



UNIVERSIDAD DE JAÉN
Facultad de Humanidades y Ciencias de la Educación

Trabajo Fin de Grado

**MULTIPLE
INTELLIGENCES IN THE
ENGLISH CLASSROOM**

Alumno/a: Ana Isabel Merino Rubia

Tutor/a: Ana María Ortega Cebreros
Dpto.: Filología Inglesa

July, 2021.

ACKNOWLEDGMENT

I cannot express enough thanks to my tutor for her continued support and encouragement. I offer my sincere appreciation for the long hours of hard work and all the learning opportunities provided by Ana María Ortega Cebreros on her subject “Programación y Evaluación del Inglés”, which has enabled me to create a Didactic Unit.

This dissertation has been written with effort and much interest. I would like to be an English teacher in the years to come, so I am grateful for the choice of the topic. Undoubtedly, the opportunity to create a Didactic Unit and all the research in Multiple Intelligences Theory will be very useful for my vocational future. I would also like to thank my family and friends, especially my mother, for their constant help and motivation. Without those mentioned above this project would not have been possible.

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.”

- Rita Pierson.

Abstract

This dissertation provides an analysis of the implementation of Multiple Intelligences in the English classroom, with the aim of highlighting the importance of developing and promoting the potential of the human brain for educational purposes. The theoretical framework will deal with the presentation of the Theory of Multiple Intelligences, developed by Howard Gardner in 1970. Besides, it will examine the different types of intelligences, placing the student at the centre of the teaching process. For that reason, the second part of the project will focus on ELT and it will explain the ways in which it can be combined with Multiple Intelligences. In addition, there will be a proposal of a Didactic Unit as a practical application, which is going to include activities to stimulate the different intelligences among students while learning grammar and vocabulary and improving the four language skills.

Keywords: Multiple Intelligences, Howard Gardner, Didactic Unit, English Language Teaching.

Resumen

Este trabajo de Fin de Grado ofrece un análisis sobre la implementación de la Teoría de las Inteligencias Múltiples en el aula de Inglés, con el objetivo de adentrarnos en la importancia de estimular y promover el potencial del cerebro humano dentro del ámbito educativo. El marco teórico presenta la Teoría de las Inteligencias Múltiples, propuesta por Howard Gardner en 1970. Además, enfoca los distintos tipos de inteligencias que existen, posicionando al alumno en el centro del proceso de aprendizaje. Por ello, la segunda parte de este proyecto se centra en la enseñanza del Inglés mediante la adquisición y desarrollo de las Inteligencias Múltiples.

Este trabajo plantea una propuesta de intervención, donde se trabajan las ocho inteligencias dentro de una Unidad Didáctica, mediante actividades que promueven el aprendizaje de gramática y vocabulario, así como la mejora de las cuatro destrezas básicas del lenguaje.

Palabras clave: Inteligencias Múltiples, Howard Gardner, Unidad Didáctica, Enseñanza del Inglés como Lengua Extranjera.

TABLE OF CONTENTS

Abstract	3
1. Introduction	5
2. Objectives	6
3. Literature Review	6
3.1. Background for the understanding of Multiple Intelligences	6
3.2. Multiples Intelligences' Theory	7
3.3. Types of Intelligences	9
3.4. Digital Intelligence	11
3.5. MI Theory & English Language Teaching	13
3.5.1. Brief summary of the history of ELT	13
3.5.2. Introduction of Multiple Intelligences Theory into the classroom	14
3.5.3. The Traditional Teacher VS the MI Teacher	18
3.5.4. MI Theory for Special Education	20
4. Practical Application: The Implementation of Multiple Intelligences in a Didactic Unit: 'Planning our future'	21
4.1. Introduction	24
4.2. Contextualisation	24
4.2.1. The School	25
4.2.2. The Students	25
4.2.3. Materials	25
4.2.4. Classroom Context and Temporal Distribution	25
4.2.5. Syllabus	26
4.3. Objectives	27
4.4. Contents	28
4.5. Methodology	28
4.6. Procedures	29
4.7. Suggestions for students with special needs	36
4.8. Evaluation	37
5. Conclusion	38
REFERENCES	39
APPENDICES	42

1. Introduction

Since the beginning of the 20th century the study of the human brain has been an important field of research, particularly in relation with the educational system. Over the years, many scholars have measured students' intelligence, being able to know the degree of performance of each student in the classroom. Nevertheless, it is very important to take into account that this measure does not determine the real intelligence of individuals. These types of tests are useful to determine specific aspects of the intelligence and the human brain, such as verbal or numerical data, therefore assuming that students who have weaknesses on these subjects do not fulfill the necessary requirements to be considered 'intelligent'.

