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MULTIPLE INTELLIGENCES IN THE CLIL CLASSROOM THROUGH MEANINGFUL LEARNING EXPERIENCES

Student: Escudero Fernández, Mª Trinidad

Supervisor: Dr. Ortega Cebreros, Ana María
Department: English Philology

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Abstract

According to the theory developed by the American psychologist Howard Gardner (1983), intelligence should not be understood as something unitary and easily quantifiable, but rather as a complex set of "intelligences", multiple and independent, that all people have in different levels of development. Although the different intelligences cannot be forced or generated out of nowhere, there is no doubt that they can and should be guided, stimulated and enriched through educational action. For this reason, and bearing in mind that the "Theory of Multiple Intelligences" is not itself an educational methodology, but rather a model for understanding the human mind and reasoning, this work focuses on presenting the most important aspects of Gardner's studies in order to, based on them, develop a CLIL didactic proposal that promotes the acquisition of a foreign language (English) through diverse learning experiences, adapted to different interests and potentialities.

Key words: multiple intelligences, CLIL, key competences, integrated curriculum, meaningful learning

Resumen

Según la teoría desarrollada por el psicólogo estadounidense Howard Gardner (1983), la inteligencia no debe ser entendida como algo unitario y fácilmente cuantificable, sino más bien como un complejo conjunto de “inteligencias”, múltiples e independientes, que todas las personas poseemos en distintos niveles de desarrollo. Si bien las diferentes inteligencias no pueden ser forzadas ni generadas de la nada, no cabe duda de que pueden y deben ser guiadas, estimuladas y enriquecidas a través de la acción educativa. Por eso, y sin perder de vista que la “Teoría de las Inteligencias Múltiples” no es una metodología educativa en sí misma, sino un modelo de entendimiento de la mente y el razonamiento humano, el presente trabajo se centra en recoger algunos de los aspectos clave de los estudios de Gardner para, a partir de los mismos,

desarrollar una propuesta didáctica AICLE que promueva la adquisición de una lengua extranjera (inglés) a través de experiencias de aprendizaje diversas, adaptadas a diferentes intereses y potencialidades.

Palabras Clave: inteligencias múltiples, AICLE, competencias clave, currículum integrado, aprendizaje significativo

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1. INTRODUCTION

For Howard Gardner (1983), intelligence is a potential ability that can be developed. Without minimizing an undeniable genetic component, his *Theory of Multiple Intelligences* (*MI*) highlights the important role that context plays in the enhancement and development of different human potentialities.

This idea, applied to the educational field, constitutes a great challenge for educators: the task of guiding, encouraging and expanding the different talents or intelligences of our students. Therefore, intelligences cannot be forced or generated out of nowhere, but they can be oriented and improved through the teaching-learning process.

Accordingly, as teachers, we must be aware that not all children learn in the same way or possess the same abilities, so that our educational action must individualize learning, allowing each student to understand, learn and express themselves in the way that is easiest for them.

Having said this, and without forgetting that the Theory of Multiple Intelligences is not an educational methodology in itself, but rather a model of understanding of the human mind and reasoning, the present work seeks to elaborate, based on the revision and analysis of Gardner's studies, a CLIL didactic proposal aimed at students of the first cycle of Primary Education.
We can say that this TFM is composed, thus, of two different parts: a theoretical framework and a didactic proposal.

The *Theoretical Framework* starts off by making a conceptual approach to the term "intelligence", stressing some of the definitions traditionally attributed to such a complex concept. Next, it describes the most relevant aspects of the MI Theory as well as the characteristics of each of the intelligences. Finally, the educational application possibilities offered by Gardner's proposal are explained, with a special emphasis on its advantages for the teaching-learning of a second language (English) in a CLIL setting.

The section featuring the *Teaching Proposal*, on its part, presents a lesson plan that seek to identify and motivate the different intelligences proposed by Gardner (1983). Designed to be applied in a first cycle of Primary Education, the didactic unit not only integrates and relates intelligences with the rest of the curricular elements, but also establishes a clear parallel

between intelligences and key competences, taking into account the essential character that is given to the latter in our current educational legislation.

2. OBJECTIVES

2.1. General Objective

The general objective of this Master's Thesis is as follows:

1. To develop a CLIL didactic proposal based on the analysis and understanding of the Theory of Multiple Intelligences.

2.2. Specific Objectives

In order to achieve the proposed general objective, the following specific objectives are established:

1. To carry out a conceptual approach to the term "intelligence".
2. To present the most relevant aspects of the Theory of Multiple Intelligences.
3. To identify the most significant characteristics of each of the intelligences.
4. To relate and integrate Multiple Intelligences with the rest of the curricular elements, paying special attention to the link between intelligences and key competences.
6. To describe the main characteristics of the CLIL approach.
7. To propose learning experiences that promote the acquisition of a second language (English) and, at the same time, adapt to different interests and potentialities.

3. THEORETICAL FRAMEWORK

3.1.Conceptualization of the Term "Intelligence"

The etymological origin of the term intelligence is Latin, since it derives from the word *intelligentia.* Apparently, aspects such as the capacity for observation, reflection and rationality served the ancient Romans to classify people as more or less intelligent, showing that already

in Antiquity there was interest and curiosity to define, delimit and cultivate the intelligence with the aim of improving their living conditions.

Since then and until today, the concern to try to understand and conceptualize intelligence has been constant, the term having been associated with countless meanings and processes. However, as Villamizar and Donoso (2013: 407) highlight "despite the multiplicity of proposals that have been elaborated, none can be assumed as paradigmatic".

It is certainly so; always conditioned by cultural and scientific contexts, definitions and theories about intelligence have varied greatly, depending on the time in which they were postulated, differing considerably according to psychological schools and authors. As Martínez-Otero (2002:77) points out, "it is calculated that there are several dozen different interpretations, some of which maintain amongst them greater convergence than others".

If we make a historical survey on the concept of intelligence, we will verify that the first approximations considered it as something biological, hereditary and quantifiable; a unitary attribute located in people's heads and capable of being measured.

We are, therefore, before a concept that initially and traditionally has been closely linked to its quantification. It will be, however, from the 19th century on when tests and scales carried out with the aim of measuring and ordering the intellectual abilities of human beings begin to proliferate. The size of the skull, the physical and mental faculties or the genealogical lineage, among others, will begin to be studied by scientists and psychologists such as the French Broca (1861) or the English Galton (1883) in order to try to establish causal relationships between these parameters and intelligence.

We will have to wait until the 20th century for the term to develop in greater depth, especially as a result of the appearance and use of the so-called intelligence tests. It is the French Binet (1905) and Simon (1905) who are credited with creating the first resource for measuring the mental capacity of human beings: the metric scale of intelligence (*Figure 1*). This first test, which enjoyed wide recognition, was designed in 1905 to try to determine the cognitive abilities of individuals with learning difficulties. To do this, they attributed to each subject a mental age that did not necessarily correspond to her/his chronological age, but to what that person was capable of doing in a certain test composed of questions of graded difficulty.

DIFFÉRENTES ÉPREUVES	ÉCOLES DE M. L. ET DE M. M. SITUÉES A PARIS RUE DES RÉCOLLETS ET RUE SAMBRE-ET-MEUSE — AGE DES ENFANTS				
	7 ans.	8 ans.	9 ans.	10 ans.	12 ans.
6 ans.					
Distinguer matin et soir. . . .	10	10			
Définir par l'usage	10	10			
Copier losange.	9	10			
Compter 13 sous simples . . .	9	10			
Comparer 2 figures esthétiques.	9	10			
7 ans.					
Main droite, oreille gauche . .	8	10			
Décrire une gravure	7	10			
Exécuter 3 commissions. . . .	7	10			
Compter 9 sous simples et doubles	4	9	10		
Nommer 4 couleurs.	4	9	10		
8 ans.					
Comparer 2 objets de souvenir.	4	8	10	10	
Compter de 20 à 0	3	9	10	9	
Indiquer lacunes figures . . .	3	8			
Donner date du jour	4	8	10	10	
Répéter 5 chiffres.	2	5			
9 ans.					
Rendre sur 20 sous.		4	10	9	10
Définir mieux que par l'usage.		3	6	7	7
Pièces de monnaie		2	10	9	9
Mois		2	8	10	9
Comprendre des questions faciles		2	9	9	10
10 ans.					
Ordonner poids.		1	5	6	
Copier dessin mémoire. . . .		2	4	5	
Critiquer phrases absurdes. .			4	5	8
Loger 3 mots en 2 phrases. .			3	5	8
Comprendre questions difficiles			3	3	7
12 ans.					
Suggestion de lignes			2	3	
3 mots en 1 phrase.			2	4	8
60 mots en 3 minutes. . . .			2	4	5
Définitions abstraites.			1	2	4
Phrases désarticulées. . . .			1	4	7

Figure 1. Metric intelligence scale. Taken from https://commons.wikimedia.org/wiki/File:Tableau_de_r%C3%A9sultats_au_test_de_Binet-Simon.jpg

The Binet-Simon metric scale quantified faculties such as comprehension, memory or imagination. Those individuals whose results were close to those expected for their age and cultural context would therefore be considered intelligent.

As Villamizar and Donoso (2013: 409) indicate, it will be precisely the appearance of the concept of mental age that serves as the basis for the German psychologist Stern (1912) to design and develop a scoring methodology aimed at qualifying intelligence tests. His formula, published in the book *The Psychological Methods of Testing Intelligence*, consisted of calculating a quotient known as Intelligence Quotient (IQ), obtained by dividing chronological age by mental age and multiplying the result by 100 (CI = EC / MS x 100). Since then and to date, thanks to multiple modifications and adjustments, the IQ has continued to be the best known and most applied indicator of mental capacity in the world.

At the same time, the wide acceptance of the Binet-Simon test also brought with it a huge demand for similar tests to measure cognitive abilities. In a few years, multiple tests and instruments proliferated, such as the Terman or the Stanford-Binet, beginning to generalize terms such as subnormality (retardation), normality and mental superiority. Among all the tests designed, it is worth noting the one developed by the Romanian-American psychologist

Wechsler, who between 1939 and 1949 published a series of evaluation batteries of cognitive abilities (*Table 2*), both in version for adults (WAIS) and children's version (WISC). Later adaptations of these scales are still widely used by psychologists and pedagogues today.

Full Scale IQ (FSIQ)	Verbal Comprehension Index (VCI)	Similarities Vocabulary Comprehension Information Word reasoning
	Perceptual Reasoning Index (PRI)	Block design Matrix reasoning Picture concepts Picture completion
	Working Memory Index (WMI)	Digit span Letter-Number Sequencing Arithmetic
	Processing Speed Index (PSI)	Coding Symbol search Cancellation

Table 2. Structure of the WISC-IV. Own elaboration from Weschler (2003), quoted by Flanagan et al. (2011)

As Molero, Saiz and Esteban (1998: 14) point out, "practically parallel to the appearance of these instruments, the controversy will arise as to whether intelligence and performance depend on a single general factor or on multiple specific factors, generating divergent points of view". On the one hand, authors such as Spearman (1927) will defend the existence of a general capacity (*g factor*) used as the main reference to assess intelligent behavior. On the other hand, defenders of intelligence as a complex structure, will bet on the convergence of a large number of independent abilities, which would be activated simultaneously when executing a certain task. The contributions of this last group will give rise to multidimensional models of intelligence; models that will have great influence on later authors such as Gardner (1983), on whose theory we will focus in successive sections.

The growing interest for the study and definition of intelligence will lead to the emergence of proposals focused on cognitive processes after World War II, that is, in the search for structures and processes underlying the intelligent act. In this line of research, the studies of Piaget (1952) are especially significant.

Piaget (1952), a Swiss psychologist recognized worldwide for his contributions to the study of childhood and for his constructivist theory of intelligence, will be especially concerned with the identification and quantification of qualitative aspects of intelligence. Without considering it something innate, although strongly influenced by genetic endowment, he will propose a gradual development of intelligence from birth to adulthood; a development that would consist of four stages that always follow one another in a fixed order: sensorimotor, preoperational, concrete operations and formal operations. According to the author, in each stage new structures would appear, built from the previous ones and that would allow their differentiation.

