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Trabajo Fin de Máster

Teaching intelligently: Fostering Multiple Intelligences in the English Classroom in Secondary Education

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“Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.”

Albert Einstein

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Abstract

This Master's Dissertation aims at designing a Didactic Transposition that fosters Gardner's Theory of Multiple Intelligences through a Project-Based Learning-oriented methodology in the English class in Secondary Education.

In order to achieve this goal, the dissertation is divided into two main parts. A theoretical framework that covers the main characteristics of the Multiple Intelligences Theory and some relevant aspects of Project Based Learning. After that, a practical section in which the Lesson Plan is explained in a step by step manner.

For the creation of the forementioned Teaching Unit, the current legislation in force for Compulsory Secondary Education in Spain has been considered, as well as a variety of communicative activities which develop all types of intelligences in a similar way.

Key words: multiple intelligences, English teaching, project-based learning, learning styles, motivation.

Resumen

Este Trabajo de fin de Máster tiene como objetivo el diseño de una Unidad Didáctica que fomente la Teoría de las Inteligencias Múltiples de Gardner a través del Aprendizaje Basado en Proyectos en la clase de inglés de Educación Secundaria.

Para conseguir este objetivo, el trabajo se divide en dos partes principales. Una parte teórica que incluye las principales características de la Teoría de las Inteligencias Múltiples y algunos aspectos relevantes del Aprendizaje Basado en Proyectos. Después de esto, una parte práctica en la que se explica la Unidad Didáctica paso a paso.

Para la creación de Unidad Didáctica mencionada previamente se ha tenido en cuenta la legislación vigente para Educación Secundaria Obligatoria en España, así como una variedad de actividades comunicativas que desarrollen todos los tipos de inteligencias de forma similar.

Palabras clave: inteligencias múltiples, enseñanza del inglés, aprendizaje basado en proyectos, estilos de aprendizaje, motivación.

1. Introduction

The process of teaching and learning a second language is influenced by so many factors that need to be taken into consideration in order to achieve success. These individual factors are considered to play an important role in the learning process. For this reason, we are going to focus on intelligence, mainly because this is one of the most questioned factors.

It is believed that intelligent people are better at languages but, who is an intelligent person? In order to answer this question, we need to take into account that “everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid” (Albert Einstein).

Needless to say, most secondary students in Spain feel frustrated when they are at High School because they do not understand why they have to study Mathematics, for example, if they do not comprehend it at all. In this way, this Master’s Dissertation aims at involving all students in the English class, independently that they are good at languages or not. Thus, the main objectives of this research are: to review different works dealing with the Multiple Intelligences Theory and Project-Based Learning, and to create a Didactic Transposition/Lesson Plan that suits the necessities of every single student in the English class.

Considering that each student can be excellent in a determined area of knowledge, it is crucial to make them aware of this fact if we want our students to be motivated in the class. For this reason, the English teacher should involve all of his/her students in the lessons, preparing activities that allow them to work with the different multiple intelligences, which are: linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalist.

Moreover, it is important to work not only with cognitive intelligence, but also with emotional one. This aspect is fundamental if we want that our students do their best in class and that they do not let problems or difficulties in life affect their learning process.

For all these reasons, this work deals with multiple intelligences in Secondary Education, considering that all students should be welcomed to the English class and that each of them should be given its corresponding place and importance in the subject.

The dissertation consists of two main parts. Firstly, a theoretical framework is presented, in which the Theory of Multiple Intelligences as well as some relevant aspects of Project-Based Learning will be explained. Secondly, this theory will be applied by creating a Lesson Plan whose main goal is to foster multiple intelligences in the English class at Secondary Education.

2. State of the art

The theoretical framework in this Master's Dissertation consists of two sections. First and foremost, it includes information about Gardner's Theory of Multiple Intelligences, offering the definition of intelligence, the explanation of IQ tests, the difference between cognitive and emotional intelligence, and how this theory can be applied in Secondary Education. A second aspect to be considered is Project-Based Learning, since this is thought to be an adequate methodology to foster multiple intelligences at school, as we will see in the different sections.

2.1. The Theory of Multiple Intelligences

2.1.1. Who is an intelligent person?

Language learning is affected by individual characteristics related to person knowledge, which according to Wenden, can be defined as "general knowledge that learners may have about the 'laws of human learning'" (1991, p.35). These individual characteristics affecting learners are: age, language aptitude and intelligence, motivation, personality, socio-cultural factors, and learning styles.

Therefore, it could be stated that intelligence is one of the personal factors affecting second language learning. Nevertheless, intelligence is a controversial term to define.

Traditionally, intelligence was measured by means of an intelligent quotient (IQ) test, which only took into account linguistic and logical-mathematical abilities. In this respect, some authors, such as Gardner and Hatch, have defined intelligence as "the capacity to solve problems or to fashion products that are valued within one or more cultural settings" (1989, p.5). For others, such as Ormrod, intelligence is "the ability to modify and adjust one's behaviours in order to accomplish new tasks successfully" (2006, p.140). However, for Gardner, intelligence is a broaden term and he defines it as follows:

a set of skills of problem-solving enabling the individual to resolve genuine problems or difficulties that he or she encounters..., to create an effective product, and ... the potential for finding or creating problems – thereby laying the groundwork for the acquisition of new knowledge. (2009, p.323)

Other linguists, such as Skehan, addressed the concept of language aptitude, stating that it has to do with a term based on "auditory ability, linguistic ability and memory ability" (1998, p.201). For him, the auditory ability has to do with the input the person received and its phonemic coding ability to identify the different sounds. The linguistic ability is the central process having to do with the person's grammatical

sensibility and inductive language analysis ability. Finally, the memory ability refers to the output and the coding and retrieving of information.

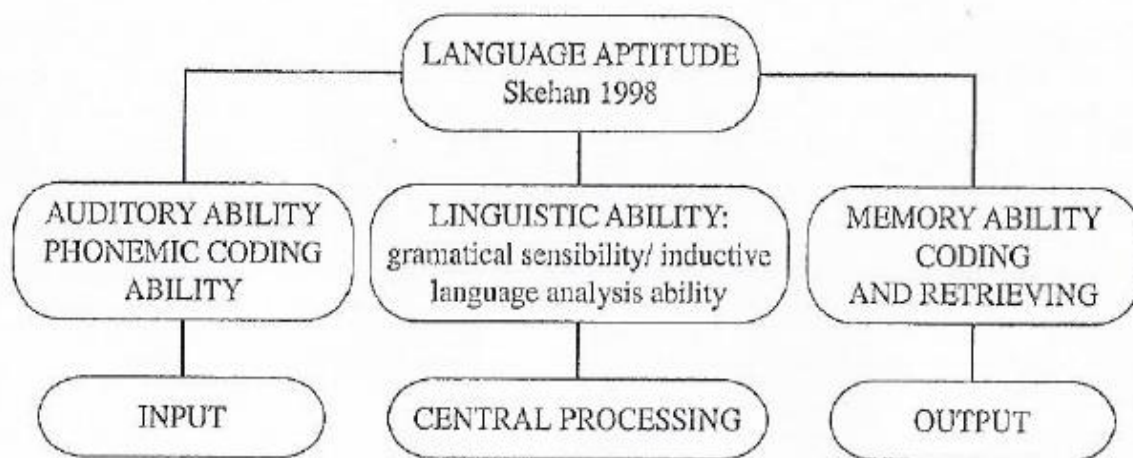


Figure 1. *Components of language aptitude.* Retrieved from Madrid et al., 2005, p.85.

At this point, it is necessary to reflect on an apparently surprising fact. Traditionally, students good at languages are considered to be talented people. However, intellectually gifted learners, who are supposed to have a good language aptitude, can be slower at learning a non-native language than those with a lower intellectual capacity (Madrid et al., 2005). With this evidence, it could be stated that there is only a moderate level of correlation between the capacity to learn a language and the intelligence quotient (IQ).

As it can be seen, intelligence is a complex term to define and many authors differ in their opinions about it. Even so, it seems that Gardner's Theory of Multiple Intelligences was widely accepted when he first suggested it and it is still having validity nowadays.

2.1.2. IQ tests

The first written test on intelligence was developed by the French psychologist Alfred Binet in the early 1900s. Later, the German psychologist Wilhelm Stern developed Binet's work and introduced the Intelligence Quotient (IQ): "the ratio of a person's mental age to their chronological age" (Fleetham, 2006, p.18).