Nowadays, the educational system offers a wide curriculum which combines different subjects which do not participate in the intelligence tests. These subjects are the ones in which students can show exceptional abilities that are not normally taken into account. Moreover, the current educational system takes into consideration those individuals who have been previously considered as people with low coefficients, predetermining their professional future. This is an important mistake in the education field. For that reason, it is necessary to promote the development of every ability and skills of the students, boosting the strengths and reinforcing the weaknesses, in order to prepare students to meet the challenges of the future.

In 1970 the American psychologist Howard Gardner proposed a theory trying to highlight the importance of discovering the different intelligences that are placed in the human brain. He developed different ideas, claiming that schools should adapt their teaching method to the needs, competencies and interests of each student. That is to say, an individual teaching method which combines the same development opportunities for all learners should be conceived.

Thus, this project attempts to identify the eight intelligences proposed by Gardner, with the purpose of inculcating students critical values, making them able to develop their own competences and widen their horizons, knowledge and perspectives for the future. In this way, this dissertation will try to provide a dynamic didactic approach that can be implemented in Primary School, focusing on the development of the potential of each student.

2. Objectives

This project seeks to address the theory of Multiple Intelligences from a practical viewpoint, through an educational proposal which tries to support children's development. The main objectives of this dissertation are the following:

- To know and understand the theory, origin and types of Multiple Intelligences.
- To identify different strategies to promote the different intelligences.
- To explore ways of applying the theory of Multiple Intelligences in the English classroom.
- To propose an efficient methodology in line with this approach.
- To help the students discover their abilities and skills and motivate them for the future.
- To create a didactic unit offering activities that suit Multiple Intelligences, with the aim of achieving all the previous objectives in practice.

3. Literature Review

3.1. Background for the understanding of Multiple Intelligences

A dissertation which deals with intelligence, particularly with multiple intelligences, needs to be introduced by a detailed analysis of the cognitive development of the human brain.

First of all, it is necessary to understand that the human brain possesses different intelligences that need to be stimulated in order to reach an appropriate level of development in every area of society. With regard to the English classroom, where the learning process is expected to be fulfilled, the implementation of MI in schools seems crucial not only for the teaching staff, but also for students and their families. For that reason, the American psychologist Howard Gardner proposed a theory which focused on changing some aspects of the educational system: the *Theory of Multiple Intelligences* (1983). The correct understanding and application of his ideas constitutes the starting point for teaching.

Individuals have different cognitive functions which rely on intellectual and emotional development. That is to say, the development of the human brain. Gardner started his investigation in 1970, taking into account other aspects of the brain which go beyond the proper evolution of intelligence, focusing his attention on the teaching-learning process which contributes to the evolution of the student itself.

How the human brain works has always been an important research throughout history. Scientific branches such as neuroscience, neurobiology and neuropsychology have contributed to understanding activity in the brain. As a result, they have enabled a clear discernment of the ‘multiple intelligences’ which are found in each individual. According to Howard Gardner (2006), without knowing anything about the human brain, it would be impossible to understand that intelligence must not be considered as a brain activity. In addition, it is necessary to know in which part of the human brain each type of intelligence is placed.

Neuroscientists claim that one of the core principles of the structure of the brain is knowing where to locate its functions. The great success of Biology, Genetics and Neuroscience, together with the development of the ‘digital era’, has led the world to visualize the brain. In the 1950s the American neuroscientist Roger Sperry discovered the existence of two hemispheres inside the brain. This has resulted in one of the most important achievements in the study of the human brain. The left hemisphere is responsible for the right side of the brain and the right hemisphere is responsible for the left one.

In terms of the teaching process, understanding the functions of both hemispheres is an important key to stimulate learning. The left hemisphere is characterised by the presence of Wernicke 's and Broca's areas, which deal with reading and writing skills as well as everything related with the lineal, logical and rational development. On the other hand, the right hemisphere focuses on visual images. It captures emotions, perceptions and sensations: emotional development of human potential.

3.2. Multiples Intelligences' Theory

Gardner's Theory of Multiple Intelligences was developed in 1970 but it was not until 1983 when it was set down in the book *Frames of Mind: The Theory of Multiple Intelligences*. In 1993, the major points of the theory were revised and some educational experiments were added in the book *Multiple Intelligences: The Theory in Practice*. *Intelligence Reframed* (1999) was provided with an update of the theory. Finally, *Multiple Intelligences: New Horizons* (2006) brought a summary of the theory itself. It was a discussion of the different ways in which the theory has changed and added new intelligences, paying special focus on the educational field. This will serve as a background for the explanation of the different types of Multiples Intelligences and the consequent link of the theory with the ELT classroom.