There are many other authors and schools within the field of psychology that contributed with their works to broaden the perspective of the concept of intelligence. Although we cannot mention them all, it is worth remarking the vision of intelligence proposed by the Russian author Vygotski (1979), which has become the basis of many theories and research on cognitive development in recent decades.

Vygotski (1979) affirms that in order to understand the individual, we must first understand the social relationships in which she/he is involved; i.e., the intellectual development of people cannot be conceived as something independent of the social environment in which they are immersed. According to his theory, a child would learn the mother tongue, as well as different social conventions (greeting, thanking, asking for something...), by being culturally exposed to it.

Taking into account all the above-mentioned, we can say that the conceptualization of the term *intelligence* is still far from being resolved, given the difficulty both in reaching a consensus definition and in fully accepting a certain theory. As Molero, Saiz and Esteban (1998: 19) mention, "it seems that at present a more humanistic approach to the concept of intelligence is called for. Intelligence begins to be conceived no longer as something that one either has or does not have, nor only something that one has more or less, but as something that is being made or unmade".

Thus, the most recent proposals defend, as Martínez-Otero (2002: 85) indicates, "the need to review the concept of intelligence and to design new instruments of intellectual evaluation that also take into account the affective dimension and even morality of the person". Indeed, today it is said that intelligence and affectivity are closely related, so the latest advances related

to the conceptualization of intelligence are centered, fundamentally, on trying to explain how reason and emotion come together to form the distinctive aspect of human intelligence.

3.2.Gardner's Theory of Multiple Intelligences

Howard Gardner, an American psychologist and pedagogue, developed his famous Theory of Multiple Intelligences in 1983. In it, he defends that human intelligence has different dimensions, thus proposing a much broader and more complex approach to human thought than the one that could be derived from other studies carried out so far.

In his work, Gardner (1983) flatly rejects both the concept of *Intellectual Quotient (IQ)* and the traditionally predominant unitary view of intelligence. Instead, the author defends the need to stop talking about "intelligence" and start talking about "multiple intelligences". As Molero, Saiz and Esteban (2002: 24-25) explain to us, Gardner (1983) uses the term "multiple" in order to highlight the unknown number of human capacities that, according to him, have not been taken into account in the classical intelligence studies, usually focused almost exclusively on the evaluation of logic and language. What this author, therefore, does now is "to elevate to the category of intelligence what other psychologists have called a factor, ability, capacity or aptitude." (Martínez-Otero, 2002: 80)

Drawing from different disciplines, such as biology or neuropsychology, Gardner (1999: 45) defines intelligence as "a biopsychological potential to process information that can be activated in a cultural framework to solve problems or create products that have value for a culture". As we can see, Gardner's conceptualization of intelligence attaches great importance to context, highlighting the important role that it plays in the enrichment and development of different human potentialities. Indeed, as Nadal states:

> Gardner does not deny the genetic component, but insists that intelligences can be activated or inhibited depending on the opportunities that are offered or not offered to a given individual. These opportunities depend on the environment, education and culture, hence the importance of the school, the family and society in general so that all individuals can develop to the fullest their intellectual capacities. (Nadal, 2015: 123)

3.2.1. Criteria for Identifying Intelligences

Initially, Gardner (1983) put forward the existence of a total of seven intelligences, affirming that each one of them works from procedures and biological bases that are its own. In addition, and in order to base the selection and definition of the set of human intelligences, he developed a series of criteria or "signs" that each of the intelligences had to satisfy (*Table 3*). The said signs are understood, therefore, as essential requirements for an intelligence to be considered as such.

In developing them, Gardner (2011) drew on various sources, including psychology, case studies, anthropology, or the biological sciences. As he himself pointed out, the objective was none other than to be able to go from an intuition to the rigorous definition of the set of human intelligences.

CRITERIA FOR IDENTIFYING INTELLIGENCES	
CRITERION	REASONING UNDERLYING CRITERION
4. Potential isolation by brain damage.	"To the extent that a particular faculty can be destroyed, or spared in isolation, as a result of brain damage, its relative autonomy from other human faculties seems likely."
5. The existence of idiots savants, prodigies, and other exceptional individuals.	"The existence of these populations allows us to observe the human intelligence in relative—even splendid—isolation".
6. An identifiable core operation or set of operations.	"Central to my notion of an intelligence is the existence of one or more basic information-processing operations or mechanisms, which can deal with specific kinds of input."

7. A distinctive developmental history, along with a definable set of expert "end-state" performances.	"An intelligence should have an identifiable developmental history, through which normal as well as gifted individuals pass in the course of ontogeny".
8. An evolutionary history and evolutionary plausibility.	"All species display areas of intelligence (and ignorance), and human beings are no exception. The roots of our current intelligences reach back millions of years in the history of the species. A specific intelligence becomes more plausible to the extent that one can locate its evolutionary antecedents, including capacities (like bird song or primate social organization) that are shared with other organisms".
9. Support from experimental psychological tasks.	"Many paradigms favored in experimental psychology illuminate the operation of candidate intelligences. Using the methods of the cognitive psychologist, one can, for example, study details of linguistic or spatial processing with exemplary specificity. The relative autonomy of an intelligence can also be investigated".
10. Support from psychometric findings.	"Outcomes of psychological experiments provide one source of information relevant to intelligences; the outcomes of standard tests (like I.Q. tests) provide another clue"
11. Susceptibility to encoding in a symbol system.	"While it may be possible for an intelligence to proceed without its own special symbol system, or without some other culturally devised arena, a primary characteristic of

	human intelligence may well be its “natural” gravitation toward embodiment in a symbolic system”.

Table 3. Criteria for identifying intelligences. Gardner (2011: 67-71)

3.2.2. The Eight Multiple Intelligences

As we have already mentioned, it will be from the previous criteria that Gardner (1983) proposes the existence of seven different intelligences, to which he will later add some more, stating that all of them are equally important and necessary for life.

Following Mora and Martín (2007: 72-75), we can group the intelligences originally proposed by Gardner (1983) into three categories: forms of intelligence related to objects (partially dependent on a certain physical environment and the forms and structures present in it), forms of intelligence free from objects (dependent on the mental structures that support them), and personal intelligences (dependent both on universal factors and on the specific characteristics of each culture).

However, if we look at the different intelligences shown in the table below (*Table 4*), it seems clear that for Gardner (2011) a certain intelligence is especially important or useful in a certain field, but it is impossible to do without those that may initially be less relevant. According to him, they are all equally necessary for life. Thus, and taking as an example the one proposed by Luca (2004: 3), “an engineer needs a well-developed spatial intelligence, but she/he also needs all the others, logical-mathematical intelligence to be able to perform calculations, interpersonal intelligence to be able to present their projects, bodily-kinaesthetic intelligence to be able to drive their car to the construction site, etc". This idea, extrapolated to the educational field, is of the utmost importance, since what Gardner (2011) does is simply demand greater attention for skills that are often undervalued or forgotten in most traditional school systems.

THE EIGHT MULTIPLE INTELLIGENCES			
	INTELLIGENCE	TYPE OF SMART	BRIEF DESCRIPTION
FORMS OF INTELLIGENCE RELATED TO OBJECTS	Logical-mathematical	Logic, numbers, and reasoning	"An ability to develop equations and proofs, make calculations, and solve abstract problems"
	Spatial	Mental images and puzzles	"An ability to recognize and manipulate large-scale and fine-grained spatial images"
	Bodily-kinaesthetic	Body control	"An ability to use one's own body to create products or solve problems"
	Naturalist	Understanding nature	"An ability to identify and distinguish among different types of plants, animals, and weather formations that are found in the natural world"
OBJECT-FREE FORMS OF INTELLIGENCE	Verbal-Linguistic	Language and words	"An ability to analyze information and create products involving oral and written language"
	Musical	Pitch, rhythm, timbre, and tone.	"An ability to produce, remember, and make meaning of different patterns of sound"

PERSONAL INTELLIGENCES	Interpersonal	Communicating and relating to others	"An ability to recognize and understand other people's moods, desires, motivations, and intentions"
	Intrapersonal	Self-knowledge and reflection	"An ability to recognize and understand one's own moods, desires, motivations, and intentions"

Table 4. The Eight Multiple Intelligences, following Davis, Christodoulou, Seider & Gardner (2011:488) and Mora & Martín (2007:73)

3.3. Multiple Intelligences Theory in the Classroom: General Considerations

As already mentioned in previous sections, the Theory of Multiple Intelligences is not an educational methodology in itself, but rather a model of understanding the human mind and reasoning. For this reason, and although there are already educational institutions working with multiple intelligences in several countries, it cannot be said that there is a specific study program developed from Gardner's theory. However, there are many recommendations and proposals that have emerged in recent years in relation to its educational application. Thus, for example, Ferrándiz, García and Prieto (2000: 62-63) point out the need to start from the assumption of four basic principles:

- *Every child has the eight intelligences*, although each of them will develop and function in a particular way in each student.
- *Most people can develop each of the intelligences to an adequate level of competence* if they receive the appropriate stimuli and instruction.
- *The intelligences generally work together in a complex way*, interacting with each other.
- *There are many ways to be smart within each category.* For example, a person may not be able to read, but this person can still have a high linguistic ability, because she/he can tell wonderful stories or have a large vocabulary.

Taking into account these principles, there is no doubt that, as Carrillo and López (2014: 80) state, "assuming Gardner's theory implies a significant change in the educational model, since it implies taking into account the innate potentialities of the students, so that teaching becomes a process of stimulation of each of the person's intelligences".

Indeed, the implementation within the classroom of the MI Theory, whose essence lies in respecting the differences between individuals and the various ways in which they can learn and process information, supposes a new way of teaching and learning, much more focused on the student, who now happens to play a much more active role in his/her learning. This new conception of the teaching-learning process entails, among other things, important changes at different levels:

- *Curricular level,* since topics that are of interest to students should be developed in the classroom and, at the same time, teachers must program giving equal importance to each of the intelligences.
- *Methodological level,* requiring the incorporation into teaching practice of a great variety of didactic strategies that favor the development of different intelligences.
- *Organizational level,* in order to be able to articulate the classroom work around varied and multisensory experiences and activities.
- *Evaluation level,* which should be conceived as a continuous, regular and systematic process that, at the same time, is an essential part of learning.

In all these changes, as well as in other considerations to take into account when developing a methodology based on MIs, we will delve into the different sections that make up the second part of this TFM: the didactic proposal.

3.4. Multiple Intelligences Theory in CLIL Contexts

3.4.1. Conceptualization of CLIL

As Cendoya, Di Bin and Peluffo (2008: 65-66) indicate, the learning of foreign languages has undergone important changes in recent decades, derived from the appearance and implementation of new didactic and methodological approaches. Thus, and in very general terms, we can say that language has ceased to be considered exclusively as an object of study

in itself, and instead has been conceived as a privileged learning instrument, that is, as a tool very useful both to communicate and to gain access to new knowledge.

It is precisely within this context of change that an innovative and integrating proposal begins to gain more and more relevance: CLIL in English (Content and Language Integrated Learning), AICLE in Spanish (Aprendizaje Integrado de Contenidos y Lenguas Extranjeras), and EMILE in French (l'Enseignement de Matières par l'Integration d'une Langue Étrangère). However, as Fernández indicates in relation to CLIL,

> [...] despite its current relevance, it is not a new method, since its origins are found in the Immersion model, launched in the middle of the 1960s in Quebec (Canada), while maintaining a close relationship with others such as, for example, Language Across the Curriculum, Language for Specific Purposes, Language for Academic Purposes. In all of them, the linguistic form ceases to be an end in itself to become a mere means of transmitting meaning, as happens in real life situations. (Fernández 2001: 218)

Indeed, CLIL is characterized by being an approach in which the foreign language and the curricular contents of different areas receive the same importance, allowing the student to acquire knowledge related to specific contents of the curriculum simultaneously with the development of their competence in a language other than the mother tongue.

