forms of human beings from the pictures.

8. Moral intelligence

Moral/ethical intelligence depends on the definition of ethics. This domain is expected to grow beyond the limits of intrapersonal and interpersonal intelligences. On the other hand, it should not correspond to any set of behavioural rules and moral attitudes. Researchers have examined such complex issues as the relationship between moral acts and moral judgements. They believe that there might exist a universal moral code. Reality, duty, and many other philosophical issues have been examined. Despite these scientific studies, there has not yet been a consensus as to the definition of morality/ethics. However, what we want to do does not depend on coming up with a clear-cut definition of morality. Two aspects can be taken into account in this regard: first, the topics which concern the contemporary thinkers; second, finding the relationship between intelligence and morality. The domain of morality covers rules, behaviours, and attitudes of human beings and the value of the lives of other organisms (plants and animals). A moral judgement refers to the talent to recognize and make a judgment about these issues. It is clear that most aspects of life are not related to ethics. In most societies, efforts are focused on improving the quality of everyday life without taking into consideration the essence and value of human life in its deepest forms. The demarcation line between moral and immoral acts is clear in most cases while unclear in some other cases. In fact, drawing such a line is deeply a cultural issue. In light of this, the following shows some of the characteristics of moral talents:

- Identifying issues and topics about the essence and value of different aspects of life
- Having a good command of symbolic performances and preparing materials in line with such values as honor and respect
- Trying to present the above materials to the public
- The ability to move beyond conventional ideas and views and to try to create new forms, or processes which constitute the immutable aspects of human behavior (Gardner, 1999).

The application of the theory of multiple intelligences in education:

Schools are the main institutes of education and learning. A school is the center for doing activities and tasks which prepare the ground for the growth and development of the students. The educational system is expected to help the students realize their own talents with regard to physical, rational, emotional, and social

aspects, and prepare them for life and problem-solving. The main criterion for the success of a school in all dimensions of education is the growth of the character of students with regard to various issues. This requires paying attention to all aspects of education and learning.

Education and learning:

The aim of education is preparing true human beings. The aim of education is moral purification of the learners. The educational system should prepare the ground for training people in different aspects of life, e.g. emotional, social, and rational. These are important goals and are closely connected to each other. The activities and lessons at school should transform the characters of the learners.

Four pillars of learning:

In 1993, UNESCO presented the following as the four pillars in human learning:

1. Learning for knowing
2. Learning for doing
3. Learning for living together
4. Learning for living

Each of these pillars is designed to improve learning and help flourish the talents of the learners in different personal, social, and responsibility-taking aspects. Paying attention to each of these goals helps the learners to realize their talents, and therefore, move a society on the path of progress and development. It is necessary to take into consideration the above pillars in designing any educational and supplementary programs. The supplementary and extra-curricular programs in a school give variety to education.

Learning in life means creating opportunities to become more successful, and public learning for achieving the goals. Practice and perseverance are necessary for achieving success. Learning in life means making use of all the opportunities that the society has given a person.

Learning for knowing:

It refers to learning and making use of the opportunities that an educational system has given a person. This aspect of learning empathizes on the need for making clear what to know, how to know, and who to involve in the process of learning and knowing. Accordingly:

1. The teacher should not be the only person who gives information to the learners. Rather, the teacher should be a facilitator, a guide who interprets the information in new ways.
2. Teaching methods should change from passive to active ones.
3. The teaching materials should be carefully examined.
4. Learning should move from personal to group forms, and skills for social interaction should be improved. If the students learn how to cooperate with each other in the classroom, they will also learn how to live together. Learning for knowing is the result of the combination of public knowledge and deeply thought activities in specific subjects.

Learning for doing:

It refers to learning for doing something, acquiring a skill, and gaining the competence to encounter different and unexpected situations. The students should have certain chances to improve their skills through involving themselves in practical and social activities and tasks.

Learning for living together:

These learnings enable people to solve the conflicts and problems in a world full of contrasts and conflicts through respecting cultures and spiritual values. Such a learning includes a series of knowledge, skills, attitudes, and values which prepare a person for cooperating with others in various aspects of life. Learning for living together means a rational encounter with the conflicts and the ability to understand others. The aims of learning for living together are achieved through understanding and respecting other people, treasuring the presence of others, and tolerant and respectful communication with others.

Learning for living together emphasize the following: mutual understanding between people, living with respect, valuing human nature, cooperating collectively for solving problems and challenges, human sympathy and emotions.

Learning for living:

Such challenges as individual/society, and tradition/modernity should be known and overcome. Learning for living refers to knowing one's self in relation to others, knowing what to do, and acting appropriately. Learning for living is achieved through the personal growth and gaining the ability to judge, communicate, and reason. It requires the ability to act independently and to learn responsibly in order to achieve personal growth.

- To implement these four rules, the passive methods should be replaced by active methods.
- Schools should become places for scientific, practical, and social experiencing.