According to Ander-Egg (2006), the theory of Multiple Intelligences is based on the following principles:

- Rejection of the conventional thought of dealing with the unique existence of one type of intelligence.
- A multifaceted approach about the different mechanisms of the brain which are present in the different intelligences of each student. The human brain possesses various mechanisms which are identifiable and developed by Gardner's theory.
- Every single type of intelligence is independent but dependent on the others at the same time. That is to say, all in all work together when applied to one field.
- Each individual is born with different capabilities which depend on genetics. These capabilities can be developed or not taking into account the environment and the circumstances of the individual.
- Every individual possesses a combination of the eight types of intelligence: at least two of them are completely developed and the rest are in the process of being developed.

Implementing a prediction of the level of intelligence of students in the classroom, just as the psychologist Alfred Binet did in Paris, made Gardner wonder why intelligence should be measured. The prediction of intelligence level was expanded and developed in the United States, and became an issue of particular interest among many scholars who tried to do the same as Binet. As a reaction to this kind of practice, Gardner (2006) states: "Just as you could measure someone's actual or potential height, now, it seems, you could measure someone's actual or potential intelligence" (3), making reference to his complete disagreement concerning this new way of educating students. As a result, he developed a theory by which he could demonstrate the effectiveness of discovering new types of intelligences by studying in depth the relationship between the human brain with each individual.

Then, as the core of this project, Gardner (2006: 17) focused on the intelligence applied to the English Classroom. "Why only the better students are the ones who have the chance of taking courses that call on thinking skills, such as critical reading and calculation exercises?". Undoubtedly, he could not think in such other words as "unfair". As a result, he proposed new educational models taking into account that the important thing is focusing on the different capabilities of human beings, rather than the level of IQ of each student. For that reason, it seemed crucial for him to make a distinction between *intelligence* and *talent*. Let's take the following quotation by Gardner (2006: 19): "For example, language, a universal skill, may manifest itself particularly as writing in one culture, as oratory in another culture, and as the secret language composed of anagrams or tongue twisters in a third". This shows the

variety of skills that can be acquired, developed and studied (Lazear, 1991), being part of human intelligence.

3.3. Types of Intelligences

Gardner expressed his disagreement with the educational system of the XXth century by creating a theory which proposed the transformation in the running of schools. In his initial proposal, Gardner suggested that the traditional idea of intelligence, based on I.Q. testing should change. His main aim was to provide educators a range of ideas trying to place equal attention on all types of individuals, regardless their I.Q. level. That is why he developed seven intelligences, taking into account those individuals who have abilities placed outside the logical and language fields: dancers, musicians, therapists or entrepreneurs. Later on, he realized that there was another intelligence worth implementing: the naturalistic intelligence, which is related with our natural world, the world of animals and plants, where individuals are inspired and rejuvenated by nature.

“Intelligence is a computational capacity that originates in human biology and human psychology. Humans have certain kinds of intelligences, whereas rats, birds and computers foreground other kinds of computational capacities. An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.” (Gardner, 2006: 6)

After the addition of an eight intelligence, in 1999, it was Gardner who continued identifying two more types: existential and digital intelligences (Ander-Egg, 2013: 97). The Digital Intelligence that will be considered later on, is very important for the current society due to the fact education, particularly Foreign Language teaching, is directly related with the development of technology.

The following grid presents an explanation of the eight intelligences proposed by Gardner, dealing with a brief analysis of the different role that each intelligence plays in society, with the skills and professions that could be most commonly associated to each of the intelligences. (Table 1).

¹

Types of Intelligences	Characteristics	Skills	Working future
------------------------	-----------------	--------	----------------

¹ Table based on Armstrong’s explanation of intelligences in *Multiple Intelligences in the Classroom* (2013)

Verbal- Linguistic Intelligence	Ability to develop your own thoughts by making use of words. Higher level of the oral and spoken language skill.	Memorising, speaking and writing.	Scriptwriter, teacher, editor, poet, politician, lawyer, sales agent, librarian.
Bodily- kinesthetic Intelligence	Capacity to structure thoughts by using one's body and feelings.	Coordination, strength, flexibility, tactile, haptic capacities.	Athlete, dancer, sculptor, mechanic, surgeon, hairdresser, therapist.
Logical- mathematical Intelligence	Sensitivity to reflection and reasoning.	Observant.	Mathematician, scientist, accountant, philosopher.
Visual- Spatial Intelligence	To perceive and perform visual and spatial ideas, especially lines, colors, shapes.	Viewing, guiding	Decorator, architect, designer, inventor, guide.
Musical Intelligence	To develop thoughts through sounds, rhythms and melodies.	“Top-down” understanding (global, intuitive); “bottom-up” understanding (analytic, technical).	Composer, music critic, performer, orchestra director.
Interpersonal Intelligence	Ability to create positive relationships with others.	Empathy, solidarity.	Human Resources worker, sociologist
Intrapersonal Intelligence	To use gestures and words to express	Self-knowledge and self-reflection.	Guiding, trainer, psychiatrist,