It should be noted, however, and again following Fernández (2001: 218), that a varied number of methodologies and models are included under the term CLIL (*Figure 5*), its complexity and flexibility being precisely what makes it not easy to establish a single definition of CLIL.

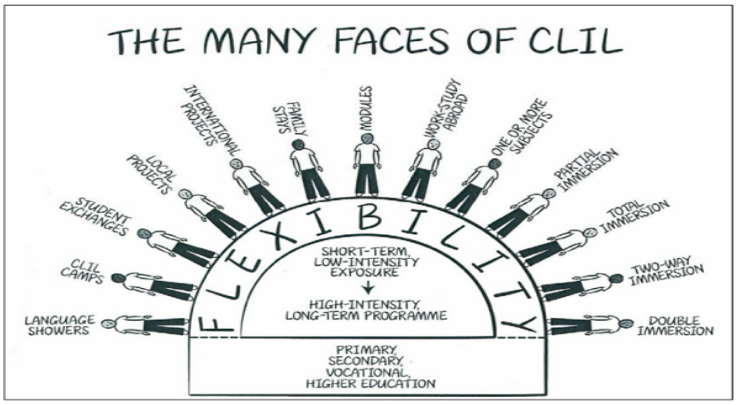

Figure 5: The many Faces of CLIL. (Mehisto, Marsh and Frigols 2008: 13)

Thus, keeping in mind that we find numerous approximations to this term in the specialized literature, we can describe CLIL following one of the most widespread conceptualizations, which is the one proposed by Marsh and Langé (2000: 2), who define it as "a dual -focused education approach in which an additional language is used for the learning and teaching of both content and language".

3.4.2. Basic Notions

3.4.2.1. The 4Cs Framework

As pointed out by Borrull et al. (2008:108) "in an attempt to provide CLIL pedagogy with its own theoretical framework, Coyle (1999) developed the 4Cs proposal rooted on socio-constructivist ideas (*Figure 6*), focused on the interrelationship between Content, Communication , Cognition and Culture".

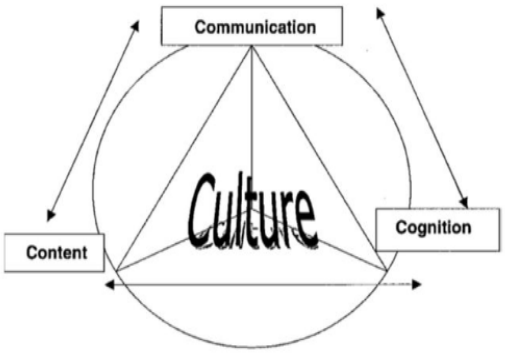

Figure 6. The 4Cs Framework for CLIL (Coyle 2007:551)

- The *Content* refers to the object of study, that is, to the subject or curricular area. It must be linguistically accessible to all students.
- *Communication* involves combining content learning through a second language with its use through significant interactions.
- *Cognition* integrates all the thinking and understanding processes involved in learning.
- *Culture* encompasses reflection and self-awareness, as well as the construction of the concept of "other".

As we can see, in the 4Cs model "content can be considered the starting point, but only through the integration of the four components mentioned can the CLIL approach be effective" (Borrull et al. 2008:108). Therefore, it is fundamental that any CLIL methodology bear in mind the importance of each and every one of the above-mentioned parameters.

3.4.2.2. The Language Triptych

Focusing now on communication, it is obvious that language plays a major role in CLIL, as it is used both for learning curricular content (academic language) and for conversation and interaction (social or everyday language). Both uses of the language are distinguished by the linguist Cummins (2008), who coined the terms CALP (*Cognitive Academic Language Proficiency)* and BICS (*Basic Interpersonal Communicative Skills)* to refer to them.

Taking these terms as a reference, we can say that, when using a second language, having communicative skills in everyday situations (BICS) is different from being competent in academic situations (CALP). This fact may imply that our students do not always have the necessary language level to manage in a certain learning context, hence Coyle, Hood and Marsh (2010) highlight the importance of always analyzing the linguistic demands of the content, taking as a reference what they call "The Language Triptych" (*Figure 7*) in which three dimensions of language are interrelated that we must keep in mind:

- *The Language of learning*, which encompasses all the specific language, that is, the structures and terms that the child needs to be able to access the contents of the subject under study.
- *The Language for learning,* which constitutes the one to which the student resorts to perform in a foreign language context and carry out the different activities that take place in the classroom. It is, therefore, the necessary language to operate in real contexts.
- *The Language through learning,* or the language that the student acquires through exposure to a certain input (what they read and listen to).

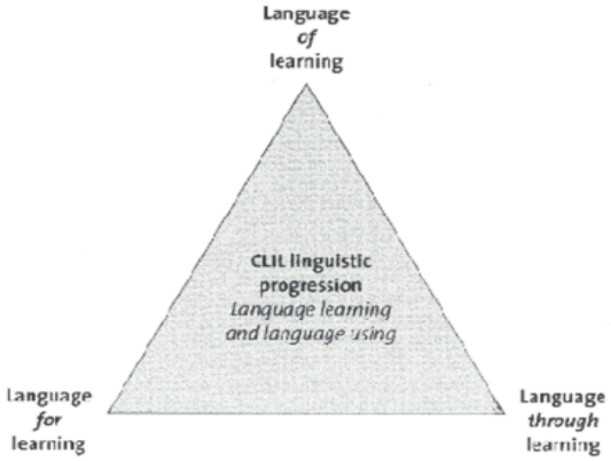

Figure 7. The Language Triptych (Coyle, Hood y Marsh, 2010:37)

Considering these three language perspectives, it is worth highlighting the need, as regards the curricular and didactic planning of CLIL units, to establish a clear connection between the linguistic and content objectives; a connection that contemplates the necessary integration between the contents that our students must acquire and the uses and forms of the language needed for it. This relationship must be clearly explained in our programming and, in addition, be made known to our students.

3.4.3. Teaching Strategies that enhance CLIL

3.4.3.1. Meaningful Learning Experiences

Current educational legislation highlights the need to train our students to successfully deal with real situations and problems, similar to those that might arise regularly in their daily lives. Therefore, as Moral (2012: 470) states, "currently, it is not enough to propose a simplistic conception of learning, since the concepts, skills and attitudes that are proposed as learning content must be acquired by the subjects, but, at the same time, understood in order to be applied in solving real problems".

Taking this idea into account, regarding any subject, and especially those taught through CLIL, we must program and develop proposals that allow us to establish direct relationships between curricular content and authentic and motivating situations for students, which require their active participation. Thus, we will make learning more meaningful and, in turn, we will

favor the exercise of skills related to aspects such as information processing, effective communication, decision-making or critical thinking, among others.

The inclusion of significant learning experiences within our CLIL sessions, therefore, will have a double objective: to promote the development of individual intelligences and capacities through the use of varied and multisensory activities and materials and, at the same time, achieve the acquisition of a deeper and long-lasting learning (both linguistic and curricular).

3.4.3.2. Bloom's Taxonomy

Following Moral, it should be noted that, when carrying out our didactic planning, it is highly recommended to have references or explanatory models that allow us to visualize "the phases that must be worked on to achieve significant learning in students" (Moral, 2012: 471). These referents are what we know as "taxonomies of learning".

The purpose of the taxonomies of learning is to categorize, in a hierarchical way, the educational objectives to be achieved with the students. To do this, we start from the premise that not all cognitive actions have the same complexity.

One of the best known and most used taxonomies of learning is the one elaborated by Bloom (1956), later revised and updated by Anderson and Krathwohl (2001), which distinguishes six levels or dimensions.

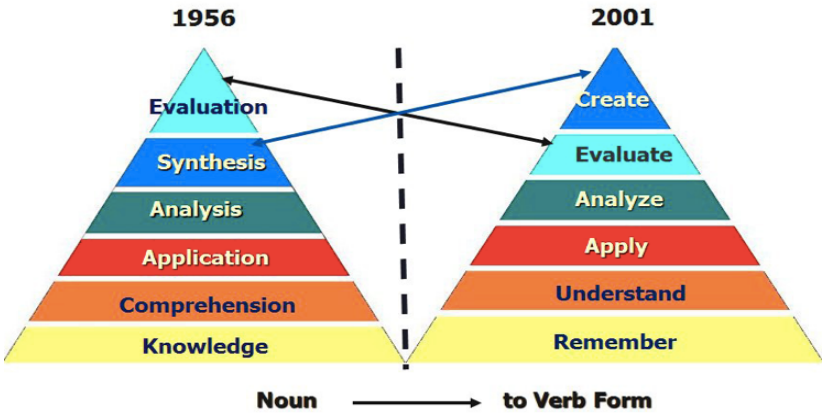

Figure 8. Bloom's taxonomy revised by Anderson and Krathwohl. Taken from https://thesecondprinciple.com/essential-teaching-skills/blooms-taxonomy-revised/

As we can see in the previous figure (*Figure 8*), in the 2001 model the nouns included in the original taxonomy have been replaced by verbs and, in addition, the sequence in which the two upper levels are presented has been modified. We can also appreciate that the *synthesis* dimension, formulated by Bloom, has become implicit within a new level: *creating*, thus considering that every synthesis is a creation in itself. Regardless of these updates, it should be noted that in both models two types of reasoning skills are distinguished:

- *Low Order Skills* (LOTs). They correspond to the three lower levels, associated with less cognitive effort.
- *High Order Skills* (HOTs). They are identified with the three higher levels, which demand a greater cognitive effort on the part of the child.

As teachers, we must take this distinction between LOTs and HOTs into account when designing learning activities and integrating them into our didactic sequences. Thus, the objective will be to ensure that there is always an ascending gradation that allows students to advance through the different levels until they reach the highest.

3.4.3.3. Cooperative Work

Pujolàs (2009: 92) defines cooperative learning as "a way of structuring the different training activities of the various areas of the curriculum, which encourages interaction among the participants around teamwork". In addition, he specifies that in a cooperative work methodology “students are distributed in small heterogeneous groups, to help and encourage each other when carrying out exercises and learning activities. Each student is expected not only to learn, but also to help their teammates learn”.

In the case of CLIL contexts, the integration of cooperative elements into the teaching practice is especially recommended, since the acquisition of curricular contents through a second language involves, for many of our students, an important cognitive challenge which, without a doubt, will be more easily assumable as a team. Thus, as Coyle, Hood and Marsh (2011:29) point out, "in a CLIL classroom students are required to cooperate with each other in order to make use of each other's areas of strength and compensate for weaknesses".

At the same time, cooperative work will allow us, in our CLIL sessions, to create real communication contexts. Indeed, as Cerdá and Quirol (2014: 22-24) highlight, cooperative learning, as it is a group work methodology, ensures the need for communication between members of the same team, who are forced to use the foreign language not only to solve activities and learning tasks, but also in situations of dialogue and consensus, thus favoring its use in real contexts and contributing to the development of both communicative and social skills.

3.4.3.4. Task-Based Learning and Project-Based Learning

According to Willis (2007:2), a task is "a goal-oriented activity in which learners use language to achieve a real outcome. In other words, learners use whatever target language resources they have in order to solve a problem, do a puzzle, play a game, or share and compare experiences".

Taking this definition into account, we can say that Task-Based Learning (TBLT), widely used in language teaching, consists in proposing to students the performance of a task that, in itself, is interesting and motivating for them. This task, which is usually based on real-life situations and, at the same time, pursues certain pedagogical objectives, is normally part of a didactic unit, performed at the end of it. In this way, students must put into practice both the knowledge and the language they have acquired throughout the lesson, in order to successfully solve the "final task" in the language they wish to acquire.

Thus, and following Nunan (2004:4), a task can be described as "a piece of classroomwork that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning,and in which the intention is to convey meaning rather than to manipulate form".