Session-by-session report of the research based on the theory of multiple intelligences:

First session:

In the first session, the students, their parents, and four teachers attended the workshop designed for this study. As soon as the class was ready, my colleague teacher suddenly entered the class while playing a harmonica. This immediately indicated that he was not a conventional teacher. He then began telling a story. The storytelling and music playing by the teacher involved the students in the teaching process and created a convivial atmosphere between the students and the teachers. Then, the teachers introduced themselves and asked the students to do the same. During the introduction, some questions were asked for initial evaluation of the verbal and psychical intelligence, as well as other characteristics such as shyness. On the other hand, the classes were planned to be videotaped during the training sessions. To familiarize the students with the camera and the new atmosphere, the first session was mainly allocated to games among the teachers and students. In the meantime, the students were asked to retell the story that had been told by the teacher in the beginning of the session.

Second session:

In this session, we felt that the rules of class should be explained without a reference to the objectives of the study. Accordingly, these rules were explained to the students by the teachers. Then, some stories about the importance of order and discipline were told to the students. Different role plays were designed and performed to practice group discipline while retaining freedom in the classroom. Next, the students were asked to narrate what they have seen on the way from their house to the school. Since there still remained some students who showed signs of shyness, the students were role-playing some of the events they had previously narrated, either individually or group work.

Third session:

As mentioned earlier, the teachers' choice for this project were students of theatre. This was necessary for using the knowledge and experience of these teachers for improving the intelligence of the students. Accordingly, the teachers used theatre preparation exercises to warm up the body and voice of the students. Then, to strengthen the concentration of the students, the mirror exercise was done, that is, the teacher stood in front of a student and asked the student to imitate him, changing his movements very quickly. In each movement, the student was expected to imitate the teacher. After that, the teacher designed a theatrical situation for the students to perform. This was useful for improving the kinesthetic intelligence of the students.

Fourth session:

Similar to the previous sessions, the teachers focused on exercises on the expression, tome, and rhythm of the movement of the students. After an initial warm-up, an exercise for playing an imaginary role was designed and performed. In this exercise, one of the teachers played the role of a traffic officer. Each of the students played the role of a driver. Then, to improve the verbal-linguistic, and body-kinesthetic intelligence of the students, the "Guess Who I am?" game was performed. In this game, each student was blindfolded and asked to move around the class, and asked to stop by the teacher. Then, the teacher gestured to one of the students to begin talking, and asked the blindfolded student to guess who is talking by listening. The blindfolded student was expected to identify the student and point to where he was standing.

Fifth session:

As usual, the session began with warm-up and expression exercises guided by the teachers. During the exercises, the teachers tried to introduce different character types and situations to the students in line with the objectives of the research. Then, to improve the kinesthetic intelligence of the students the action-reaction exercise was performed. In this exercise, the teachers narrated a folklore story and then asked the students to re-narrate the same story from their own perspective.

Sixth session:

At the beginning of this session, the theatre preparation exercises were performed, especially with an emphasis on the correct use of diaphragm during breathing and articulating the words. Then an exercise for freeing the mind from unpleasant thoughts and become concentrated was performed – this was done by a mirror exercise. At the end of this session, the teachers asked the students to perform what they heard as the teachers narrated a story.

Seventh session:

To perform the warm-up exercise, the students were asked to imagine that they have a balloon, and were expected to follow the movements of the balloon as they played with it. This exercise had two functions, namely, warm-up and improving the bodily-kinesthetic intelligence of the students. Most students liked the exercise very much.

In this session, the "This is My Glass" game was performed to improve the verbal intelligence of the students. In this game, the students worked in pairs and came to the front of the board to perform the game. Student A held a glass in his hands and Student B used logical reasons that the glass belonged to him. Student A did the same thing. Then the students changed places and repeated the exercise. The exercise was performed by another pair. Then, the teachers decided to include a pantomime exercise. Each student was supposed to mime a concept for others to guess.

Eighth session:

After warm-up and voice exercises through theatre preparation methods, the teachers asked the students to perform a short play by using an unknown language. This exercise was designed to improve the quality of articulation. Then, they were asked to imitate the sound and movement of an animal as the teacher named an animal. This exercise activated both the verbal and kinesthetic intelligence of the students at the same time, and could be evaluated simultaneously. Next, to improve both verbal and kinesthetic intelligence the "Who's Where?" exercise was done. In this game, a blindfolded student stood behind the queue while the other students asked him to point to their position. At the end of the session, some stories from *Kalile va Demne* were read to the students. The students were asked to perform the fables in groups.

Ninth session:

After warm-up and voice exercises, the students were asked to form a circle. Each student was asked to continue the voice of the previous student. Moreover, the students were asked to complete making a picture frame together. These games were important for improving the verbal and kinesthetic intelligence of the students. They also created an enjoyable atmosphere in the class. The teachers asked students to make a story with a certain concept (e.g. spring) and then narrate them to their classmates.

Tenth session:

First the warm-up and voice exercises were performed. Then, the students were asked to form a circle and throw a ball to each other. Whoever was hit by the ball was supposed to imitate the sound of an animal. According to the rules of the game, no one could imitate the sound of an animal twice. Then, the students were asked to say a word as they caught the ball. The word was supposed to be in line with the previous word so that a short story, even a meaningless and fantastical one, could be made by the words. At the end of the session, the students were asked to perform a pantomime for their classmates.