Hence, the Stanford-Binet Intelligence Scale was created. It looks for cognitive deficiencies in young children and it tests five factors, which are knowledge, quantitative reasoning, visual-spatial processing, working memory, and fluid reasoning (Oommen, 2014).

Another intelligence test is the Wechsler Adult Intelligence Scale (WAIS), which measures intelligence in adults and older adolescents (Oommen, 2014). According to Fleetham, Version III of WAIS “is an expanded version that produces a measure called 'g', or 'general intelligence'. It assesses 13 mental faculties such as arithmetic, sequencing, vocabulary and processing speed, but still has limitations” (2006, p.18).

In Gardner’s opinion, we should not rely on IQ tests anymore. He thinks that “while we may continue to use the words *smart* and *stupid*, and while IQ tests may persist for certain purposes, the monopoly of those who believe in a single general intelligence has come to an end” (Gardner, 1999, p.203).

On the contrary, Gardner’s vision of intelligences is pluralistic and qualitative, instead of quantitative. As Viens and Kallenbach state: “While the IQ view asks, ‘How smart are you?’ MI theory asks, ‘How are you smart?’” (2005, p.50).

2.1.3. Cognitive vs Emotional intelligence

Not only is cognitive intelligence important in the learning process, but also emotional intelligence is a relevant issue to cover in this theoretical framework.

The person who coined this term was Daniel Goleman (1995), in his book *Emotional Intelligence: Why It Can Matter More Than IQ*. As claimed by Goleman (1995) emotional intelligence has to do with the knowledge of one’s emotions, the control and management of emotions, and the recognition of emotions in others.

According to Gardner (1999), this characterization made by Goleman can be compared with his own definition of intrapersonal and interpersonal intelligences. Nonetheless, Gardner thinks that:

When Goleman speaks about emotional intelligence as if it entails a certain set of recommended behaviors – empathy, considerateness, or working toward a more smoothly functioning family or community – he leaves the realm of intelligence, in a strictly scholarly sense, and enters the separate spheres of values and social policy. (Gardner, 1999, p.69)

Due to this fact, Gardner prefers the term *emotional sensitivity* instead of *emotional intelligence*, since as he points out: “applies to those who are sensitive to emotions in themselves and others – that is, individuals who exhibit the personal intelligences (in my own terminology)” (1999, p.206).

Having established the differences in terminology, attention needs to be paid to how emotional intelligence affects cognitive intelligence. As it has been mentioned in the previous section, IQ tests measure cognitive intelligence, mainly in connection with verbal and mathematical reasoning. But, do emotions influence this cognitive process?

In Goleman's view, the way in which we feel affects the way in which we think. Consequently, emotions affect the cognitive process and that is the reason why teachers in the 21st century should teach students not only Mathematics or Sciences but also empathy, regulation of emotions, or sensitivity. This is a fact that scholars such as Krishnamurti have also addressed to:

Though there *is* a higher and a wider significance to life, of what value is our education if we never discover it? We may be highly educated, but if we are without deep integration of thought and feeling, our lives are incomplete, contradictory and torn with many fears; and as long as education does not cultivate an integrated outlook on life, it has very little significance. (1968, p.11)

As stated by Robles (2002), thanks to emotional intelligence, the teacher is able to organize students so that they work efficiently, to establish an adequate work atmosphere, to manage possible conflicts in the classroom, and also to control his or her own mood in order to learn from their own errors. Thereby, it could be said that "using EI in teaching would mean to be able to recognize and respond to the feelings of self and the learners in the classroom and to be able to stimulate an emotional state which is conducive to learning" (Kaur et al., 2019, p.191).

2.1.4. Gardner's Multiple Intelligences Theory

The Theory of Multiple Intelligences was developed by the psychologist Howard Gardner in his work *Frames of Mind: The Theory of Multiple Intelligences* (1983). In this book, he pointed out that each person learns in a particular way and that, for this reason, we cannot speak about only one universal intelligence but we have to speak about multiple intelligences.

In order to designate a certain intelligence, there are eight specific criteria which have to be taken into consideration:

(1) Potential isolation by brain damage, (2) the existence of idiots savants, prodigies and other exceptional individuals, (3) an identifiable core operation or set of operations, (4) a distinctive developmental history, along with a definable set of "end-state" performances, (5) an evolutionary history and evolutionary plausibility, (6) support from experimental psychological tasks, (7) support from psychometric findings, and (8) susceptibility to encoding in a symbol system. (Gardner, 1983, pp.67-71)

Having considered the forementioned criteria, according to Gardner (1999), there are eight individual intelligences, which he divided into:

- Linguistic intelligence: capacity to learn languages, to read and write, as well as to use language for a specific purpose. Writers or lawyers are people with a high linguistic intelligence, for instance.

- Logical-mathematical intelligence: ability to analyze problems or to solve mathematical operations. People with high logical-mathematical intelligence are scientists, logicians, or mathematicians.
- Musical intelligence: capacity to perform, compose or appreciate musical patterns. People with high musical intelligence tend to have also a high linguistic intelligence.
- Visual-spatial intelligence: skill in recognizing spaces and manipulating the patterns of specific areas. Pilots, sculptors, or architects are people with high spatial intelligence.
- Bodily-kinaesthetic intelligence: ability to solve problems using the parts of the body. People with high bodily-kinaesthetic intelligence are actors, dancers, athletes, or mechanics.
- Interpersonal intelligence: capacity to work with people, understanding their feelings, emotions and desires. Teachers or merchants are people with high interpersonal intelligence.
- Intrapersonal intelligence: ability to understand oneself and to control one's emotions and feelings at difficult moments.
- Naturalist intelligence: capacity to distinguish species and organism in the natural world.

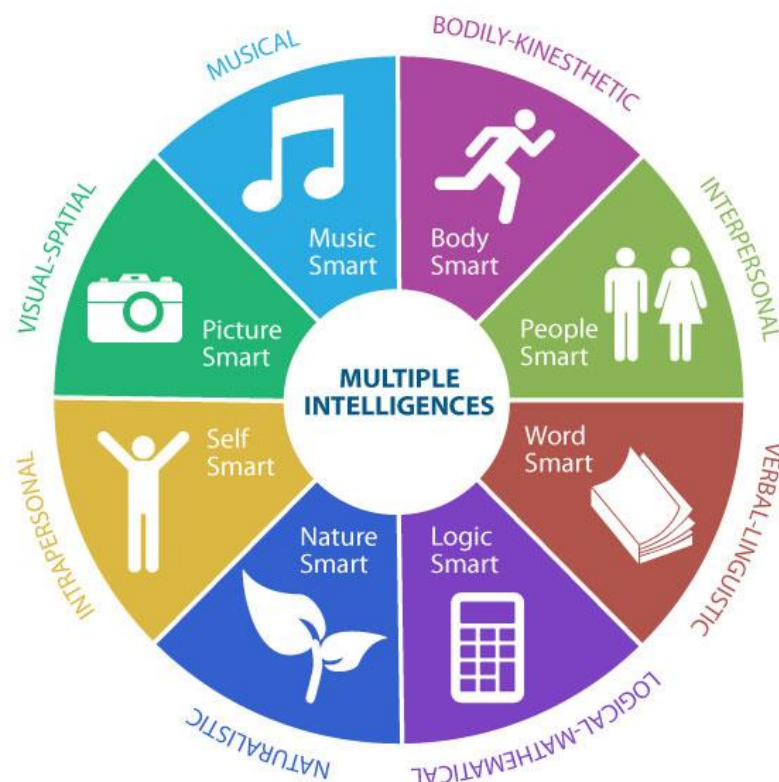


Figure 2. Gardner's eight MI. Retrieved from <https://www.gresolschool.com/multiple-intelligences-a-priority/>

Apart from the aforementioned intelligences, Gardner (1999) proposed other additional intelligences to be considered, among which we can find the spiritual and the existential intelligences. For him, the spiritual intelligence has to do with either cosmic issues or state of being. Similarly, the existential intelligence is concerned with the ability to locate oneself in the universe and it is common to every single culture.