While in TBLT the objective is the resolution of a task that is presented to us integrated within a certain lesson or unit, in Project-Based Learning (PBL) what is sought is the realization of a project, also related to situations and problems typical of real life, of a much broader and more ambitious nature than the task. Projects, which usually involve various curricular subjects,

are usually developed over a longer term than tasks, ranging from several weeks to even an entire academic year.

Among the advantages of PBL, Fried-Booth (2002, as cited in Agudelo & Morales-Vasco, 2019:33) highlights that Project Work "offers learners an opportunity to take a certain responsibility for their own learning, encouraging them to set their own objectives in terms of what they wanted and needed to learn."

Undoubtedly, PBL and TBLT are two teaching methodologies that are especially recommended for working in CLIL scenarios. Indeed, CLIL, due to its own characteristics, is an approach that needs to be tackled from innovative and active proposals, in which students can discover the content while at the same time practicing the foreign language.

3.4.4. The Role of Multiple Intelligences in CLIL

Once the Theory of Multiple Intelligences has been defined and analyzed, it is worth asking what advantages its exploitation can offer us in relation to teaching in general and to the teaching of a foreign language in particular. In this sense, and as Carrillo and López (2014) indicate, there are several authors who have already developed didactic proposals based on the application of the previous theory to the educational field.

In general terms, we can say that the proposals articulated around Gardner's theory are based, above all, on the need to propose varied and multisensory activities that, through the use of authentic materials (realia), allow the development of different "intelligences". In this way, working for Multiple Intelligences means providing children with different ways of accessing knowledge and assimilating it, thus favoring the inclusion, participation and motivation of all students, regardless of their abilities and potentialities.

In addition, and in the specific case of the teaching-learning of a foreign language, a didactic proposal based on MI theory will allow us to be able to present the language in various ways, making it more understandable and accessible to our students, who will have the possibility to work on it through different activities and tasks that are complementary at the same time. The MI practices, based don a variety of resources could serve us, therefore, as support or scaffolding (something very necessary in CLIL contexts), so that all our students - especially

those who have special educational needs and/or find it more difficult when dealing with a language other than their mother tongue - can more easily acquire and apply both curricular and linguistic content.

4. DIDACTIC PROPOSAL

4.1. Justification

As we have seen in previous sections, today intelligence is understood as something multiple, modifiable and that can be stimulated. This new conception of intelligence, without a doubt, suggests the convenience of introducing certain changes within the traditional teaching-learning processes, in order to make them more effective.

Thus, as teachers, we must be concerned with knowing how our students learn and what their strengths and weaknesses are so that, based on that information, we can establish what should be taught, in what way or ways it should be taught and, of course, how everything should be evaluated. Programming based on the Theory of Multiple Intelligences, therefore, implies being open to a complete reformulation of the curriculum, methodology and evaluation.

Taking this into account, the didactic proposal that will be developed below will aim to stimulate the different intelligences through varied learning experiences that contemplate and respond to the different ways of learning.

Specifically, the lesson designed is entitled "We are explorers", and has been developed to be implemented in a second year of the Primary Education stage. Articulated around a center of interest (plans and maps) the proposal pursues, through the use of different resources and learning strategies, the development of spatial orientation, understood as the ability to know and determine the position of the body itself in relation to space and / or to know where an object is in relation to a certain point.

Spatial awareness is an exceptionally important cognitive skill for success in many fields of study such as Mathematics or Sciences, since it results in an increased ability to perceive,

analyze, and understand visual information in the world around us. Specifically, spatial awareness and map skills are related to curricular contents of the subject of Social Sciences, taught through CLIL.

4.2. Teaching Context

4.2.1. Location

The school for which I make this didactic proposal is located within a municipality that has around 14,000 inhabitants. Geographically well located within the Andalusian province of Jaen, the town's economy is divided between the agricultural sector (preferably oleic) and the services sector, although the industrial development it has experienced in recent years is also remarkable.

4.2.2. School

Structurally, the center has two lines of both Early Childhood Education and Primary Education, as well as all the necessary facilities for its proper functioning. The number and size of the classrooms is sufficient for the children who study at the school and, in addition, other spaces are used from the different areas such as the library, the gym, the audiovisual room, the computer room or the passage areas, among others, for the development of certain activities and dynamics. The school also has a classroom to support integration.

In addition to the center library, there are classroom libraries in all classes, which have a variety of resources, some of them in English. Regarding the material, the furniture is considered sufficient and appropriate to the anthropometric conditions of the students. Hygienic conditions can also be classified as good; the center is adapted in most of its facilities for people with disabilities.

In 2012 the bilingual project was launched. Since then and to date, three subjects of the curriculum (Natural Sciences, Social Sciences and Art) are taught through CLIL in the first foreign language (English). At the same time, different strategies that support and complement learning through CLIL have been implemented, such as cooperative learning or task-based learning.

4.2.3. Education Community

4.2.3.1. Students

The number of students for the 2022/2023 academic year is around 400 and the children / class ratio is high. In general, the physical and psychological characteristics of the pupils are those proper to their age.

A good motivation of the children and their frequent participation in the life of the school can be underlined. The rate of absenteeism is not significant.

4.2.3.2. Teachers

The center has a stable staff of teachers, of which around 60% are permanent employees. This stability allows the unification of criteria and a better coordination that favors the integral formation of the students.

All teachers update their methodology through the teacher training plan. During the last year the dominant preference has been training in cooperative learning and multiple intelligences. In addition, several conferences and working groups have been held on aspects related to the elaboration of integrated teaching units, the use of the internet inside and outside the classroom and the encouragement of reading.

Day by day the growing involvement of the teaching staff in the use of an adequate teaching methodology that attends the diversity of the students who are in the center is appreciated.

4.2.3.3. Families

The socioeconomic level of the families is medium and medium-high. The relationships that they maintain with the center for the exchange of information on the educational process of their children are good and frequent. In addition, in recent years the concern of families regarding different issues that may influence the education and training of children has increased, thus augmenting their participation in training and counseling days organized by the center, both face-to-face and telematics. There are also various excursions and cultural and

leisure activities that are carried out throughout the academic year in order to promote communication and good relations among all members of the community.

4.3. Target Group

The didactic proposal has been planned to be developed in a second year of the first cycle of the Primary Education stage, that is, with students aged 7-8 years. Specifically, it would be implemented in a class-group made up of 24 students (thirteen girls and eleven boys), which has not undergone modifications with respect to the previous year.

Broadly speaking, the group can be defined as quite heterogeneous in terms of behavior and work pace. Children are hard-working and participatory, but also somewhat restless. Despite the pleasant climate in class, sometimes it is difficult for them to collaborate with everyone, especially when they work in small groups.

Gradually, the students have been gaining autonomy since the beginning of the stage, seeing their attention span and concentration improve during both individual and group activities. Since they have been working cooperatively since Early Childhood Education, all children know and respect the different roles and are more than familiar with different techniques and dynamics, normally used during work sessions in different subjects.

Within the group we have two students with Specific Needs for Educational Support: Tomás, diagnosed with Autism Spectrum Disorder in grade 1, and Eva, whose reading/ writing delay prevents her from correctly associating phonemes and spellings and mastering numbering.

4.4. Timing and Planning

The lesson plan "We are explorers" is designed to be worked from the area of Social Sciences, taught through CLIL in the first foreign language (English). Specifically, it will take place between the months of October and November, that is, during the first quarter of the academic year. Composed of a total of 2 weekly sessions of 60 minutes, the unit will be structured as follows (*Table 9*):

Week	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	**Session 1** (*Activities 1, 2*)		**Session 2** (*Activity 3*)		
Week 2	**Session 3** (*Activity 4*)		**Session 4** (*Activity 5*)		
Week 3	**Session 5** (*Activity 6*)		**Session 6** *(Activity 7)*		
Week 4	**Session 7** *(Activity 8)*		**Session 8** *(Activity 9)*		

Table 9. Planning. Own elaboration

4.5. Curricular Elements: MI as part of an Integrated Curriculum (IC)

In Andalusia there is a specific Order of critical importance concerning the integrated curriculum: Order of 28th June 2011. It is this Order that states that all bilingual schools must modify their Educational Project and include IC in it. Thus, our autonomic regulations define the IC as legally binding in bilingual schools, and ties up with CLIL methodological principles.

By taking the current legislation as a compulsory basis, as well as the methodological aspects of CLIL which must also be included in the IC, we face a series of elements to be considered, as described in detail below.

4.5.1. Contents

The national and regional laws give us a clear idea of the contents in each stage and subject. Specifically, our subject contents have been selected from the official curriculum (R.D 126/2014 and Order of 15th January 2021). They are:

- Representations of the Earth: Earth globes, maps and plans.
- Mapping. Plans and maps. Scales.

Then, based on them, a series of objectives have been formulated in order to establish not only what students should know, but also what they should be able to do:

CONTENT OBJECTIVES	
LEARNING OUTCOMES Related to the Official Curriculum (RD 126/2014)	KNOW: - To learn the purpose of geographic tools and how they are used. - To learn about different geographic tools and the elements they contain.
	BE ABLE: - To follow cardinal directions. - To use a plan of the school. - To use geographic tools and skills to locate and describe places and directions.

Table 10. Content Objectives. Own elaboration

4.5.2. Objectives

The same legal framework that contains subject contents gives us a clear idea on the objectives. Once selected, the didactic objectives can be reformulated taking into account:

- The interrelationships between the four building blocks of CLIL: content, communication, cognition, and culture (4Cs Framework).
- The three different possible interpretations that the relation between language and learning in CLIL can have (Language Triptych).
- The necessity to develop at least two types of foreign language skills: Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Specifically, the objectives of my didactic proposal are:

OBJECTIVES	
1. Content: KNOW: - To learn the purpose of geographic tools and how they are used. - To learn about different geographic tools and the elements they contain. BE ABLE: - To follow cardinal directions. - To use a plan of the school. - To use geographic tools and skills to locate and describe places and directions.	**2. Language:** - To acquire and use specific vocabulary related to directions, places and geographic tools. - To understand and answer questions formulated using "*Where is/ are....?"* in relation with both locations and directions. -To ask for the meaning of unknown words. - To predict and learn new vocabulary words and grammar structures that arise from texts, activities, songs and games.
3. Cognition: Remembering, identifying, comparing, ordering, reasoning, predicting, planning, creating, evaluating.	**4. Culture:** - To understand the importance of knowing how to use geographic tools in real life.

Table 11. Didactic Objectives. Own elaboration

These objectives will appear better specified in each of the sessions (*Section 4.7*), in which they are detailed and organized taking into account both the distinction between linguistic and content objectives and the Language Triptych. With regard to linguistic objectives, they have been identified in collaboration with the English Department. The foreign language teacher, in her class, will deal with the grammar structures and the specific vocabulary required for participation in Social Sciences sessions.

4.5.3. Evaluation Criteria

Like the contents, the evaluation criteria have been extracted from the official curriculum (R.D 126/2014 and Order of 15th January 2021), which establishes a direct relationship between

both curricular elements. The following table lists the criteria and standards that will be worked on in the unit, as well as the contents with which they are linked:

CONTENTS	EVALUATION CRITERIA	STANDARDS
-Representations of the Earth: Earth globes, maps and plans.	-To explain the different ways to represent the Earth's surface.	-She/He explains the different representations of the Earth, plans, maps and Earth globes.
-Mapping. Plans and maps. Scales.	-To describe correctly plans and maps interpreting their scale and conventional signs.	-She/He identifies and classifies the different types of maps; defines what a map scale is, and uses and interprets the most usual conventional signs that may appear in it.

Table 12. Relationship between Evaluation Criteria, Standards and Contents. Own elaboration

4.5.4. Key Competences and Multiple Intelligences

In our educational system, the so-called “key competences” constitute the backbone of the entire teaching-learning process. We can affirm, therefore, that our curriculum is organized around the acquisition of a series of competences by the students, such acquisition being an essential condition for each child to achieve full personal, social and professional development, according to the demands of today's society.