Eleventh session:

After the usual warm-up exercises, the teachers decided to ask three students to say a word. Then, these three words were given to another student who was supposed to immediately make a sentence with those

words. This exercise is useful in improving verbal intelligence. It can also foster the ability for expressing different ideas. Then, the students were asked to explain some of the things they do for making their parents laugh.

Twelfth session:

In this session, the "Ring and Ball" game was used for warm-up. The students were asked to form a circle and throw the ball to each other. The student who held the ball was supposed to say a word in relation to previous words so that a meaningful sentence or story could be made. Next, the students were asked to form groups of three and try to remember what each student had done in the previous session to make the parents laugh. Each student was supposed to perform the action. In each group, one played the role of mother, one the role of father, and the last played the role of his classmate. This exercise improved the ability for concentration and fostered verbal and kinesthetic intelligences.

Thirteenth session:

Based on the feedbacks from the students, we decided to allocate the whole session to performing pantomimes on the students' choice.

Fourteenth session:

Given the enthusiasm and interest shown by the students in the previous sessions, we decided to allocate the whole session to the game of "Ring and Ball" and "Making a Frame".

Fifteenth session:

In this session, a psychologist was invited to join the group of the researchers. We reviewed the taped videos. The aim of the research was explained to the students. The strengths and weaknesses of each student in terms of verbal and kinesthetic intelligence were explained. They were asked to share their comments about the results in the next session.

Sixteenth session:

This was the final session of the training course. The session was allocated to interviewing the students and teachers and recording their evaluation of the whole project. In this session, the teachers confirmed that all the students had improved during the project. The students also confirmed that the sessions had changed their perspective about their abilities. Most of the students welcomed the idea that this type of teaching should continue during the educational year.

Each person has many inherent talents, one of which is the talent of socialization. If a person is educated properly, he/she can enter into the network of social relations, learn about the roles and duties in relation to the other members of the society, and carry out his/her roles and duties in the most effective way. In each society, the policy-makers and educationalists try to help flourish the talents of people and assist the process of socialization. It can be said that the degree of the success of administers depends on the level of solidarity and unity between people and different groups in relation to socialization. In the end, it should be noted that the results of the written and field research show that based on Gardner's theory of multiple intelligences, all human beings are intelligent. The difference lies only in the type of the intelligence one person may have. If

the educational system of a country is designed in a way as to flourish one type of the multiple intelligences, the advantages will be both for the educational system and in the long run for the development of the whole society. A theatre lesson can be used as a golden opportunity by the teachers and educationalists to discuss the most important issues with the learners. This can make the experience of learning more interesting and integrate learning and playing. All in all, it can make the students more enthusiastic and interested in the process of learning. Learning and theatre can be integrated in the most effective way. This should not be limited to break times or holidays. Rather, the main thrust of the sessions should be dedicated to such creative plays (Badli, 1987). Child psychologists believe that the lack of enthusiasm for participating in a theatrical play is like a failure. It is highly important for a child to participate in theatrical plays and not just remain a bystander. The need for plays is satisfied by their participation. If such a need is not satisfied, the child may become depressed and suffer from psychological complexes in the future which are very difficult to treat (Kianian, 2009).

Conclusion

The aim of this article was to investigate the effect of creative theatrical plays on improving multiple intelligences, especially, verbal/linguistic and bodily-kinesthetic ones. A set of suggestions have been made based on the results as for changing the educational system in the primary schools. Accordingly, the article first presented scientific and psychological definitions of intelligence and creativity. Then, the use of theatre as a new method in the education of children was discussed. A comprehensive plan for field research was prepared by consulting the experts in the area of child education. This program included 16 sessions of creative theatre performance based on the theory of multiple intelligences. The program underwent a long process of administrative permissions and was finally put into practice. All the sessions of the training course are presented in a video and book format. Although the students did not have any prior familiarity with the teachers, they immediately participated in the class discussions. More than what we expected, the students used their faculty of imagination and involved themselves in the process of learning. In the course of time, the students themselves changed the topics of discussions. In later sessions, the teachers functioned only as facilitators of storytelling. The students managed the class in groups. It should be noted that in the process of group identification, the usual factors for drawing the attention of the children had changed. What mattered for the children in choosing the head of a group was the level of verbal/linguistic and bodily-kinesthetic intelligence. In the current educational system of Islamic Iran, the emphasis is on the teacher and the final score. In such a system, the words of the teacher are considered as the final verdict and the only tool of evaluation is the final score. However, such a method is not effective in evaluating the multiple intelligences of the children. This method does not leave any space for the other types of intelligence to flourish. Since the education during the pre-primary and primary schools is the basis for later learning, the researcher suggests that a new curriculum be designed for the primary school based on the application of creative theatrical performances and the theory of multiple intelligences. In the end, it is hoped that the policy-makers pay attention to this and other similar studies and try to reform the current education system and create a new model of teaching and learning.

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