Other authors, such as Armstrong, suggested some different types of intelligence: “spirituality, oral sensibility, humor, intuition, creativity, culinary (cooking) ability, olfactory perception (sense of smell), an ability to synthesize the other intelligences, and mechanical ability” (2009, p.17). Accordingly, each human being can be intelligent in a way, considering that all of us are good at a particular activity and this should be valued and recognised.

All these diverse intelligences can be also put together depending on their characteristics. According to McKenzie (2005), the different MI can be grouped into three domains: the interactive, analytic, and introspective. The interactive domain includes the kinaesthetic, interpersonal and verbal intelligences, which are used by the learners to express themselves and to explore their environment. The analytic domain consists of the logical, musical and naturalist intelligences, which the learners use to analyse data and to gain knowledge. The introspective domain is composed by the

visual, existential and intrapersonal intelligences, which are considered to be affective processes.

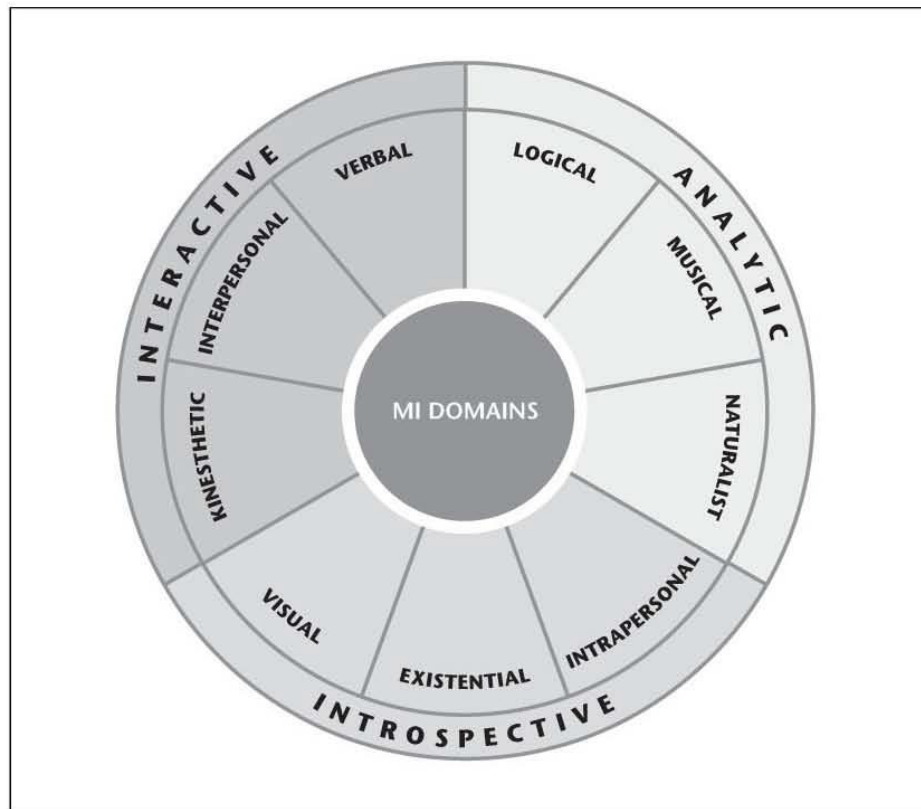


Figure 3. *Wheel of MI Domains.* Retrieved from McKenzie, 2005, p.25.

Despite the acceptance of Gardner's Theory in the fields of psychology and education, MI theory has been highly criticized, too. Some authors, such as Waterhouse (2006), discuss the lack of empirical evidence for this theory, since Gardner's theory does not include validated data.

Besides, other researchers, such as White (2008), think that the eight criteria which Gardner considers in order to designate a certain intelligence are too subjective and that the possibility of adding new intelligences at any moment gives less credibility to Gardner's theory.

2.1.5. Multiple Intelligences in Secondary Education

In the field of education, there is a traditional belief which takes for granted that all students learn in the same way. Nevertheless, it is a fact that there are different learning styles among students.

Learning styles can be defined as "individuals' natural, habitual, preferred ways of absorbing, processing, and retaining information and skills which persist regardless of teaching methods or content area" (Kinsella, 1995, p.225).

It could be said that learning styles are a kind of intermediary between cognition and emotion, mainly because depending on your own personality, you will process information in one way or another, i.e., you will have a specific learning style. According to Reid (1998), there are several language learning styles, but all of them depend on nature, although they can improve by training.

Cognitive Learning Styles (Adapted from Reid 1995, 1998)			
		Multiple Intelligences	
mathematical-logical	verbal-linguistic	musical-rhythmic	
bodily-kinaesthetic	interpersonal	intrapersonal	
visual-spatial	naturalist		
field-independent, factual		field-dependent, interactional	
analytical		global	
“planners”		synthetic	
sequential		“correctors”	
systematic		random	
convergent		intuitive	
left-brained		divergent	
		right-brained	
Personality or Affective Learning Styles			
reflective		impulsive	
cautious		risk-taking	
“within the task”		“beyond the task”	
anxious		relaxed	
less tolerant		more tolerant	
introverted		extroverted	
rigid		flexible	
Social Learning Styles			
Individual (own work plan)		Group (external work plan)	
Independent (intrinsically motivated)		Dependent (extrinsically motivated)	
Sensory/Perceptual Learning Styles			
Visual	Auditory	Kinaesthetic	Tactile

Figure 4. *Different language learner profiles.* Retrieved from Madrid et al., 2005, p.99.

As specified by Brown (2000), there are certain learning styles, such as field dependence, ambiguity tolerance, reflectivity and impulsivity, visual and auditory styles, which are prone to influencing second language acquisition successfully.

These learning styles are highly related to multiple intelligences and so, they have to be fostered in the classroom if we want all students to be confident while learning English. Namely, lessons should be planned promoting attractive and meaningful tasks in which the teacher requires students to work with several intelligences, taking into account that:

MI in the EFL classroom will be considered as a framework that can help language teachers to give recognition to the holistic nature of learners and to address student diversity. It enables teachers to organize a variety of contexts that offer learners a variety of ways to engage meaning and strengthen memory pathways; it is a teacher-friendly tool for lesson planning that can increase the attractiveness of language learning tasks and therefore create favourable motivational conditions. (Arnold & Fonseca, 2004, p.120)

As claimed by Fleetham, teachers could approach multiple intelligences in the classroom in two different ways:

1) Teaching and learning *to* the intelligences – teachers design personalized learning and assessment opportunities matched to learners' MI strengths. 2) Teaching and learning *through* the intelligences – learners do the personalizing by choosing from different MI activities/assessments to meet their curriculum goals. (2006, p.87)

In this respect, there are plenty of activities to implement MI theory in a Secondary English classroom. For example, if the teacher's objective is teaching *through* the intelligences, students can work with the logical-mathematical intelligence by using puzzles, word classification, grammar analysis, or reading activities. If the goal is to stimulate the linguistic intelligence, activities such as recitations, story-tellings, discussions, compositions, or readings can be implemented. To promote the spatial intelligence, activities such as describing pictures, giving or receiving directions can be made. To develop the bodily-kinaesthetic intelligence, students can work with body language, role-plays or acting activities. If the teacher wants to implement the musical intelligence, activities related to listening, singing, composing songs, reciting or imitating pronunciation are always a good choice. So as to promote the intrapersonal intelligence, some interesting activities are giving personal opinions, writing diaries, or reading independently. To work with the natural intelligence, activities related to the weather or the earth, for instance, are necessary (Luo, 2018).

Finally, having implemented different kinds of activities that foster MI in the Secondary class, the learning process also needs to be evaluated. As far as assessment is concerned, Gardner describes this process as "the obtaining of information about the skills and potentials of individuals and useful data to the surrounding community" (1993, p.174).

2.2. Project-Based Learning

2.2.1. Characteristics of Project-Based Learning

Project-Based Learning (PBL) is a methodological approach centered on the learner and its main objective is that students learn by doing. The person who first addressed PBL was John Dewey (1959), who said that students should be involved in real and meaningful tasks with the purpose of learning efficiently. Later on, some authors, such as Markham, describe PBL as follows:

PBL integrates knowing and doing. Students learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL students take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience. (2011, p.38)

Focusing on the characteristics of PBL, they have to do with “student’s autonomy, constructive investigations, goal-setting, collaboration, communication and reflection within real-world practices” (Kokotsaki et al., 2016, p.267). In addition, it is believed that PBL increases students’ motivation, which is a really positive effect for effective learning.