Taking into account the importance of these competences, it should be noted that there are already several authors who have established a series of parallels between them and multiple intelligences. Thus, the following table (*Table 13*) collects, as a summary, some of their common elements, being able to observe that each competence is related to one or more intelligences, as appropriate:

RELATIONSHIP BETWEEN COMPETENCES AND INTELLIGENCES			
KEY COMPETENCE	**MULTIPLE I.**	**STUDENTS' INTERESTS**	**LEARNING STRATEGIES**
Linguistic communication	-Linguistic	Reading, writing, speaking, explaining, listening…	-Oral and written narrations -Debates, presentations, interviews -Library activities -Composition of poems and songs
Mathematical competence and basic competences in Science and Technology	-Logical-mathematical -Naturalist	Operating and combining numbers, investigating, experimenting, making questions, solving problems	-Problem-situations, questions, hypotheses -Strategy games -Calculations and classifications -Experiments, observations -Trips to the surrounding outdoors
Digital Competence	-Linguistic -Spatial -Logical-mathematical	To use technological means, searching, interpreting, analyzing, organizing.	-Use of different technological means -Search, selection and processing of information
Social and civic Competences	-Interpersonal -Intrapersonal	To understand and analyze reality, to negotiate, reflect, dialogue, present ideas	-Cooperative work -Peer tutoring -Critical reflections -Simulations, dialogues, mediations
Learning to learn	-Interpersonal -Intrapersonal	To reflect, plan, setting aims,	-Self-assessment -Diaries, portfolios

		exchange ideas	-Future projects
Sense of initiative and entrepreneurial spirit	-Intrapersonal	To imagine, plan, reflect, take risks, seek solutions	-Critical reflections -Future projects. -Problem resolution, negotiations.
Cultural awareness and expression	- Visual-spatial - Musical - Bodily-Kinaesthetic	To dance, move, touch, gesture, design, draw, build, compose, sing. -	-Composition of songs. - Interpretations, dances, dramatizations, mimicry. -Visualization, design and creation of murals, panels, comics, videos

Table 13. Relationship between Competences and Intelligences, following Alart (2010)

4.5.5. Methodology Behind the Theory of the Multiple Intelligences

The methodology of this didactic proposal is based on the Theory of Multiple Intelligences and, consequently, aims to favor the enrichment and development of each of the different intelligences while providing, at the same time, an optimal response to the various learning styles present in the classroom.

As Armstrong (2006: 57) points out, "MI theory makes its greatest contribution to education by suggesting that teachers need to increase their repertoire of techniques, tools and strategies beyond the typical linguistic and logics that predominate in the classrooms". Indeed, as this author defends, a classroom work proposed through the Theory of Multiple Intelligences involves going beyond the text and the blackboard to awaken the minds of the students. It implies reflecting on one's own teaching work and, of course, requires an increase in the repertoire of techniques, methods and materials used to reach a larger and more diverse group of pupils.

Taking this idea into account, for the development of this unit it has been planned:

- To pay special attention to cooperative and collaborative work in order to work on interpersonal intelligence, although moments of reflection and individual work will also be contemplated to facilitate the involvement of all students in each of the other intelligences.
- To use different spaces, materials and supports to illustrate and / or work on the same idea in different ways.
- To include the realization of small projects and / or a final task, thus following the methodological guidelines present in current educational legislation.
- To plan the sessions so that the children have time to reflect, work at different paces and relate their personal experiences and feelings to the material studied.
- To relate the topic studied with the pupils' immediate context, thus favoring that they are able to link the contents of the unit with situations and experiences that have been presented to them or may be encountered in their daily life.
- To assume, as a teacher, a role of mediator or guide that favors autonomous learning, experimentation and the students' own construction of knowledge. My role, therefore, will not be so much to transmit, but to guide whenever necessary.

As we can see, the educational implementation of the MI Theory invites the use of a wide variety of methods and resources. And, as Armstrong (2006: 76) states, the said Theory suggests that "there is no set of teaching strategies that is the best for all students at all times. Children show different proclivities in the eight intelligences, so that any strategy can give very good results with a group of students and not so good with other groups". In this way, if we use a wide repertoire of resources and methods, there will come a time when there will be active involvement in learning by all students, when their most developed intelligences are touched.

4.6. Materials and Resources

Following what was stated in the previous section, I have prepared the table below (*Table 14*) in order to collect, in a concise and graphic way, the various materials that will be used throughout the unit to work on the subject of spatial awareness through multiple intelligences. The said materials will also be included in the details of the sessions (*Section 4.7*).

INTELLIGENCE	ACTIVITIES	MATERIALS & RESOURCES	INSTRUCTIONS
Logical-Mathematical	7,8	School plan, compass rose, puzzle.	Think critically, order, experiment, organize, reason, investigate.
Verbal-Linguistic	1,2,3,4,5,6,7,8,9	Blackboard, interactive whiteboard, anchor chart, KWL chart, texts, cards, notebooks, worksheets.	Read, listen, write, repeat, complete, list, reflect, explain.
Naturalist	1,2,3,4,5,6,7,8	Map, globe, playground plan, compass rose	Identify, recognize, locate, distinguish.
Spatial	1,2,3,4,5,6,7,8,9	Map, globe, playground plan, compass rose, flashcards, puzzle, colored pencils, drawing paper.	Look, follow, draw, color, imagine, design, build.
Musical	5, 6, 7	Interactive whiteboard, songs, audiobooks.	Listen, repeat, sing.
Bodily-Kinaesthetic	5,6,8	Games, action songs, treasure hunt.	Touch, move, dance, build.
Intrapersonal	1,2,3,4,5,6,7,8,9	Notebook, worksheets	Think, imagine, suggest, decide, solve, assess.
Interpersonal	1,2,4,5,6,7,8,9	Blackboard, interactive whiteboard, flashcards, charts, cards, worksheets.	Teach, help, collaborate, recommend, interact.

Table 14. Materials and Resources. Own elaboration based on Armstrong (2006: 62)

4.7. Sessions and activities

4.7.1. Session 1. Activities 1 and 2

<table>
<tr><th colspan="3">ACTIVITY 1</th></tr>
<tr><td>Content Objectives:
-To engage students in the topic.
-To activate prior knowledge.
-To share unit contents and objectives.</td><td>Curricular Contents:
-Geographic tools (map, globe, plan)</td><td>Multiple Intelligences:
-Naturalist
-Spatial
-Verbal-linguistic
-Intrapersonal
-Interpersonal</td></tr>
<tr><td>Timing:
30’</td><td>Skills:
Remembering, identifying,comparing, imagining, predicting</td><td>Materials:
Map, globe, plan, blank KWL chart</td></tr>
<tr><td colspan="3">Interaction patterns: Teacher to the whole group, group work, full-class interaction</td></tr>
<tr><td colspan="3">Procedure:
-I will start this first session by showing students real examples of geographic tools: a map, a plan and a globe.
-On the board I will write out the terms and I will have students repeat each one after me.
-In groups of four, they will reflect on what they know about the aforementioned geographic tools.
-Then, we will use a KWL chart (Annex 1) so that children can write what they know about the topic and what they want to learn during this lesson.</td></tr>
<tr><td colspan="3">Linguistic Objectives:
Language of learning:
-To learn and use specific vocabulary: nouns (map, plane, globe), verbs (to be, do, have, know, see, remember, use, draw), prepositions (in, on).

Language for learning:
-To reflect on the geographic tools to complete the KWL chart:</td></tr>
</table>

• Use of the present simple (to be/to have)

E.g. I have/don't have maps at home.

• Use of the infinitive of purpose (to + infinitive)

E.g. My sister uses the globe to do her homework.

- To express the existence of something:

•There is/there are

E.g. On the maps there are mountains and rivers.

- To express what we want to know:

•Wh- questions in the present simple

E.g. Why are maps important?

Who uses the plans?

-To ask how to say or pronounce something in English:

•Structures *How do you say "___" in English? / How do you pronounce "_____"?*

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

ACTIVITY 2		
Content Objectives:	**Curricular Contents:**	**Multiple Intelligences:**
-To learn about different geographic tools and the elements they contain. -To show students how to use geographic tools to locate the places where they live. -To help students make connections with their real lives.	-Geographic tools -The places we live (our planet, continent, country, autonomous community, town, neighborhood)	-Naturalist -Spatial -Verbal-linguistic -Intrapersonal -Interpersonal

Timing: 30’	**Skills:** Identifying, rank ordering, comparing, reasoning	**Materials:** Interactive whiteboard, maps, anchor chart
Interaction patterns: Teacher to the whole group, full-class interaction		
Procedure: -We will start this activity by listening to “Me On the Map” by Joan Sweeney (https://www.youtube.com/watch?v=v_gUK8U9dE0). It is a very basic, simple book that will help students understand their place in the world. After listening to the story, we will have to answer comprehension questions about it. (*Annex 1*) -Next, children will be shown some maps. We will view the places we live starting with our biggest place (Earth) to our smallest (own house). During the activity, we will point out in the maps the most usual conventional signs. -Then, students will make a noun anchor chart to review/learn specific vocabulary related to places/buildings that they would like to exist in their municipality. (*Annex 1*)		
Linguistic Objectives: *Language of learning:* -To learn and use specific vocabulary: nouns (house, neighborhood, town/city, autonomous community, country, continent, world, compass rose, scale, symbols), verbs (to be, do, have, find, draw, see, live), prepositions (in, on) *Language for learning:* -Listen to a story and answer comprehension questions about it: •Use of the present simple E.g. I find my house. • Wh- questions in present simple E.g. Which map does the girl draw first? • Difference in use between I and me E.g. Me on the map.		

• Use of this is/ these are

E.g. This is my country.

-To visualize and point out elements present on maps:

• Use of there is/ there are

E.g. There are roads.

• Difference in use between in and on

E.g. There is a compass rose on the map.

-To complete an anchor chart with places/buildings that we would like to exist in our municipality:

• Verb to have in present simple

E.g. My ideal town has a...

- To understand and answer questions formulated using "*Where is/ are _____ "?*

•Use of the present simple

E.g. My house is in Jaen.

•Use of There is/there are

E.g. On the maps there are mountains and rivers.

- To ask how to say or pronounce something in English:

•Structures *How do you say "___" in English? / How do you pronounce "_____"?*

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.2. Session 2. Activity 3

<table>
<tr><th colspan="3">ACTIVITY 3</th></tr>
<tr><td>Content Objectives:
-To show students how to use geographic tools to locate the places where they live.
-To help students make connections with their real lives.</td><td>Curricular Contents:
-Geographic tools
-The places we live (our planet, continent, country, autonomous community, town, neighborhood)</td><td>Multiple Intelligences:
-Naturalist
-Spatial
-Verbal-linguistic
-Intrapersonal</td></tr>
<tr><td>Timing:
60’</td><td>Skills:
Identifying, locating, ordering, comparing, creating</td><td>Materials:
Interactive whiteboard, drawing paper, worksheet, colored pencils or crayons</td></tr>
<tr><td colspan="3">Interaction patterns: Teacher to the whole group, individual work</td></tr>
<tr><td colspan="3">Procedure:
- I will start this session by remembering specific vocabulary related to places.
-Then, we will check the worksheet “My Place in the World” (homework) (Annex 2). This worksheet will be used by the students to create a flip book with words and pictures based on their planet, continent, country, autonomous community, town and neighborhood. (Annex 2)</td></tr>
<tr><td colspan="3">Linguistic Objectives:
Language of learning:
-To learn and use specific vocabulary: nouns (house, neighborhood, town/city, autonomous community, country, continent, world), verbs (to be, do, have, draw, see, live), prepositions (in, on).

Language for learning:
-To complete a worksheet with answers based on the own planet, continent, autonomous community, town and neighborhood:
•Use of the present simple
E.g. I live in Jaen.