	emotions and talk about one self.		theologist, doctor.
Naturalistic Intelligence	To recognise and classify the individual's environment.	Capacity to discriminate among inanimate objects.	Vet, astronomer, farmer, cook.
Existential Intelligence	To motivate employees and non-religious, diversity sensitive framework for addressing values in the workplace.	Self-awareness, spontaneity, vision, compassion, sense of vocation.	Psychologist, pastor, yoga instructor, philosopher, public speaker.
Digital Intelligence	Ability to face the challenges and adapt to the demands of life in the digital world.	Creativity and competitiveness.	Business Intelligence Developer, Product Manager, Data Scientist.

3.4. Digital Intelligence

The arrival of new technologies has had a huge impact on the education field. Nowadays, most schools around the world have adopted new methods of teaching which depend upon the use of the Internet, computers and screens. This section is going to focus on the relationship between new technologies and Digital Intelligence, another type of intelligence proposed by Gardner in 1999 that deserves a further explanation due to the importance it has while teaching and learning English.

At the end of *Multiple Intelligences: Theory in Practice* (Gardner, 1993), he added this significant consideration to his epilogue: “The mental landscape of the future might be reconfigured in light of accumulated knowledge. I have every reason to believe that the map would be drawn in a somewhat different way” (Gardner, 1993: 250). Undoubtedly, this future

is not as distant as he could have thought. Technologies are the basis of the 21st century, which has moved education into a multi-dimensional digital space. It could be said that, after understanding the differences between each type of intelligence, the Digital one could be linked with some of them. As it has been previously mentioned, the eight intelligences are independent from each other but there are cases in which they rely on each other for an appropriate development of the teaching and learning method. That is what happens with digital information, and our ability to manipulate, interact and rearrange it. If interactive and digital methods are used in class, there will always be some students who can make use of computers better than others.

This new intelligence is a response to the cultural evolution society has suffered with the development of digital technology. It takes into account the “intellectual virtuosos” Gardner (1999) recognised in *Intelligence Reframed: Multiple Intelligences for the 21st century*, considering the skills and talents of those “symbol analysts” and “masters of change”. Some researchers suggest that the use of technology is completely addressed to multimodal learning, in such a way that it can easily facilitate the development of Gardner’s intelligences (1993) inside the classroom.

Programming a computer depends on procedures to solve a problem. Linguistic intelligence is highlighted as one of the most important ones for the relationship between a student and technology: to deal with computers, it is necessary to make use of ordinary language. And the same happens with the student with a developed musical ability, who will be completely able to program any kind of musical piece through the Internet. Spatial intelligence is perfectly developed with the use of computer tasks. In addition, bodily kinesthetic intelligence plays an important role in working with the computer itself.

After the recognition of each intelligence in only one, it is clear that this cultural change alters children’s brain development into a new intellectual style. There is not a better example than this project, which is based on the application of seven intelligences, all of them represented in the digital one. As Healy (1990: 332) claimed “subtle shifts in what the human brain is required to do will eventually cause it to modify itself for new uses”.

An emerging digital intelligence is placing its roots in teaching and learning approaches, becoming completely integrated into the intellectual skills found in the human brain. They have become dependent on the ability to interact in a digital environment.

3.5. MI Theory & English Language Teaching

3.5.1. Brief summary of the history of ELT

The beginnings of the ELT tradition were not as they are in the current days. It has suffered an important and powerful change, especially during the last century with the emerging of new technologies and the so-called “digital age”. Although the teaching of some subjects has changed very little, and in some schools still remains the same, teaching English as a foreign language inside the classroom has been highly developed, not only by the different methods adapted over the years, but also by the implementation of the theory of Multiple Intelligences. To contextualise this significant change, it is necessary to make an explanation of the different methods of teaching established through the history of ELT.

Nowadays, there is clear evidence that English has become the most widely studied foreign language due to globalization and its resulting multilingualism. A research made by Richards & Rodgers (2001) estimated that more than 60% of the world population is multilingual. This proves the importance and effectiveness of learning a foreign language. But this was not the case in past centuries, when foreign language teaching resembled the teaching of Latin and Greek. According to Richards & Rodgers (2001), these languages were believed to promote the intellectuality of both learners and teachers. At that time, grammar rules, syntactic structures, the learning of vocabulary and translation of literary texts were at the core of what was supposed to be the educational system. In the field of Rhetoric, oral communication was not important at all. In fact, learners did not know how to speak either in Greek and Latin.