Similarly, the implementation of PBL could have a wide range of benefits in the English classroom, among which it should be mentioned that:

Motivates students, prepares students for college, careers, and citizenship, helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills, allows teachers to teach in a more satisfying way, and provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world. (Larmer et al., 2015, p.2)

Other advantages, according to Fried-Booth (2002), are connected with the improvement of students’ confidence, independence and self-esteem. Furthermore, Skehan (1998) affirms that being involved in projects is beneficial for students’ autonomous learning, given that they are more responsible for their learning process and they have to make decisions to develop the project in one way or another.

2.2.2. Project-Based Learning and Multiple Intelligences

While carrying out a project, students must work in a collaborative way. That is to say, each student has to work on a specific aspect of the project and, in order to do so, they need to apply multiple intelligences if they want a high-quality final project.

For PBL to be effective, they need to fulfil five criteria, as stated by Thomas:

(1) PBL projects are central, not peripheral to the curriculum. (2) PBL projects are focused on questions or problems that "drive" students to encounter (and struggle with) the central concepts and principles of a discipline. (3) Projects involve students in a constructive investigation. (4) Projects are student-driven to some significant degree. (5) Projects are realistic, not school-like. (2000, pp.3-4)

In connection with MI, PBL integrates the 4 C's of education, which are collaboration, communication, critical thinking and creativity (Partnership, 2015).

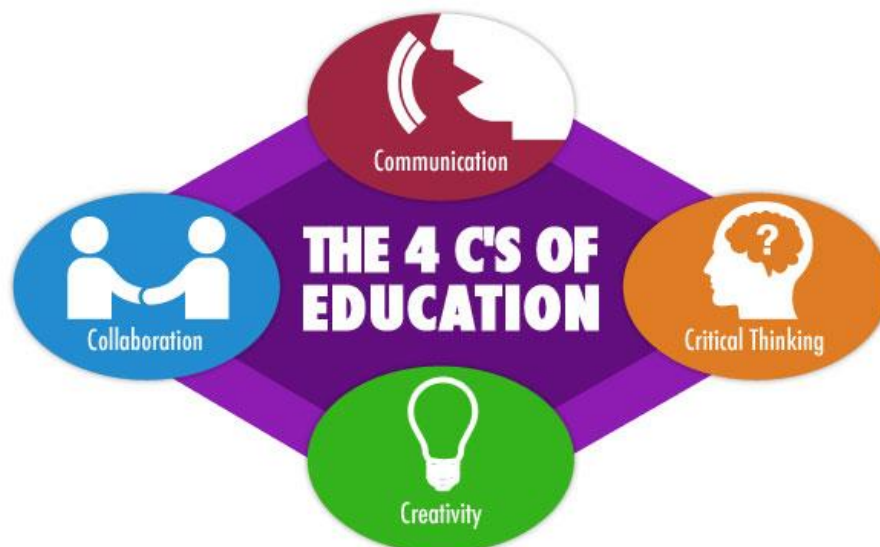


Figure 5. *The 4 C's of education.* Retrieved from <https://www.maneltrenchs.com/the-4-cs/>

Collaboration is needed so as to develop any type of project. Each student must contribute in their groups if they want to achieve the task successfully.

Communication is a key element in any work group as well. Students have to apply their linguistic intelligence to express their ideas, but they also have to respect other classmates' opinions.

Critical thinking is of paramount importance when dealing with projects as well, mainly because it increases students' ability "to passionately and responsibly take, apply and control of their thinking skills (question, analyze, criticize, reflect, and synthesize), develop proper principles and standards to evaluate their thinking, and

willingly judge, accept or reject new ideas, concepts, and viewpoints" (Pardede, 2019, p.169).

Last but not least, creativity is crucial for developing visual-attractive projects and it is demonstrated that every student can be creative in some way. For this reason, it is the teacher's role to encourage students to be creative in their projects and in order to achieve this, it is necessary that work groups are heterogeneous and that students with different intelligences are integrated in each team.

To conclude, it could be stated that "given the learning demands that accommodate the 4 C's, supervision is expected to assess the implementation of 4C's by teachers to their students" (Winaryati et al., 2020, p.175).

3. Didactic transposition

3.1. Justification

Under the title "How smart are you?", this Didactic Transposition aims at rising awareness about the existence of different ways of learning. Among our students in Secondary Education, it could be said that there is a common misbelief stating that if you are not good at Mathematics or Sciences, you are not an intelligent student. But this assumption has to be forgotten by learners.

For this reason, the main goal of this teaching proposal is to demonstrate students that each of them is intelligent in a determined way, and that being music or picture smart is as acceptable as being word or logic smart.

In order to achieve this purpose, students will work on multiple intelligences over 7 heterogeneous sessions in which they will be able to know themselves better and to value other people's abilities more than ever.

3.2. Contextualization

This Teaching Unit has been designed for the 3rd year of Compulsory Secondary Education (CSE). It will be developed in a State High School called "IES Jabalcuz" and located in lower-middle class area of the capital city of Jaén.

In the class, there are 30 students, 19 of them are girls and 11 are boys. As far as specific needs of educational support are concerned, there is one highly gifted student and two slow-learners with non-meaningful curricular adaptations.

The average level of English in this group is A2/B1 according to the Common European Framework of Reference (CEFR).

The Lesson Plan consists of 7 sessions of 55 minutes each and it will be developed during the 2nd term of the academic year 2021/2022. Namely, it is designed to be carried out during the month of May, since on 9th May the Day of Europe is celebrated.

3.3. Objectives and key competences

In this section, the didactic, stage and foreign language objectives, as well as the key competences will be explained.

The curricular particularization for this Teaching Unit includes five didactic objectives. Regarding the stage objectives, as this unit is designed for the 3rd year of CSE, are taken from the Royal Decree 1105/2014, whereby the core curriculum corresponding to Statutory Secondary Education is established, and from the Decree 182/2020 (which modifies Decree 111/2016), whereby the arranging and the curriculum corresponding to CSE in Andalusia is established.

Considering the foreign language objectives, these are taken from the Order of January 15th, 2021, by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

Finally, according to the Order of January 15th, 2021, the key competences that students are expected to develop in this didactic transposition are:

- Competence in Linguistic Communication (CLC), since learners will have to reflect about the language and be able to communicate effectively using the four linguistic skills.
- Learning to Learn Competence (L2L), forasmuch as students will reflect on the different ways of learning and which one is most suitable for them.
- Social and Civic Competence (SCC), considering that students will be invited to reflect upon environmental issues affecting the society in which they live.
- Cultural Expressions and Artistic Awareness (CEAA), as learners will discover new cultures and artistic expressions in different European countries.

The following table shows all the objectives and key competences which are included in this didactic unit:

DIDACTIC OBJECTIVES	STAGE OBJECTIVES	FL OBJECTIVES	KEY COMPETENCES
1. To carry out activities dealing with multiple intelligences. 2. To talk about personal abilities using modal verbs. 3. To identify the logical sequence out of oral and written texts about biographies. 4. To produce brief written texts on personal opinions. 5. To be able to work in teams and make a collaborative project related to the topic.	(RD 1105/14) b, g, i To convey and interpret messages appropriately in at least one foreign language (i) (D111/16 + D182/2020) b To know and assess the particular traits of Andalusian culture so that it is appraised and recognised as our particular heritage within the framework of both the Spanish and universal cultures.	(Order 15th Jan, 2021) 2, 3, 7, 8 To comprehend written texts previously adapted to students' proficiency level and interests with the idea of scanning and skimming through them but also complementing their information with other sources so as to – with a critical spirit – derive new knowledge (3)	CLC L2L SCC CEAA

3.4. Contents

During the different sessions, the methodology implemented is the communicative approach, since the activities proposed in this unit have been designed with the aim that students interact and communicate with each other.

Namely, the contents of this Lesson Plan focus on fostering MI Theory through Project-Based Learning, considering that students will have to carry out a collaborative project in which they need to put into practice several intelligences according to Gardner's theory.

The table below showcases the contents that are going to be covered in this didactic transposition.