• Difference in use between I and me</td></tr>
</table>

E.g. Me on the map.

- To understand and answer questions formulated using "*Where is/ are _____ "?*

•Use of the present simple

E.g. Jaen is in Andalusia.

•Use of There is/There are

E.g. On the map there are cities and villages.

- To ask how to say or pronounce something in English:

•Structures *How do you say "___" in English? / How do you pronounce "_____"?*

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.3. Session 3. Activity 4.

ACTIVITY 4		
Content Objectives: -To properly sort out cards with key words into the correct category. -To learn the purpose of geographic tools and how they are used. -To define map, globe and plan.	**Curricular Contents:** - Maps, globes and plans	**Multiple Intelligences:** -Naturalist -Spatial -Verbal-linguistic -Intrapersonal -Interpersonal

Timing:	**Skills:**	**Materials:**
60’	Defining, classifying, reasoning, ordering	Flashcards (map, globe, plan), text (written on the board), cards, worksheet

Interaction patterns: Teacher to the whole group, pairs, individual work

Procedure:

- I will tape flashcards of a globe, map and plan on the board. Then, I will ask the students how they would define each one.
- After listening to their responses, I will write the definitions on the board. (*Annex 3*)
- Then, I will have students pair up with one another and give them each a set of cards to sort.
- There will be three headings (Globe, Andalusia Map and School Plan), and the learners will need to properly sort out the words Jaen, Europe, classroom, Cordoba, Pacific Ocean, playground, Seville, North America and library under the correct heading.
- Once sorted, students will use the words to complete a matching worksheet. (*Annexes 3, 4*)

Linguistic Objectives:

Language of learning:

-To learn and use specific vocabulary: nouns related to geographical tools, places and school stays (e.g. ocean, map, globe, city, library...); verbs (to be, have, use, describe); adjectives (big, small, round, rectangular, long, short, yellow, blue), prepositions (in, on).

Language for learning:

-To define geographic tools:

- Use of the verb to be in the present simple

  E.g. The map is...

-To properly order the words to complete the chart:

- Use of the verb to be in the present simple

  E.g. Cordoba is on the map of Andalusia

• Difference in use between in and on

E.g. The library is on the map of the school

• To formulate and answer questions using "*Where is/ are _____ "?*

E.g. Where is Cordoba? / Cordoba is on the map of Andalusia

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.4. Session 4. Activity 5.

ACTIVITY 5		
Content Objectives: -To identify the cardinal directions. - To learn and to properly follow the four cardinal directions.	**Curricular Contents:** -The compass rose - The cardinal directions: North, South, East, and West	**Multiple Intelligences:** -Naturalist -Spatial -Verbal-linguistic -Musical -Bodily-Kinaesthetic -Intrapersonal -Interpersonal
Timing: 60'	**Skills:** Remembering, recalling, identifying, reasoning	**Materials:** Compass rose, blackboard, interactive whiteboard (song), worksheet.
Interaction patterns: Teacher to the whole group, full-class interaction, individual work		

Procedure:

-I will start this session by showing students a compass rose, explaining them that it contains the cardinal directions and always points North.

- On the board I will write out the terms *North, South*, *East* and *West*, as well as their abbreviated forms, and I will have students repeat each one after me.

- Since the topic in itself (directions) requires students to stand up and move around the classroom, we will use an action song (https://www.youtube.com/watch?v=f2I81_BFb-s) to help learners acquire the concepts by using physical movement to react to verbal input.

-Once the cardinal directions are practiced, students will have to follow them to successfully complete a worksheet. (*Annex 4*)

Linguistic Objectives:

Language of learning:

-To learn and use specific vocabulary: nouns (compass rose, cardinal directions, North, South, East, West); verbs (to be, go, point, arrive, follow, search, use); cardinal numbers (e.g. two, four, five, six).

Language for learning:

-To define geographic tools:

- Use of the verb to be in the present simple

  E.g. A compass rose is...

-To follow instructions to successfully complete a tour:

- Use of the imperative (infinitive without "to").

  E.g. Go five dots East.

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.5. Session 5. Activity 6.

ACTIVITY 6		
Content Objectives: -To use the cardinal directions to create and give instructions. -To use geographic tools and skills to locate objects and follow directions.	**Curricular Contents:** -The compass rose -The cardinal directions: North, South, East, and West	**Multiple Intelligences:** -Naturalist -Spatial -Verbal-linguistic -Musical -Bodily-Kinaesthetic -Intrapersonal -Interpersonal
Timing: 60’	**Skills:** Remembering, identifying, predicting, reasoning, creative thinking, evaluating	**Materials:** Cardinal directions cards, text (written on the board), student’s notebooks
Interaction patterns: Teacher to the whole group, full-class interaction, group work		
Procedure: -I will start this session by placing cardinal directions cards on the correct classroom walls. -Once placed, we will remember the name of the cardinal directions. I will say the terms and students will have to point toward each card as soon as they hear its name. -Then, I will explain the rules to play the “Directions game”, in which students will have to use the cardinal directions to create and give instructions. - In groups, learners will select an object which should be against the four walls. Then, they will have to create instructions to reach it. The following structure will be written on the board as reference: "Take (2,3,4...) steps (North/South/East/West)". -Students should direct a partner from another group toward their chosen object using the aforementioned structure.		

Linguistic Objectives:

Language of learning:

-To learn and use specific vocabulary: nouns (compass rose, cardinal directions, North, South, East, West); verbs (to be, point, display, take, go, follow, search, use, create); cardinal numbers (e.g. two, four, five, six).

Language for learning:

-To follow and elaborate instructions to successfully complete a tour:

• Use of the imperative (infinitive without "to") through the following structure:

"Take (2,3,4...) steps (North/South/East/West)".

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.6. Session 6. Activity 7

ACTIVITY 7 (Final Task)		
Content Objectives: -To apply the knowledge we have acquired to successfully prepare a scavenger hunt. -To properly use a plan of the school. -To use problem solving skills and strategic plans to complete a challenge (task) by working as a team.	**Curricular Contents:** -Geographic tools: maps and plans -Cardinal directions: North, South, East, and West	**Multiple Intelligences:** -Naturalist -Spatial -Verbal-linguistic -Logical- Mathematical -Intrapersonal -Interpersonal

Timing:	**Skills:**	**Materials:**
60’	Remembering, identifying, locating, creative thinking, creating.	Interactive whiteboard (story), cards, school plan, world map, colored pencils or crayons.
Interaction patterns: Teacher to the whole group, full-class interaction, group work.		
Procedure: -During this session, students will have to prepare a “Treasure Hunt”. -We will start the class by watching a short story about a treasure map: https://learnenglishkids.britishcouncil.org/short-stories/the-treasure-map. The story will provide a conductive thread and, at the same time, it will facilitate discoveries about language use. After listening to the story, we will have to answer comprehension questions about it. (*Annex 5*) -Then, in groups, students will use a school plan to mark the places where the “clues” of the treasure hunt are going to be hidden. (*Annex 5*) -Once marked the locations, children will have to complete the clues according to their own plans and marks. This activity will promote the use of the vocabulary of the lesson. E.g. *Clue number 2 is in the (North/ South/East/West) of the playground. (On/Under/Next to/Behind) the _____).* A preposition list will be provided. (*Annex 6*) -Finally, students will color and cut out the hunt clues which, in turn, are pieces of a “World Map puzzle”.		

Linguistic Objectives:

Language of learning:

-To understand and use specific vocabulary: nouns (cardinal directions, North, South, East, West, vocabulary words that appear in the story); verbs (to be, point, take, go, follow, search, use, see, walk, create); cardinal numbers (e.g. fifteen, eighty); prepositions (in, on, under, next to, behind).

Language for learning:

-Comment on the story and complete the comprehension worksheet:

• Use of the present simple (although the story is told in the past, we will work on it in the present simple, which is the verb tense we will use throughout the unit, with exception of activity 9).

E.g. Inside the chest there is a book.

• Wh- questions in present simple

E.g. What does the boy see in the sea?

-To mark the locations and complete the necessary clues to play the treasure hunt:

• Use of the present simple through the following structure:

Clue number 2 is in the (North/ South/East/West) of the playground. (On/Under/Next to/Behind) the _____).

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.7. Session 7. Activity 8.

<table>
<tr><th colspan="3">ACTIVITY 8 (Final Task)</th></tr>
<tr><td>Content Objectives:
-To apply knowledge we have acquired to successfully follow the hunt clues around the playground.
-To use problem solving skills and strategic plans to complete a challenge (task) by working as a team.</td><td>Curricular Contents:
-Geographic tools: maps and plans
-Cardinal directions: North, South, East, and West</td><td>Multiple Intelligences:
-Naturalist
-Spatial
-Verbal-linguistic
-Logical- Mathematical
-Bodily-Kinaesthetic
-Intrapersonal
-Interpersonal</td></tr>
<tr><td>Timing:
60’</td><td>Skills:
Remembering, identifying, locating, reasoning.</td><td>Materials:
School plan, cards (hunt clues).</td></tr>
<tr><td colspan="3">Interaction patterns: Group work</td></tr>
<tr><td colspan="3">Procedure:
-During this session, students will have to apply the knowledge and the language they already have (cardinal points, prepositions, school objects...) to successfully follow the hunt clues around the playground.
-In groups, children will hide their clues around the playground.
-Once hidden, the clues will be discovered and followed by other group. Students will be asked to mark in their plans the places where the clues have been found.
-Back in class, children will put the pieces of the “World Map puzzle” together to solve it.</td></tr>
<tr><td colspan="3">Linguistic Objectives:
Language of learning:
-To understand and use specific vocabulary: nouns (cardinal directions, North, South, East, West); verbs (to be, go, follow, search); prepositions (in, on, under, next to, behind).

Language for learning:</td></tr>
</table>

-To mark the locations and follow the hunt clues to solve the treasure hunt:

• Use of the present simple through the following structure:

Clue number 2 is in the (North/ South/East/West) of the playground. (On/Under/Next to/Behind) the _____).

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.7.8. Session 8. Activity 9

ACTIVITY 9 (Final Task)		
Content Objectives: -To apply the knowledge and language we have acquired to successfully explain what happened during the treasure hunt.	**Curricular Contents:** -Geographic tools: maps and plans -Cardinal directions: North, South, East, and West	**Multiple Intelligences:** -Spatial -Verbal-linguistic -Intrapersonal -Interpersonal
Timing: 60’	**Skills:** Remembering, organizing, sequencing, explaining, evaluating.	**Materials:** Worksheet
Interaction patterns: Teacher to the whole group, full-class interaction, group work		

Procedure:

-In this session, students will have to apply knowledge and language they have acquired to successfully solve a fill-in-the-blanks activity. (*Annex 6*) This activity, accompanied by photos of the final products (puzzles), will be published on our class blog, so that families can see what the children have worked on during the unit.

-Finally, pupils will have to complete a self-assessment worksheet to record what happened during the treasure hunt and reflect on what they have learned. Then, we will finish our KWL chart. (*Annexes 1, 7*)

Linguistic Objectives:

Language of learning:

-To understand and use specific vocabulary: nouns (geographic tools, cardinal directions, North, South, East, West); verbs (to be, can, go, follow, search, locate, use, display); prepositions (in, on, under, next to, behind); adjectives (easy, difficult)

Language for learning:

-To solve a fill-in-the-blanks activity:

- Use of the present simple

  E.g. We are explorers

- Use of the infinitive of purpose (to + infinitive)

  E.g. Explorers use geographic tools to locate continents

-To complete a self-assessment worksheet

- Use of the present simple

  E.g. We follow cardinal directions

- Use of the verb to be in the past simple

  E.g. Clue number 2 was (in/on/under/next to/behind) the _____.

- Use of the verb can

  E.g. We can use geographic tools

Language Through Learning:

The linguistic difficulties/needs that arise spontaneously during the unit will be worked on.