It was during the seventeenth century when French replaced Latin and remained as the most prestigious language to teach and learn until it was replaced by English in the twentieth century. In spite of this late substitution, the study of modern languages began to be introduced in European schools during the eighteen century, following the same methods used to teach Latin: grammar rules, translations and lists of vocabulary without paying attention to the oral practice. (Richard & Rodgers, 2001: 11).

By the nineteenth century, the Grammar- Translation Method became the standard procedure of teaching a foreign language, but a general rejection of its methodology led to the proposal of alternative methods, which belonged to the Reform Movement. Linguists such as Henry Sweet or Paul Passy claimed that “speech, rather than written words, was the primary form of language” (Richards & Rodgers, 2001: 9). Apart from the Reform Movement, there was a development of the Direct Method because of the “huge interest in developing

principles for language teaching out of naturalistic principles of language learning” (Richards & Rodgers, 2001: 11). It achieved great success and contributed to the creation of new methods, such as the Reading Method, the Audiolingual Method, the Audiovisual Method, and the Natural Approach (Richards & Rodgers, 2001).

This interest in communication led into the emergence and development of the Community Language Learning method, which recognises “the primacy of affective and emotional factors within the learning process” (Tejada Molina et al., 2005: 180). By the 1970s, Communicative Language Teaching (CLT) appeared, being followed by the Task-Based Language Teaching (TBLT), Cooperative Learning and the Lexical Approach (Richards & Rodgers, 2001). These are all methods that recognised the importance of developing the oral competence of the learners and their ability to communicate in the L2.

The History of ELT has shown that there have been important changes in the use of the different types of teaching methods and techniques in response to meet the needs and demands of learning and teaching English, and in an attempt to implement the best methods for the appropriate acquisition of the English Language.

3.5.2. Introduction of Multiple Intelligences Theory into the classroom

As it has been explained, it is clear that children possess all eight intelligences and are completely able to develop all of them. According to Armstrong (2009), when children begin school they start to develop different methods of learning that focus on the lines of some of the intelligences, because of the simple fact that there are students who have strengths in several areas and weaknesses in others. That is why the role of the teacher needs to be in connection with the theory; since it is essential to assess students with different intelligences in order to achieve the most effective ELT methods in the classroom. But how could the teacher do this in a proper way? Observing the students, the way they behave and their interests needs to be at the core of an appropriate teaching practice.

Let’s imagine a class of 20 students. It is 9 a.m and the teacher has just arrived. And she decides to put into practice the previously mentioned task: just looking around what she has got in front of her. Tired faces and yawns. But also she will realise that none of the students is doing the same thing. And here is when the different intelligences can be perfectly seen. Whereas the spatial student will be daydreaming at his desk, the interpersonal one will be socializing with his nearest classmate. And the bodily-kinesthetic student will be walking around the classroom while waiting for the teacher.

One of the most attractive things of this theory is the way in which it is perceived. Both students and teachers are constantly dealing with every single type of intelligence, but no one is aware until observation arrives. And that is the first step to start applying MI Theory in the classroom. Consequently, it is crucial for the student to understand the way the MI Teaching Method works. The key for the success of the theory is the creation of a cooperative teaching and learning between teachers and students. Thereby, the first step might be introducing students to the existence of Multiple Intelligences' Theory and Gardner's main thoughts.

According to my own experience as a student, I cannot be able to identify myself as an intelligent person. If someone asks me about my level of intelligence, I could not answer that question because I do not really know the real meaning of "intelligence", although there are many things I am completely able to achieve. This observation could explain why Gardner (2006) made a distinction between *intelligence* and *talent* (See 2.2.), and highlighted that intelligence should not be measured. Therefore, it is necessary to apply MI Theory inside the classroom. As this dissertation focuses on English Language Teaching, it is worth considering how Multiple Intelligences can be taken into account in relation to a classroom context.

Gaining students' attention is one of the possible methods to introduce the theory in the classroom context. Armstrong (2009) points out that different techniques can be used by teachers to get students' attention. For example, when teaching students to be quiet in order to fulfill a good classroom activity, he suggests behaving according to the different intelligences to make students identify themselves with one of them. So, "the teacher playing a piano chord to ask for silence (musical intelligence), the 4th grade teacher's flicking the lights on and off to call the class to attention (spatial intelligence), and the high school teacher's use of silence as an injunction to self- responsibility (intrapersonal intelligence)" (113). Armstrong proposals (2009) may encourage teachers of different subjects to find possible teaching strategies that might be consonant with different intelligences. Therefore, we could extend this reflection towards the search for suitable teaching strategies that favour the development of different intelligences in the English classroom context.

Firstly, it is important not to forget that learning a language is related with the verbal-linguistic intelligence, as oral skills are essential for mastering the language. Nevertheless, each of the eight intelligences can play an important role in the learning experience.