COMPREHENSION AND PRODUCTION STRATEGIES	COMMUNICATIVE FUNCTIONS
Block 1: Oral text comprehension - Listening and understanding oral texts related to the subject matter Block 2: Oral production - Expressing preferences and personal opinions about the topic Block 3: Written comprehension - Skimming and scanning short fragments to get general and specific information Block 4: Written production - Writing descriptions and giving suggestions	- Recognising logical sequence within a narrative - Asking for and offering information about personal talents - Sequencing events out of oral and written texts - Giving personal opinions
SYNTACTIC-DISCURSIVE STRUCTURE	SOCIOCULTURAL AND SOCIOLINGUISTIC ASPECTS
- Modal verbs: <i>should, ought to, had better...</i> - Vocabulary related to environment: <i>recycling bin, litter, composter, smog...</i> - Linkers and descriptive structures: <i>nevertheless, for this reason, whereas, in contrast...</i>	- Promoting European culture through different countries - Developing a concern for environmental issues

3.5. Transversality/ Cross-curricular elements

A Lesson Plan should contribute to the development of the so-called “cross-curricular” aspects because they point to a set of social demands which are regarded as having momentousness and which deserve critical heed and attention.

Thus, students need to be educated in values so as to develop not only their intellectual growth but also their personal one.

According to the current legislation (Royal Decree 1105/2014), the cross-curricular elements present in this Didactic Transposition are:

- European culture: promotion of different cultures which are as valid as the Andalusian one.
- Environmental education: involvement in activities which encourage respect towards nature and the environment.
- Education for peace: respect towards interpersonal relationships, emotional competence, intercultural coexistence, self-concept and self-esteem.

3.6. Interdisciplinarity

Likewise, a Didactic Unit should also focus upon interdisciplinarity bonds. In this respect, curricular elements from other subjects are already present in this lesson plan, such as:

- Geography: maps are present in the English lesson to locate European countries and to foster the visual-spatial intelligence.
- Natural sciences: use of vocabulary and activities related to nature and the environment so as to promote the naturalist intelligence.
- Music: presence of songs to develop students’ musical intelligence.

3.7. Outline of the sessions

SESSION 1					
Activities	Timing	Interactive patterns ¹	Skills practiced	Intelligence involved	Materials and resources
1. Find someone who...	15'	WC	Speaking	Interpersonal	Paper and pen
2. MI stations	40'	IW	Reading, writing	Linguistic, visual-spatial, musical, naturalist, interpersonal, intrapersonal, logical-mathematical and bodily-kinaesthetic	Paper and pen
SESSION 2					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Know William Shakespeare (word smart)	20'	IW	Listening	Linguistic and logical-mathematical	Youtube video
2. Know Marie Curie (logic smart)	20'	IW/GW	Reading and speaking	Linguistic and logical-mathematical	Fragments of the reading
3. Reflect on William Shakespeare and Marie Curie	15'	IW	Writing	Linguistic	Paper and pen

¹ KEY: IW (Individual Work); PW (Pair Work); GW (Group Work); WC (Whole Class)

SESSION 3					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Give advice	15'	IW/WC	Reading and speaking	Interpersonal	Genially
2. Look for talents	15'	GW	Speaking	Interpersonal	Mobile phones
3. Complete the song	10'	WC/IW	Listening	Musical	Lyricstraining Padlet
4. The Voice	15'	IW/PW	Listening and speaking	Musical	Projector and Youtube
SESSION 4					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Pictionary	15'	GW	Speaking	Visual-spatial	Board and chalk
2. How green are you?	10'	IW	Reading and speaking	Naturalist	Worksheet
3. Spot the difference	15'	PW	Speaking	Visual-spatial and naturalist	Pictures
4. Describe the images	15'	IW	Writing	Naturalist	Paper and pen
SESSION 5					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Guess the movie!	20'	PW	Speaking	Bodily-kinaesthetic	Body language
2. If I were not Spanish...	15'	IW/WC	Speaking and writing	Intrapersonal	Paper and pen

3. Simon says	10'	WC	Listening	Bodily- kinaesthetic	Not necessary
4. Explanation of the final project	10'	WC	Listening		
SESSION 6					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Work intelligently	55'	GW	Speaking, reading, listening, writing	Linguistic, visual-spatial, musical, naturalist, interpersonal, intrapersonal, logical- mathematical and bodily- kinaesthetic	Cardboards, stickers, stamps, washi tape, colours
SESSION 7					
Activities	Timing	Interactive patterns	Skills practiced	Intelligence involved	Materials and resources
1. Jabaltour Day	55'	GW	Speaking	Linguistic, interpersonal	Any material needed for the presentations

3.8. Activities step by step

SESSION 1: How are you intelligent?

Activity 1. Find someone who...

As an introductory activity to the Teaching Unit, students will play a game called “find someone who...”.

To do so, each student needs a piece of paper and a pen. They have to find people in the class who are able to perform the activities that the teacher tells them, and write in the paper the name of those who can do it.

Students must ask the following questions to their partners:

- ✓ Can you do a simple dance step? (Body smart)
- ✓ Can you help other people with their problems? (People smart)
- ✓ Can you recite 3 lines from a poem? (Word smart)
- ✓ Can you explain how rainbows are formed? (Logic smart)
- ✓ Can you name 3 different types of trees? (Nature smart)
- ✓ Can you explain a recent dream briefly? (Self smart)
- ✓ Can you draw a picture of a lion? (Picture smart)
- ✓ Can you sing a song in English? (Music smart)

When they are asked, students not only have to answer yes or no but they also have to perform the activity to demonstrate they actually can do this.

After that, the teacher will ask students to reflect on their classmates’ abilities and to think why each of them is good at a certain activity. In this way, the theory of multiple intelligences will be introduced indirectly and students will also start to use modal verbs in an inductive manner.

Once they have completed all the questions with the name of a partner, the teacher will pick the different papers with the aim of distributing students in groups depending on their abilities for the Project activity.

Activity 2. MI stations

The teacher establishes eight tables in the classroom to work with multiple intelligences. In each table, there will be a sign representing each intelligence, similar to these ones:

Table 1:



Table 2:



Table 3:



Table 4:



Table 5:



Table 6:



Table 7:

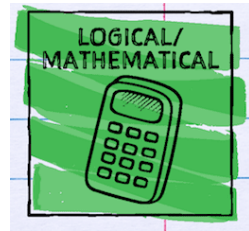


Table 8:



The teacher will distribute students in groups around the different tables. In each table, there will be a description of what students are required to do in each station:

Table 1: Write down three lines from a poem that you know

Table 2: Draw a picture of an animal which you like

Table 3: Hum a song for your classmates to guess it

Table 4: Look through the window and notice all the living beings you can see

Table 5: Ask a partner to tell you something that frightens him/her

Table 6: Think about the happiest moment in your life and write how you felt

Table 7: Move just 2 matchsticks to make the equation correct

Table 8: Describe an object in the class to your classmates using body language only

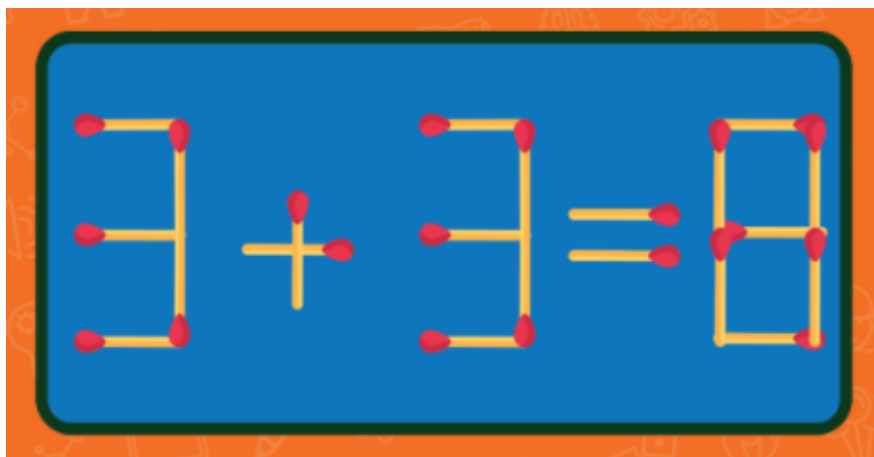


Figure 6. Equation to work with logical mathematical intelligence in table 7. Retrieved from <https://www.mentalup.co/blog/math-riddles>

They will have 5' to fulfil the task assigned in each table. Once they finish it, they move to the following activity until they complete the eight stations. At the end, the teacher will collect all their tasks and they will be taken into consideration for the final evaluation.