4.8. Attention to Diversity

4.8.1. Ordinary Educational Attention

At the group level, and in order to give the most appropriate educational response to the general diversity present in the classroom, during the development of the CLIL sessions the following has been sought:

- The variability of spaces, times and evaluation instruments.
- The prioritization of teaching methodologies that favor inclusion, specifically Task-Based Learning (TBLT), work through Multiple Intelligences and Cooperative Learning.
- The use of Information and Communication Technologies (ICT) and their application as Learning and Knowledge Technologies (LKT).

4.8.2. Educational Attention Different from the Ordinary

Within the group-class we have two students who have Specific Needs for Educational Support: Tomás, diagnosed with a grade 1 Autism Spectrum Disorder (ASD), and Eva, whose reading and writing delay prevents her from correctly associating phonemes and graphemes and mastering numbering.

The initial evaluation gave us the following information about these students in relation to the different intelligences:

INITIAL ASSESSMENT								
STUDENT	**LEVEL OF DEVELOPMENT OF MULTIPLE INTELLIGENCES**							
								
	Linguistic	Musical	Logical	Spatial	Bodily-kinaesthetic	Intrapersonal	Interpersonal	Naturalist
TOMÁS	low	middle	middle	high	low	low	low	middle
EVA	low	low	low	low	middle	middle	high	middle
	Motivation		Learning pace		Pace of tasks performance		Level of attention	
TOMÁS	low		average		fast/impulsive		distracted	
EVA	middle		slow		slow/reflexive		concentrated	

Table 15. Level of development of Multiple Intelligences. Own elaboration
Images taken from: www.orientacionandujar.es

Taking it as a reference, and considering the measures and actions carried out last year, the action plan to follow in the subjects taught through CLIL will be:

- Student with ASD grade 1: When working with him, we will use pictograms to visually organize his work time (*Figure 16*), as well as a point system to assess aspects such as attention or collaboration with his groupmates. He will be guided through short and precise instructions, marking a clear beginning and end in the tasks (whose completion time may be longer than the rest of the class). Supported by the theory of Multiple Intelligences, we will work with varied and multisensory activities and, those that require it, will be graduated in simpler steps.

Figure 16. Visual supports for ASD students
Taken from https://montessori4autism.org/vi-resources/715-2/

- Student with reading and writing delay: We will favor the oral performance of activities and exercises, using the mother tongue when necessary. At the same time, we will help her with the expressive and comprehensive reading of simple words and sentences, which will be presented together with visual supports (drawings, photographs, pictograms) and/or manipulative ones (realia). Again, we will be based on the theory of Multiple Intelligences in order to provide her with different ways to access and assimilate knowledge.

4.9. Assessment

According to Gipps (2002: vii) "assessment is a wide range of methods for evaluating pupil performance and attainment, including formal testing and examinations, practical and oral assessment, classroom- based assessment carried out by teachers and portfolio's".

It goes without saying that a teaching-learning model based on multiple intelligences offers varied and numerous evaluation possibilities. Thus, together with the formal tests, it is especially advisable to resort to other types of more specific evidence for each of the intelligences.

Taking this into account, the following table includes some evaluation tasks that could be related, more directly and specifically, with the different multiple intelligences. Those that, in a concrete way, are going to be used for the evaluation of the didactic proposal that we are developing have been highlighted in bold:

INTELLIGENCE	TASKS
Linguistic	Written essays, diaries, summaries**, oral and written games, question and answer activities**, presentations, conferences, debates, summaries.
Logical-mathematical	Problem situations, experiments, **observations**, strategy games, calculations, **classifications, puzzles**.
Visual-spatial	Posters, murals, **maps, plans**, diagrams, graphics, recordings, photographs, **drawings**, reconstructions, models.
Bodily-kinaesthetic	Dramatizations, **dances**, choreographies, mimes, **movement games**, physical exercises.
Musical	Performances, rhythms, **songs**, raps, patterns.
Naturalist	Experiments, classifications of elements of the environment, care of plants and / or animals, sensory stimulation exercises, herbaria, simulations, **representations of the immediate environment**.
Interpersonal	**Cooperative work, collaborative activities**, interviews, questionnaires, **co-evaluation.**
Intrapersonal	**Self-assessment**, diaries, p**ortfolios**, reflections, metacognitive surveys.

Table 17. Evaluation tasks related to the Intelligences. Own elaboration based on Armstrong (2006)

In short, the evaluation of our unit must:

- *Collect data from the entire process*. For this, as we have seen, it will be carried out through various tasks and procedures at different moments of the teaching-learning process.
- *Assess the learning of the students in relation to the development of the objectives and the degree of acquisition of the competences*, taking as maximum reference the evaluation criteria included in section 4.5.3. In turn, all the work that the students will carry out during the development of the unit will be directly related to the eight multiple intelligences, so that the evaluation of the learning process will allow us to know the level of development of the same that they have reached.
- In relation to the previous point, *the direct observation of the intelligence that is being worked should also be prioritized*. As Armstrong (2006: 36-46) indicates, although formal tests can provide some information about a student's intelligences, the best tool for assessing children's multiple intelligences is probably simple observation. This involves selecting or designing recording instruments for the different observations made, such as note sheets or notebooks, diaries or checklists.
- *Take into account diversity and individual differences*. For this, the different instruments and techniques already mentioned will be used, which will allow evaluating how the child manipulates the material, interacts with the environment and the objects present in it and solves problems and situations that are presented to him/her. Especially useful in this sense will be the completion of portfolios, which will include the different files, worksheets, texts, activities and evaluations carried out throughout the unit. The portfolios will allow us to record and assess the evolution of each student throughout the learning process.

5. CONCLUSION

As we have seen throughout this Master's Thesis, there have been numerous schools and authors who, for centuries, have been concerned with trying to understand and conceptualize the term *intelligence*, having varied considerably the proposals on such a complex concept, depending on the history moment in which they were postulated. Thus, although intelligence was considered at first as a biological, hereditary and quantifiable attribute, the most current trends seem to call for a much more humanistic, broad and complex approach, placing the emphasis on the proven incidence related to emotional, affective and contextual aspects.

Therefore, although we are still far from accepting as valid or exact a single definition of the term intelligence, we can affirm that, to this day, it has ceased to be understood as something that is simply had or is not had, to be considered instead as something that can be gradually done or undone.

In this sense, the Theory of Multiple Intelligences, on which this work is based, is proposed as a very interesting option, as it highlights the great variety of facets or dimensions on which human cognition is articulated and, consequently, the numerous potentialities or aptitudes that all people possess. This theory, although it accepts that there are distinctions between the intelligence of the subjects, completely changes the paradigm of its quantification. Thus, for the defenders of Gardner's proposal, a person would go from being more or less intelligent to having more or less aptitude to develop one profile or another of intelligence.

For this reason, and without losing sight of the fact that the Theory of Multiple Intelligences is not an educational methodology in itself, but rather a model of understanding of the human mind and reasoning, its indisputable practical contribution to education cannot but be highlighted.

Based on this fundamental idea, I have pursued, through the elaboration of the CLIL didactic proposal contained in this work, to design an integrated and articulated lesson plan around the eight multiple intelligences; a plan capable of providing an adequate educational response to the different potentialities and inclinations present in my classroom. At the same time, I have also tried to illustrate how MI Theory offers a host of interesting initiatives from the point of view of educational innovation, constituting a particularly suitable model not only to examine the strengths of our teaching practice, but also all those areas that need improvement. Indeed, an educational model based on multiple intelligences entails, without a doubt, a new way of understanding the entire teaching-learning process, since implies the introduction of important changes in the way of interpreting the curriculum, evaluation and, above all, the relationship between students and teachers.

Throughout the work I have tried to make it clear that the Theory of Multiple Intelligences constitutes an important reference not only for education in general, but also for the teaching and learning of a foreign language in particular. Therefore, through the lesson plan developed, I have tried to exemplify how it is possible to program and work each of the intelligences

through a single subject (Social Sciences) taught through CLIL, that is, in a language other than the maternal one.

Obviously, in the development of this proposal, linguistic intelligence has been given a fundamental role; but, at the same time, it has been shown how the rest of intelligences also play a privileged role in the process of acquiring a foreign language, in this case English. Indeed, as we know, the teaching-learning of non-linguistic content through a second language should not be based, or at least not exclusively, on grammatical and/or memory aspects, but on the creation of learning situations that promote the acquisition of language through discovery and interaction with other individuals, as happens with the acquisition of our mother tongue itself. Thus, the ultimate goal of this Master's Thesis has been none other than to propose a CLIL unit that really favors the acquisition of both content and language through diverse learning experiences, adapted to different interests and potentialities, capable of offering the foreign language to the students through various forms.

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7. ANNEXES

7.1. Annex 1

Session 1: Activities and Resources

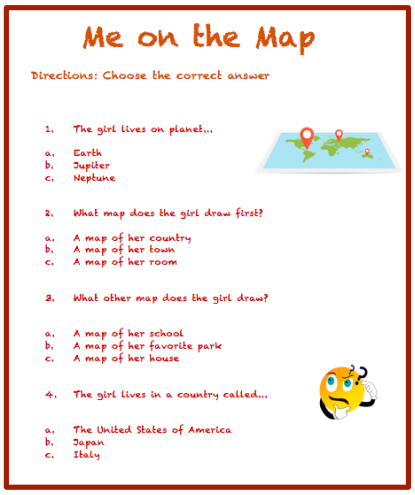
-Activity 1:

K-W-L CHART		
K What we Know	W What we Want to know	L What we Learned

K-W-L chart. Own elaboration.

This K-W-L chart will be used to track what our students know (K), want to know (W) and have learned (L) about the topic.

-Activity 2:



Comprehension Worksheet. Own elaboration

This worksheet will be used to improve listening & reading comprehension. It is based on the story "Me on the Map", by Joan Sweeney: https://www.youtube.com/watch?v=v_gUK8U9dE0

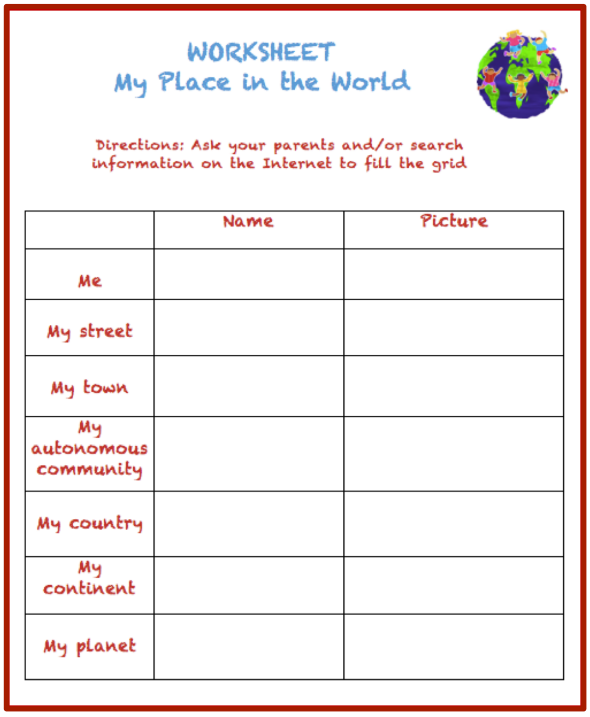
Noun anchor chart (example). Own elaboration

A noun anchor chart will be used to make our students' ideas visible. It will allow children to learn and/or review basic vocabulary related to places we can find in a town.

7.2. Annex 2

Session 2: Activities and Resources

- Activity 3:



WORKSHEET
My Place in the World

Directions: Ask your parents and/or search information on the Internet to fill the grid

	Name	Picture
Me		
My street		
My town		
My autonomous community		
My country		
My continent		
My planet		

Fill-in-the-Grid Worksheet. Own elaboration

Students will have to ask their parents and/ or search information on the Internet to complete this worksheet. Then, in class, it will be used to create a flip book

Flip book. Created by Globe Trottin´Kids

Templates will be downloaded from: https://www.globetrottinkids.com/wp-content/uploads/2021/08/me-on-a-map-flipbook. pdf

Once completed, the pages will be stapled across the top to create the flip book.