Below, we show a self- made plan of practice proposals that could be introduced in the English classroom in order to foster Foreign Language learning through the eight different

intelligences. (See Figure 2). These practice proposals will be later applied to the design of a didactic unit aimed at teaching English through Multiple Intelligences.

LEARNING ENGLISH THROUGH MULTIPLE INTELLIGENCES

1 VERBAL- LINGUISTIC INTELLIGENCE



- To write the words 'How are you today?' on the blackboard. (Teaching politeness).

2 BODILY-KINESTHETIC INTELLIGENCE



- To use the song 'Head, shoulders, knees and toes'. Students have to follow the gestures of the teacher while learning parts of the body.

3 LOGICAL-MATHEMATICAL INTELLIGENCE



- To explain grammar rules by number them (eg. rule #1; #2; #3).

4 VISUAL - SPATIAL INTELLIGENCE



- To use a photograph to explain grammar or vocabulary.



Figure 2: A proposal of activities to implement MI Theory in the English classroom (author's own creation)

By applying these examples based on the Theory of MI, teachers should discover that there are lots of ways to link drawings from one or more of the eight intelligences. MI theory provides teachers with a huge variety of techniques and offers guidelines to deal with the student's individual differences. Applying the theory to classroom management will improve the environment of the class. Students will be aware of their needs and limitations. This is something necessary for them in order to avoid frustration, stress or confusion. As a result, it will have advantages for teachers, who will design less strategies, "tricks" or different discipline systems which could end up returning to a teaching method which is not suitable at all (Armstrong, 2009).

Considering the data and information gathered above, this section can conclude with three main ideas:

1. Each student possesses different skills and abilities in the educational setting.

2. It is needed for the teacher to understand MI Theory for the proper development of potential of the eight intelligences.
3. Not all students have the same interest nor are able to learn in the same way.

3.5.3. The Traditional Teacher VS the MI Teacher

Much emphasis has been placed throughout history on looking for the correct manner of providing education in the teaching discipline. Teachers have always been encouraged to prepare the students for their future. For that reason, schools have opted for using the traditional teaching method whose main purpose is transmitting knowledge and information by using lesson plans which end in evaluation tests. Within this process, children are expected to pass an exam after having studied the concepts. Although this could seem an effective method, the fact is that it promotes a kind of passive learning, in which information is memorised and after being explained in the test, tends to be forgotten. This is the type of teacher-centered method in which the imparting of knowledge has been achieved in the usual form at lectures, discussions or tests.

Over the years, there has been an increasing interest in the implementation of a more practical and active learning, related with an induction of practise in order to ease the student from the acquisition of knowledge while promoting a more interactive and effective learning process. Moreover, it has been claimed that practical techniques of teaching increase the reinforcement of a subject and its assessment with better future career opportunities for students (Kelley et al., 1999). Cottel & Millis (1993) have focused on the traditional teaching methods whereas Bonwell & Eison (1991) have proposed different techniques oriented to students. According to Cottel & Millis (1993), some examples of traditional methods are reading passages, posing questions, listening to lectures, writing and replying to brief or extensive questions, solving short or lengthy unstructured problems and cases or dealing with an oral presentation of a topic. On the other hand, according to Bonwell & Eison we can find examples of learner- centered teaching such as the use of ICT to support teaching, the encouragement of students to take notes during lectures, problem- solving activities, visual support and graphic organizers, simulations and role plays or collaborative learning.

Nowadays these techniques proposed are used in almost all classrooms worldwide. In fact, there is a mixture of teacher-centered and student-oriented methods. Power and responsibility are held by the teacher, who plays a very important role by being an instructor and decision- maker (when focusing on curriculum development and lesson plans).

Regarding the key question about what is the “best” method to adopt if both are used and have succeeded in the teaching process, Bonner (1999) states that the teacher who assigns learning goals when establishing a lesson plan must evaluate the theoretical knowledge and skills of the students to be able to choose the methods that promote the process of learning.

Although it could seem that becoming the MI teacher is not an easy task, a teacher in an MI Classroom does not necessarily differ a lot from the teacher of a traditional classroom. While standing at the front of the classroom, using the blackboard or asking questions to students, teachers will continue their teaching method by combining intelligences in creative and dynamic ways. For example, they might draw on the board to illustrate something (promoting spatial intelligence), they might take time for meditation with music (promoting musical intelligence), they can develop activities by which students have to work in groups (interpersonal intelligence) or they can ask for volunteers to talk about personal experiences or feelings linked with the theory studied (intrapersonal intelligence). With this in mind, the creation of a MI lesson plan should follow the context provided in the theory by which teachers can address different skills and try to develop the eight intelligences to teach it. Armstrong (2009: 65), suggests different procedures to create curriculum units using the theory. To ask key MI questions can help to focus on specific objectives. Examples of his ideas are provided below:

- Verbal- Linguistic Intelligence: “How can I use the spoken or written word?”
- Bodily- Kinesthetic Intelligence: “How can I involve the whole body or use hands- on experiences?”
- Logical- Mathematical Intelligence: “How can I bring in numbers, calculations, logic, classifications, or critical thinking skills?”
- Visual- Spatial Intelligence: “How can I use visual aids, visualization, color, art or metaphor?”
- Musical Intelligence: “How can I bring in music or environmental sounds or set key points in a rhythmic or melodic framework?”
- Interpersonal Intelligence: “How can I engage students in peer sharing, cooperative learning, or large group simulation?”
- Intrapersonal Intelligence: “How can I evoke personal feelings or memories or give students choices?”
- Naturalist Intelligence: “How can I incorporate living things, natural phenomena, or ecological awareness?”

MI theory opens the door to a wide range of methods that can be developed in the classroom. It offers the teacher the opportunity to develop innovative teaching strategies that are new in the educational field. All children have different ways of developing the eight intelligences, so any particular strategy proposed by Gardner is likely to be highly successful with one group of students and less successful with the other one (Armstrong, 2009: 72).

Regardless of these individual differences among students, there is no doubt that the teacher plays a major role in the appropriate development of the learning process, by using a combination of both traditional and innovative approaches related to the proposal made by Howard Gardner.

3.5.4. MI Theory for Special Education

Dealing with children who have special needs is one of the hardest issues of the education field. With an inclusive education approach, teachers are faced with the challenge of developing their knowledge to assess the intellectual abilities for all students. Although intelligence has been studied for more than a hundred years, experts have always opted for studying the weaknesses and not the strengths of the human brain. This was one of the key factors for the development of MI Theory.

Inclusive education was developed in the twentieth century. It operates on the premise that students with disabilities can be as competent as students without disabilities. That is to say, all students can be participants in their classroom. Successful inclusive education takes place when the diversity of the class is accepted, understood and attended, including physical, cognitive, academic, social and emotional differences (Alquraini & Gut, 2012).

The theory of MI makes a further distinction of special education. In fact, using Gardner's ideas makes educators able to recognize children with special needs as persons possessing strengths in many intelligence areas (Armstrong, 2009: 149). Moreover, the theory claims that these disabilities can occur in any of the eight intelligences. This is the case, for example, of autistic children. Whereas they possess prominent strengths in Maths and subjects related with numbers and intellectual thought, their interpersonal intelligence results to be null. That is why these deficits operate in an autonomous way, without interfering with the skills they possess. Thus, the Theory of Multiple Intelligences provides a model for understanding the autistic children who cannot communicate, the dyslexic who is able to design drawings, or the "developmentally disabled" student who can act extremely well on the stage (Armstrong, 2009: 151). With the correct understanding and support facilities,

educators can teach their students to deal with disabilities, by encouraging them to focus their attention on the abilities they have, rather than on the things they are not good at.

There are many cases in which students with disabilities may learn to use an alternative set of symbols in an unimpaired intelligence. It is interesting to think of alternatives in which the teacher can create complete success for the student. For example, dyslexic students, who are not able to learn English Vocabulary in the same way as their peers, can be taught by means of drawings or symbols. For instance, they could learn the word “summer”, by linking it with any picture or symbol. Although their linguistic intelligence is weak, their visual-spatial intelligence may be put to work on learning that word.

In other cases, educators may have to implement other types of techniques. Taking advantage of the essential use of technology in the current society and the subsequent development of the Digital Intelligence (see 2.3.1), using the printing or electronic resources can be a good learning tool. Going back to the referred dyslexic student, the use of computers and social media to transform the words into sounds, can make the student understand and follow the lesson properly. As stated above, it shows how a difficulty in one intelligence can be successful with the help of another intelligence which is operating properly in the human brain.

There exists another approach which can be used to reinforce the special needs of students. According to Armstrong (2009), there is an empowering strategy, the one of *human resource*, as happens in the case of therapists, coaches or tutors who are also working in school trying to help educators and students with special needs to make progress at the same rate during the lesson.

In conclusion, all this methodology consolidates the fundamental paradigm emphasis concerning the MI Theory. After further research, it has been proved that the best learning activities are those which are most successful with all students, those with special needs but also the rest of the class. Teaching through intelligences goes far beyond a large scale in both the regular and special education programs in schools all over the world.

4. Practical Application: The Implementation of Multiple Intelligences in a Didactic Unit: ‘Planning our future’

After having considered the MI Theory from a theoretical perspective now it is going to be approached from a practical point of view by creating a proposal of a Didactic Unit in

which the eight intelligences are going to be developed through teaching and learning the future in English: *present continuous*, *will*, and *be going to*. The topic chosen for this unit is ‘professions’, a very useful vocabulary field for students to link with future tenses.