SESSION 2: On linguistic and logical-mathematical intelligences

Activity 1. Know William Shakespeare (word smart)

Students watch and listen to a Youtube video about Shakespeare's biography (<https://www.youtube.com/watch?v=8mYi6tIGP8Q>). After that, they have to answer the following comprehension questions:

- What is William Shakespeare's talent?
- When and where was William Shakespeare born?
- How many children did he have?
- What was the name of Shakespeare's company of theatre?
- Name the number of plays and sonnets Shakespeare wrote

Then, on a second listening, students will have to fill in the gaps and rearrange the following passages mentioned in the video, so that they are in the correct order:

William passed away on April ____ of ____

It is believed that he wrote almost ____ theater plays

William married Anne Hathaway when he was just ____ years old

Around the year _____ William moved to London

William was the third of _____ siblings

Activity 2. Know Marie Curie (logic smart)

Students are divided into 5 groups. On the teacher's desk there will be 6 different pieces of paper from the same reading about Marie Curie's biography, each of them numbered from 1 to 6:

Marie Sklodowska was born in Warsaw (Poland) on 7th November 1867. She was the daughter of a teacher. In 1891, she went to Paris to study physics and mathematics at the Sorbonne where she met Pierre Curie, professor of the School of Physics. They were married in 1895.

1

The Curies worked together investigating radioactivity, building on the work of the German physicist Roentgen (inventor of X-Rays) and the French physicist Becquerel. In July 1898, the Curies announced the discovery of a new chemical element, polonium; at the end of the year, they announced the discovery of another, radium.

2

Pierre's life was cut short in 1906 when he was knocked down and killed by a carriage. Marie took over his teaching post, becoming the first woman to teach at the Sorbonne, and devoted herself to continuing the work that they had begun together. She received a second Nobel Prize, for Chemistry, in 1911.

3

The Curie's research was crucial in the development of X-Rays in surgery. During World War One Curie helped to equip ambulances with X-Ray equipment, which she herself drove to the front lines. The International Red Cross made her head of its radiological service and she held training courses for medical orderlies and doctors in the new techniques.

4

Despite her success, Marie continued to face great opposition from male scientists in France, and she never received significant financial benefits from her work. By the late 1920s her health was beginning to deteriorate.

5

She died on 4 July 1934 from leukaemia, caused by exposure to high-energy radiation from her research. The Curies' eldest daughter Irene was herself a scientist and winner of the Nobel Prize for Chemistry.

6

Similarly, each student in the groups will have a number from 1 to 6. What they have to do is to go to the teacher's desk individually, read the paper with their number and try to remember as much information as possible from it.

When all the members of the group have done this, they will have to write on a piece of paper all the information they can remember about the text. If necessary, they will be allowed to go back to the teacher's desk once to read the extract again.

After that, they have to share their ideas and agree on how to put the numbers in the correct way so that the reading is as similar as possible to the original one. The group that rearranges the fragments first and with as much information as possible will be the winner.

Activity 3. Reflect on William Shakespeare and Marie Curie

After having learnt some facts about William Shakespeare and Marie Curie's lives, students have to write a composition identifying the intelligences these people are good at and expressing their opinion concerning their abilities in such areas.

Finally, they have to answer this question: *Do you identify yourself with any of these people? Why or why not?*

This writing activity will be also evaluated as part of the class activities.

SESSION 3: On musical and interpersonal intelligences

Activity 1. Give advice

In order to check students' interpersonal intelligence, they are required to give a word of advice to some famous characters who are going through tough times.

Thus, the teacher will show, on the interactive whiteboard, a Genially, which is an online web with a wide range of interactive presentations. The one chosen by the teacher includes ten different characters who have several problems which they need to solve. Students have to read what happens to them and offer advice by using modal verbs (e.g., You should/ought to/ had better...).



Figure 7. Genially to practice modal verbs. Retrieved from <https://view.genial.ly/601e743811728e0d19280f4f/horizontal-infographic-lists-can>

Activity 2. Look for talents

In groups of 3, students have to select a character from the previous exercise, so that each group has a different character.

Using their mobile phones, they will have to search on the internet information about the character and discuss their talents in the corresponding film or series they appear. They will have 10' to do so.

After that, each group will share the information found with the rest of the class by using structures such as *Emily Cooper can take lovely photos (visual-spatial intelligence) but she is not able to make friends easily (interpersonal intelligence)*.

Activity 3. Complete the song

In this activity students are going to listen to the song *I Should Have Known Better* by The Beatles twice.

During the first time, they only have to listen to it paying heed. During the second listening, students need to log in the App Lyricstraining so as to complete the gaps in the song while they listen to it.



Figure 8. *Lyricstraining song.* Retrieved from <https://es.lyricstraining.com/play/she-him/i-should-have-known-better/ULkEvrcQFL>

As homework, students will have to search for another song on the Internet which includes modal verbs and upload the lyrics and the video to a collaborative Padlet available in Google Classroom.

Once all students have uploaded their contributions, they will be displayed on a wallchart similar to this one, and students can have access to it and vote for the song which they like the most.

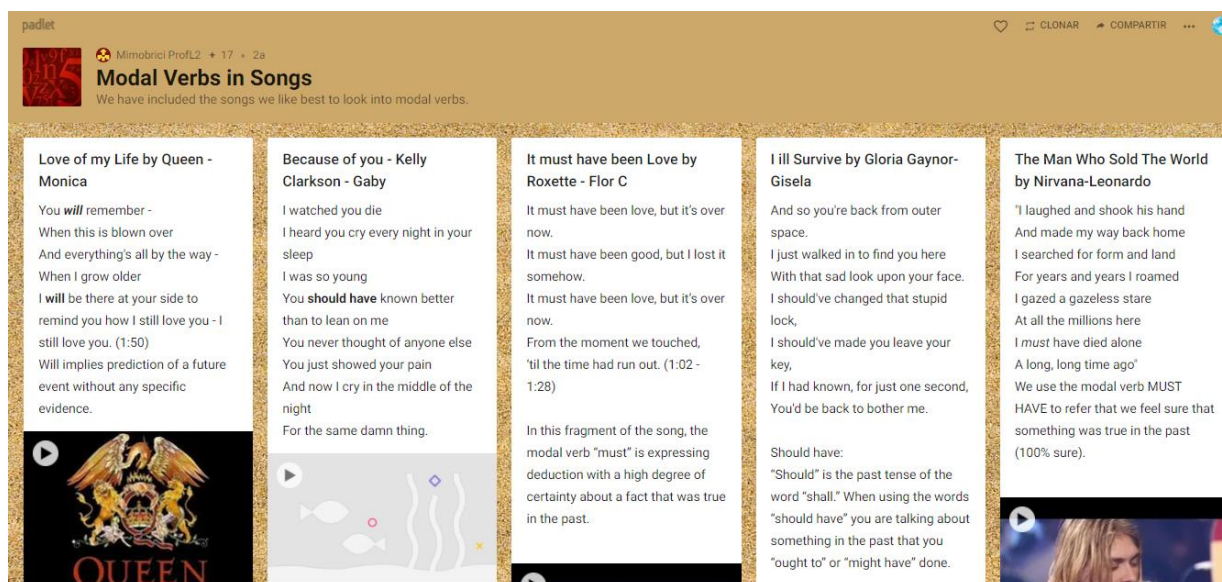


Figure 9. *Example collaborative Padlet.* Retrieved from <https://padlet.com/l2mobrici/mcaf7vhrqys3>

This activity will be also taken into consideration for the assessable activities in this unit.

Activity 4. The Voice

Students have to participate in a contest such as “The Voice” to work with their musical intelligence.

Either in pairs or individually, they will have to choose a song in English which they know and perform it in front of the class. The teacher will play the lyrics on the projector so that everybody can follow it.

Some volunteers will be required to sing their song and the rest of classmates will have to vote for the best singer in the class. The winner will get a trophy similar to this one:



Figure 10. *Trophy for the best singer.* Retrieved from <https://www.trofeos.me/trofeo-musica>

SESSION 4: On visual-spatial and naturalist intelligences

Activity 1. Pictionary

The class is divided into two different teams to play Pictionary.