7.3. Annex 3

Session 3: Activities and Resources

- Activity 4

A drawing of a place or a building

A round model of the Earth

Flashcards and definitions. Images taken from: https://pixabay.com/es

A representation of the Earth's surface or a part of

.

Cordoba

Playground

Classroom

Europe

Jaen

Library

North America

Pacific Ocean

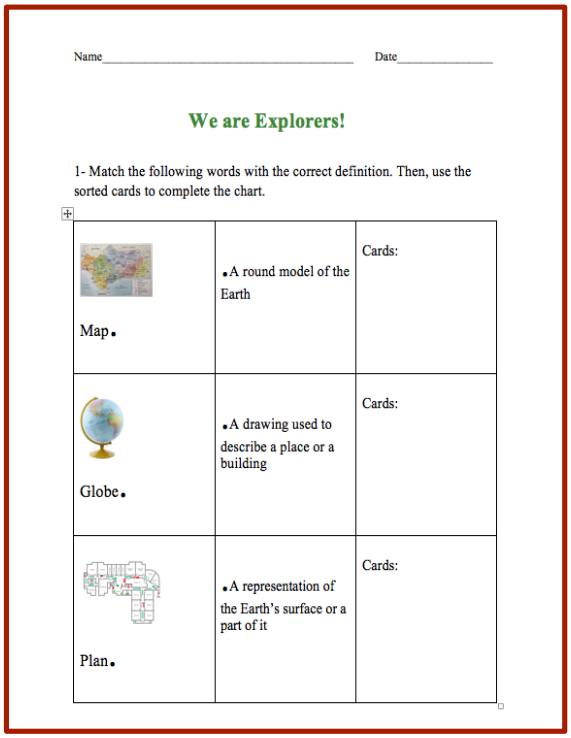
Seville

ANDALUSIA MAP	GLOBE	SCHOOL PLAN

Headings and cards to sort out. Own elaboration
In pairs, students will have to sort out the cards (places) under the correct heading (geographic tools)

7.4. Annex 4

-Activity 4:



Name_____ Date_____

We are Explorers!

1- Match the following words with the correct definition. Then, use the sorted cards to complete the chart.

Map.	•A round model of the Earth	Cards:
Globe.	•A drawing used to describe a place or a building	Cards:
Plan.	•A representation of the Earth's surface or a part of it	Cards:

Matching Worksheet. Own elaboration.

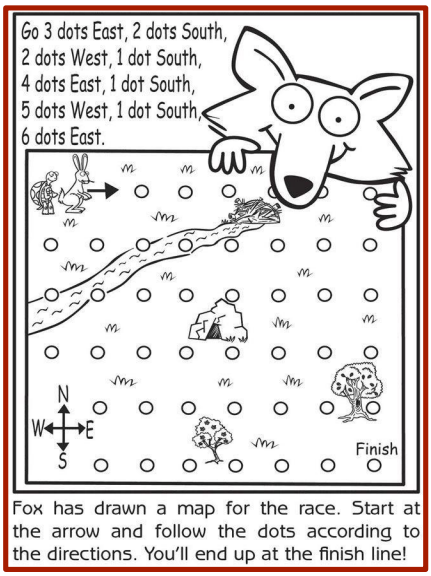
Students will have to draw a line from the pictures to the definitions. Then, the will use the sorted cards to complete the activity.

Session 4: Activities and Resources

- Activity 5:

Cardinal Directions Worksheet. Taken from: https://www.doverpublications.com/zb/samples/475182/sample2c.htm

Children will have to understand and follow cardinal directions to complete



Fox has drawn a map for the race. Start at the arrow and follow the dots according to the directions. You'll end up at the finish line!

7.5. Annex 5

Session 6: Activities and Resources

-Activity 7:

The Treasure Map

1. What does Sanjay see in the sea?
- A ship -A bottle -A coconut

2. What does the children decide to follow?
- A plan -A map -A globe

3. How many meters North does Sarah walk?
-Fourteen (14) -Thirty-eight (38) -Eighty (80)

4. Sarah and Sanjay cross...
- A bridge -A road -A Street

5. Sanjay goes to straight ahead for...
-Five meters (5) -Fifteen meters (15) - Fifty meters (50)

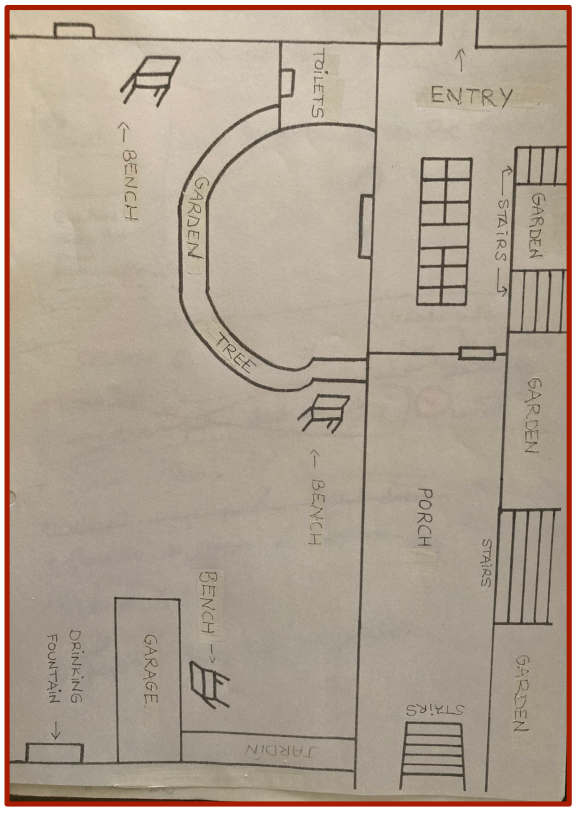
6. Inside de cave, there are...
- Bears -Birds -Bats

7. Sanjay and Sarah's new friend is a...
- A dog -A parrot - A cat

Comprehension Worksheet. Own elaboration.

This multiple choice activity will be used to improve listening & reading comprehension.

It is based on the story "The Treasure Map": https://learnenglishkids.britishcouncil.org/short-stories/the-treasure-map

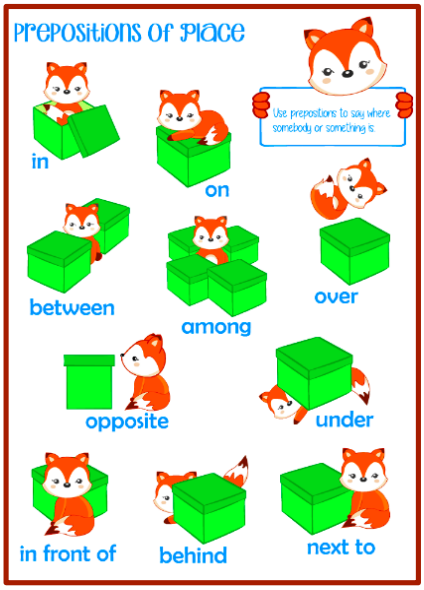


School Plan. Own elaboration.

Students will use this plan to mark the places where the clues of the treasure hunt are going to be hiddden.
During the treasure hunt, children will use the same worksheet to mark the places where the clues have been found.

7.6. Annex 6

- Activity 7:



List of prepositions. Taken from: https://www.anglomaniacy.pl/pdf/grammar-posters-prepositions-place.pdf

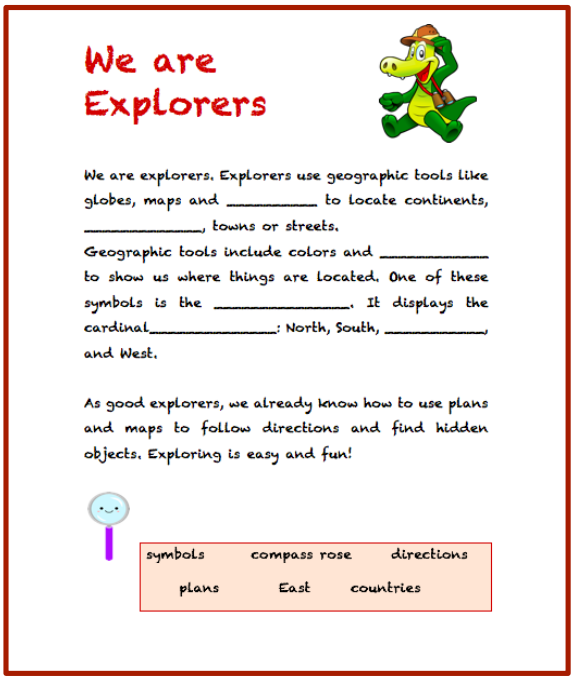
This list will be used to learn and/or review the prepositions needed to complete the hunt clues.

Session 8: Activities and Resources

- Activity 9:

Fill-in-the-blanks activity. Own elaboration.

Students will have to apply the knowledge and language they have acquire to complete this worksheet.



We are Explorers

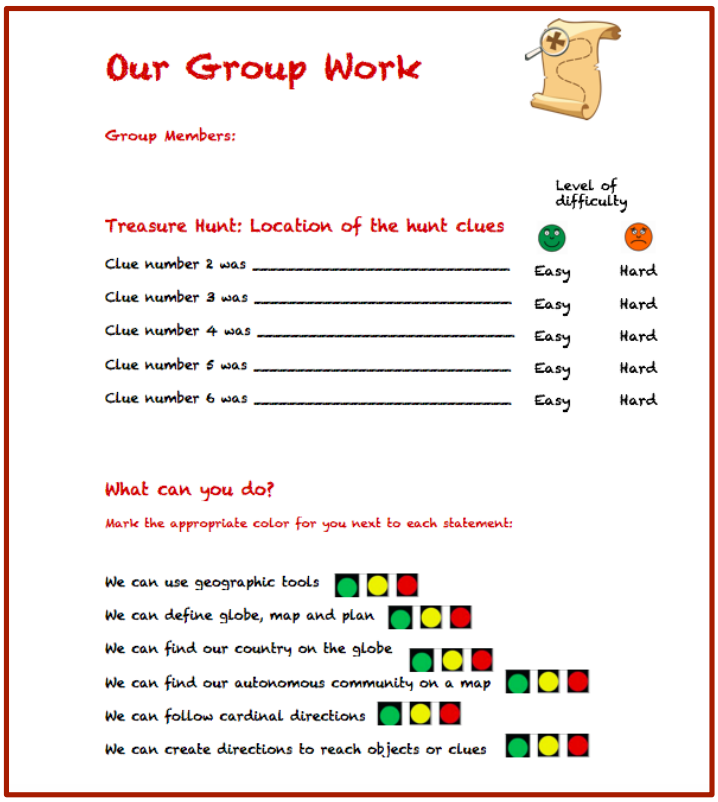
We are explorers. Explorers use geographic tools like globes, maps and _____ to locate continents, _____, towns or streets.
Geographic tools include colors and _____ to show us where things are located. One of these symbols is the _____. It displays the cardinal_____: North, South, _____, and West.

As good explorers, we already know how to use plans and maps to follow directions and find hidden objects. Exploring is easy and fun!

symbols compass rose directions
plans East countries

7.7. Annex 7

- Activity 9:



Our Group Work

Group Members:

Level of difficulty

Treasure Hunt: Location of the hunt clues

Clue number 2 was _____ Easy Hard

Clue number 3 was _____ Easy Hard

Clue number 4 was _____ Easy Hard

Clue number 5 was _____ Easy Hard

Clue number 6 was _____ Easy Hard

What can you do?

Mark the appropriate color for you next to each statement:

We can use geographic tools

We can define globe, map and plan

We can find our country on the globe

We can find our autonomous community on a map

We can follow cardinal directions

We can create directions to reach objects or clues

Self-assessment. Own elaboration

Children will use this worsheet to record what happened during the treasure hunt and reflect on what they have learned.