One student from each team comes to the board. The teacher shows both of them a word and when she says “go!” they have to draw a visual representation of it on the board. Letters or numbers are not allowed.

While they are drawing, the corresponding teams have to guess what it is and the first one to do so will get the point for that round. After several rounds, the team with more points will be the winner.



Figure 11. Visual representation of the game. Retrieved from <https://es.wikihow.com/jugar-Pictionary>

These are some of the possible words the teacher can provide students to make the drawings:

recycle	giraffe
butterfly	lady bug
tree	mountain
river	forest
lion	desert
recycling bin	smog
flower	rainbow
lion	bird
rain	poppy

Activity 2. How green are you?

In order to check students' naturalist intelligence, they are required to read and answer the following quiz about their habits. The quiz is composed of fourteen questions with three multiple choice answers.

Once students answer all the questions, they count their points to realize to what extent they are environmentally-friendly citizens.

After that, students will share their results and we will debate about them and the importance of being respectful with the environment.

HOW GREEN ARE YOU?

Do the quiz and find out if you behave in a proper way to help save our planet

1. Do you sort out glass, paper, plastic bottles and cans ?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never.



2. Do you buy fair trade products or organic or local food.

- a ☐ Yes , always..
b ☐ Sometimes.
c ☐ Never, it's too expensive.



3. Do you use your own shopping bags?

- a ☐ Yes , always
b ☐ Often
c ☐ Once in a while



4. Do you recycle light bulbs and used batteries?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never.



5. Do you always dispose of garbage in a proper way?

- a ☐ Yes , always of course.
b ☐ Most of the times
c ☐ Sometimes I don't pay attention!

6. Do you bother picking up other people's litter?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never



7. Do you switch off the lights when you leave a room ?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never



8. Do you switch off other electric appliances at night? (TV ,computer..)

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never



9. Do you put on warmer clothes when it's cold instead of putting on the heating ?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never, I prefer putting the heating on more.



10. Do you have showers instead of baths?

- a ☐ Yes , always.
b ☐ Often .
c ☐ Never



11. Do you close the tap while you brush your teeth?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never, I never think about it.



12. Do you leave the fridge door open when you do the cooking?

- a ☐ No, never., I always close it.
b ☐ Sometimes.
c ☐ Yes , it often happens

13. Do you use public transport or a bike or walk when possible?

- a ☐ Yes , always.
b ☐ Sometimes.
c ☐ Never



14. Do you have and use a composter at home?

- a ☐ Yes. (2 pts)
b ☐ No . (0 pt)



Figure 12. Worksheet on naturalist intelligence. Retrieved from <https://en.islcollective.com/english-esl-worksheets/vocabulary/environment/how-green-are-youquiz/76448>

Activity 3. Spot the difference

In pairs, the teacher gives each student a picture related to nature:



Figure 13. Images for spotting the differences. Retrieved from https://www.123rf.com/photo_33319647_stock-vector-spot-the-differences-two-images-with-ten-changes-between-them-vector-and-cartoon-illustrations.html

Without showing each other their picture, students have to spot the differences between both images by asking their classmate questions about it. If necessary, the teacher will help learners with unknown vocabulary appearing in the image.

In this way, students will work on their visual-spatial intelligence, since they have to pay attention to the places in the photo where the difference is. Moreover, they will practice their naturalist intelligence, as they have to know the name of the plants and animals appearing in the photographs.

Activity 4. Describe the images

After having spotted all the differences, each student has to write a composition describing the natural scene of the picture in comparison with the one of their partner. The use of adequate vocabulary and linking words of contrast is highly important in this exercise. This will also receive a mark for the classroom activities.

SESSION 5: On bodily-kinaesthetic and intrapersonal intelligences

Activity 1. Guess the movie!

Session 5 will start with an activity which aims at activating students at the beginning of the class.

In pairs, students have to think about a film they like and the way in which they can explain it to their classmates, but they can only do so by using body language. They will have 10' to think and prepare the representation and then each pair will go to the front of the class and perform it.

Activity 2. If I were not Spanish...

The aim of this activity is to make students reflect about their own characteristics as Spanish people and how they could be different if they were from another culture.

For this purpose, the teacher asks students to write on a paper their personal characteristics. Then, they will reflect on specific characteristics associated with Spanish people and students have to write whether or not they have these personal traits.

Finally, they are going to compare themselves with other classmates' characteristics and think how they could be different if they lived in another country.

Activity 3. Simon says

This activity is intended to revise the parts of the body already learnt in the previous teaching unit.

The activity consists of playing the game "Simon says". In order to do so, the teacher begins by saying, for instance, "Simon says, 'touch your chin'!" and students must touch their chin. Then, a student will come to the front of the class and state a sentence similar to the one made by the teacher.

In this way, the teacher will check whether or not students remember the parts of the body in English, as well as their bodily-kinaesthetic intelligence to touch the part of the body mentioned.

Activity 4. Explanation of the final project

At the end of this session, the explanation of the final project will be given to the students.

First of all, the teacher divides the class into 6 groups of 5 people each. The division will be made taking into account the first activity they made in session 1, so that in each group there is a person good at a specific intelligence. Once the groups are created, the teacher will give each group a folder like this one:



Figure 14. Folder with the instructions for the project (my own production). Designed with Canva.
https://www.canva.com/es_es/

Inside the folder, students will have all the information related to the Project. First of all, each group needs to choose a European country to work with. By giving them the possibility of choosing the country, they will be more engaged and motivated in doing the assigned task.

Step 1. Please, choose one European country



Figure 15. Map included in the folder (my own production). Designed with Canva.
https://www.canva.com/es_es/

Once each group has chosen the country, they have to search on the Internet for information about this country:

Step 2. Aspects you need to include about the country:

- Written history of the country (**linguistic intelligence**)
- The number of inhabitants and dimensions of the country (**logical-mathematical intelligence**)
- Weather and climate of the country (**naturalist intelligence**)
- A tour guide with a map to visit the most important places in the country (**visual-spatial intelligence**)
- The lyrics of the hymn (**musical intelligence**)

Figure 16. Instructions included in the folder (my own production). Designed with Canva.
https://www.canva.com/es_es/

Taking into account that there are 5 aspects to be included in the written part of the project, students must organize themselves so that each of them is in charge of working on a part of the project. For instance, the student who is good at writing (linguistic intelligence) can be responsible for doing the written history of the country. In this way, each student will exploit the abilities they are good at.

Regarding interpersonal, intrapersonal and bodily-kinesthetic intelligences, they are also going to be implemented during the realization of the project. Students will develop their interpersonal intelligence while working together in a collaborative task in which they have to respect other people's opinions and make decisions together. Similarly, they will foster their intrapersonal ability when they work on their corresponding part and have to keep calm and take wise decisions to find the information. Furthermore, the bodily-kinaesthetic intelligence is also present as students should include manual arts in their projects if they want to be creative. Then, they will also perform as tour guides in the presentation of their project to the rest of classmates.

The folder will also include the rubrics which the teacher is going to use to evaluate both the written part and the presentation of students' project. By including these rubrics into the folder students know beforehand what the aspects that are going to be evaluated and so are, they can focus their attention on these aspects if they want to get the highest mark.

- Rubric for the written part:

Skills	4	3	2	1	Score
Use of Time	Student uses their time to work productively and efficiently.	Students uses most of their time to work productively and efficiently.	Student uses some of their time to work productively and efficiently.	Student does not use their time to work productively and efficiently. Student is frequently off task.	
Pictures / Graphics	Pictures and graphics are clear and relevant.	Most pictures and graphics are clear and relevant.	Few of the pictures and graphics are clear and relevant.	The student's pictures are not clear or relevant.	
Required Elements	All of the required elements are clearly visible, organized and well placed.	Most of the required elements are clearly visible, organized and well placed.	Few of the required elements are clearly visible, organized and well placed. May be missing elements.	Missing most or all of the required elements.	
Visual Clarity and Appeal	The project has an excellent design and layout. It is neat and easy to understand the content.	The project has a nice design and layout. It is neat and easy to read.	The project needs improvement in design, layout or neatness.	The project needs significant improvement in design, layout and neatness.	
Content Spelling Grammar Punctuation	The project has excellent spelling, grammar, punctuation, and original content.	The project has 1—2 spelling, grammar, or punctuation errors with original content.	The project has 3-5 spelling, grammar, or punctuation errors with original content.	The project has multiple spelling, grammar, or punctuation errors. Some content is copy and paste or plagiarized.	

Comments:

Total Score:	
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Figure 17. Rubric for the written part. Retrieved from <https://oakdome.com/k5/lesson-plans/multi-media/rubric-for-presentation-or-poster.php>

- Rubric for the presentation:

CATEGORY	4 Excellent	3 Good	2 Fair	1 Needs to improve
Greeting/ Farewell/	The student greets and introduces the topic to the audience. The main idea is repeated at the end to sum up.	The student greets and introduces the topic to the audience. The main idea is not repeated at the end to sum up.	The student doesn't greet the audience or the student doesn't introduce the topic to the audience but the main idea is repeated at the end to sum up.	The student doesn't greet, the student doesn't introduce the topic to the audience and the main idea is not repeated at the end to sum up.
Organization	The speech is always organized sequentially. The main ideas are shown first, and then, the secondary ones.	The speech is not always organized sequentially. The main ideas are normally shown first, and then, the secondary ones.	The speech is organized but not in the logical order: first the main ideas, and then the rest.	The speech isn't organized sequentially. The main ideas are not shown first, and then, the secondary ones.
Body language	The student is continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is not continuously orientated to the audience. The student tries to keep eye contact during the speech. There aren't any nerves expressions.	The student is continuously orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.	The student isn't orientated to the audience. The student doesn't try to keep eye contact during the speech. There are some nerves expressions.
Vocabulary	The student uses a wide range of vocabulary and there is no repetition.	The student uses quite a wide range of vocabulary and there is not a lot of repetition.	The student uses some new vocabulary and a few new expressions.	The student tends to repeat words all the time.
Materials	The student uses high quality material to support the speech. And the material is used in the right way.	The student uses good quality material to support the speech. And the material is usually used in the right way.	The student uses the material in the right way but it is not high quality one and/or the other way round.	The student doesn't use the material in the right way and it is not high quality one.

Figure 18. Rubric for the presentation. Retrieved from <https://es.slideshare.net/cedecite/assessment-rubric-oral-presentation>

SESSION 6: Work intelligently

Session 6 is devoted to work on the project in class. For this reason, students have to bring to the class any material they may need for their projects (cardboards, stickers, stamps, washi tape, colours).

The teacher will be helping and supervising them to check if there is any problem, as well as if students are working in a collaborative way.

SESSION 7: Jabaltour Day

During this last session, students will present their European projects to their classmates from other classes.

This session will be on 9th May, mainly because on this day the Day of Europe is celebrated and the High School will be decorated for this special occasion:



Figure 19. *Decoration in the High School.* Picture taken during my internship.

In order to make their presentations, each group will have their own stand in the hall of the high school, which they will have to decorate according to their country. They have to present their countries to other students as if they were a travel agency wanting to advertise this place for people to go on holidays.

Meanwhile, the teacher will be walking around and visiting each stand. It is essential that the teacher takes notes of each team's performance while they are presenting their country to the rest of students.

3.9. Diversity outreach

Attention to diversity is a must in every single Lesson Plan. As it has been mentioned in the contextualization, in the class where this Didactic Transposition is going to be implemented there is one highly gifted student and two slow-learners.

For this reason, we must include activities that allow them to work at their own rate and to feel integrated in the class:

- Reinforcement activities
 - Remedial work for slow-learners to review modal verbs:
<https://es.liveworksheets.com/search.asp?content=modal+verbs>
 - Revision of parts of the body:
<https://en.islcollective.com/english-esl-worksheets/search/parts%20of%20the%20body?level=intermediate-b1>
- Extension activities
 - Extra practice on songs containing modal verbs for fast-finishers and gifted student:
https://www.eslprintables.com/grammar_worksheets/modal_verbs/modal_verbs_songs/
 - Extra vocabulary about the environment for students to expand on this topic:
<https://en.islcollective.com/english-esl-worksheets/vocabulary/environment>



Figure 20. *Everybody counts image.* Retrieved from <https://www.flinthillsvolunteercenter.com/everybody-counts/>

3.10. Evaluation

EVALUATION CRITERIA (Order of Jan 15 th 2021-CSE-)	ASSESSABLE LEARNING STANDARDS (RD 1105/2014)
1. To understand the different ways of learning people may have (1.3. CCL, CSC) 2. To take part in comprehensible conversations and interactions about personal abilities using modal verbs (2.1. + 2.3. CLC, IE, CEAA, SCC) 3. To identify key or relevant information together with particular details out of written texts on biographies (3.1. CLC, DC, CEAA) 4. To produce brief written texts about personal opinions and descriptions (4.1. + 4.6. CLC, DC, CEAA, IE)	1. Understands aspects related to different ways of learning 2. Takes part in comprehensible conversations and interactions about personal abilities using modal verbs 3. Identifies key or relevant information together with particular details out of written texts on biographies 4. Is able to produce brief written texts about personal opinions and descriptions
INSTRUMENTS OF EVALUATION AND MARKING CRITERIA	EVALUATION OF THE TEACHING PROCESS
• Class activities: 35% • Daily observation: 15% • Final project: ➤ Written part: 30% ➤ Oral presentation: 20%	The teaching process will be evaluated during the last part of each session. In order to do so, the teacher will provide students with an evaluation sheet² which they will have to complete before leaving each class. In this way, the teacher will be aware of the progress of the learning and teaching process.

² See Appendix, p. 55.

3.11. Resources and materials

So as to carry out this teaching unit successfully, the following resources and materials are required:

- Interactive whiteboard
- Projector & screen
- Internet connection
- Mobile phones
- Online worksheets
- Cardboards, stickers, stamps, washi tape, colours
- YouTube
- Lyrics Training
- Padlet

4. Conclusion

As it has been stated at the beginning of this Master's Dissertation, there are many factors influencing the process of teaching and learning a second language, among which intelligence plays a major role. Nevertheless, attention should not be focussed on who an intelligent student is, rather it must be centred on how students are intelligent.

The first objective of this Master's Dissertation was to review different works dealing with Multiple Intelligence Theory and Project-Based Learning. This has been accomplished by comparing and contrasting information of different authors in order to show a panoramic vision of these ways of learning and teaching.

Secondly, this Master's Dissertation aimed at creating a Didactic Transposition that suits the necessities of every single student in the English class. Accordingly, after working on the Lesson Plan proposed, students in the third year of CSE will be able to distinguish the different multiple intelligences proposed by Gardner, as well as to check their abilities in such domains by taking part in different activities to work with linguistic, logical-mathematical, musical, spatial, bodily-kinaesthetic, interpersonal, intrapersonal, and naturalist intelligences.

Finally, taking into account the aforementioned issues, this work is relevant for education since it contributes to raise awareness among students concerning the way in which they learn. Last but not least, it is highly probable that students get more motivated with this type of Lesson Plans, as they feel that they are important in the class and that all of them may feel integrated in one way or another.

All things considered, one can conclude by saying that teachers should be flexible and try to incorporate activities suitable for every kind of intelligence. In this way, students will bring out the best in themselves, mainly considering that “not all people have the same interests and abilities; not all of us learn in the same way” (Gardner, 1993, p.10).

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Decree 182/2020, of Nov 10th (BOJA number 221 of November 16th), which modifies Decree 111/2016, whereby the arranging and the curriculum corresponding to CSE in Andalusia is established.

Order of Jan 15th, 2021 (BOJA number 144 July 28th), by means of which the curriculum corresponding to CSE in Andalusia is developed, certain aspects related to diversity are regulated, the evaluation of the students' learning process is established and the transition process between different educational stages is ascertained.

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6. Appendix

- Evaluation sheet for the teaching process (taken from Fonseca, 2002, p.141):

CLASS EVALUATION SHEET

YES: 2 POINTS
SO, SO: 1 POINT
NO: 0 POINT.

DATE	I'VE HAD FUN	I'VE TRIED MY BEST	I'VE LEARNT NEW THINGS	I'VE PARTICIPATED	TOTAL
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					