The application of Multiple Intelligences as a teaching method is being introduced with increasing frequency in the educational centres. It is developed in different ways depending on each school, but its main aim is the same: to encourage and promote the skills of the students, trying to create an adequate educational environment so that every student could reach a cognitive, affective and social growth in the English classroom.

As explained in the theoretical framework, this project is going to start by introducing the Didactic Unit with the focus on gaining student’s attention following Armstrong’s proposals (2009). MI Theory is not normally addressed in textbooks. For that reason, I have designed a cover that could be used to introduce the unit:

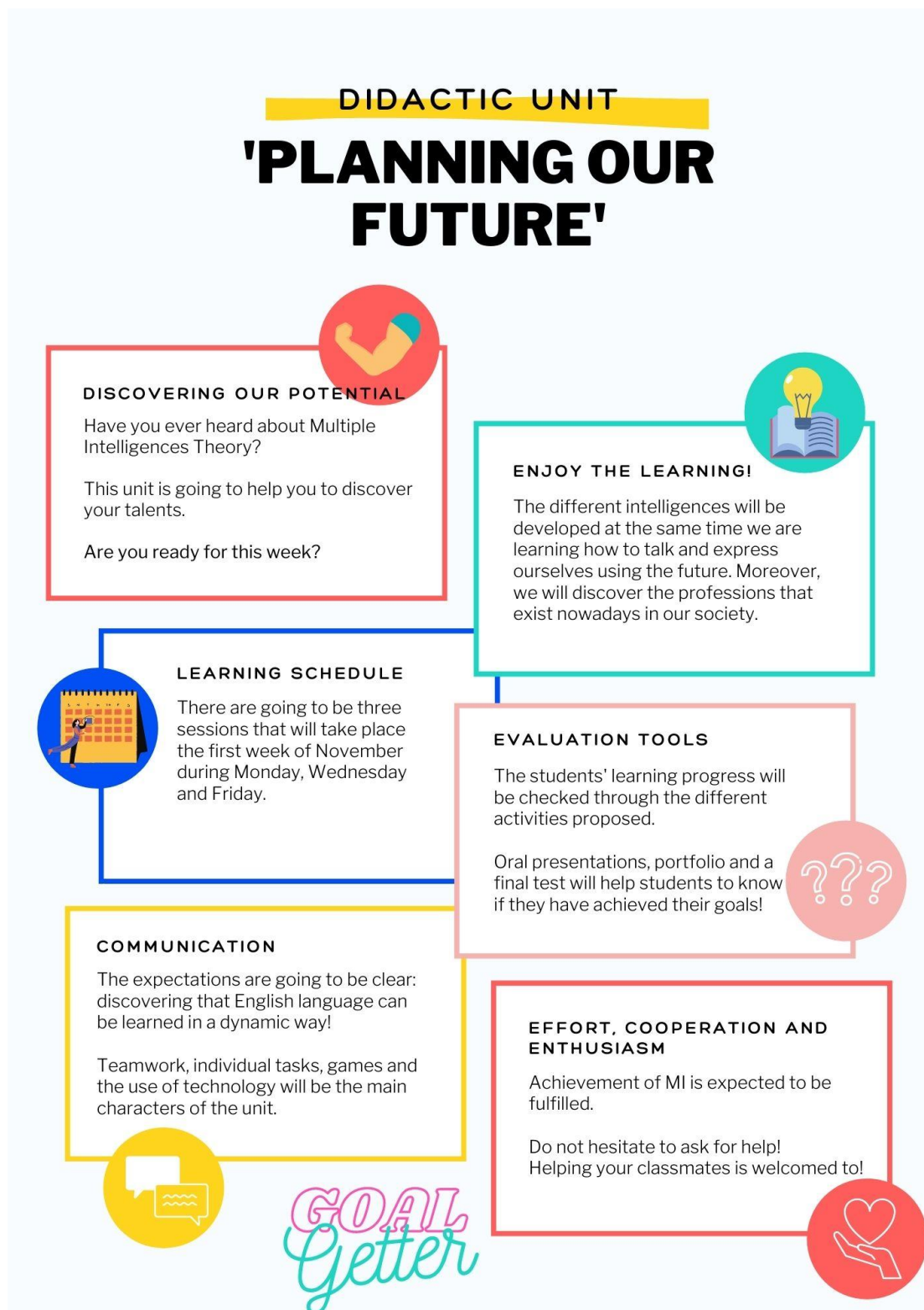


Figure 3: Cover for the didactic unit (Author's own creation)

4.1. Introduction

This Didactic Unit consists of a lesson plan designed for 165 minutes of teaching which is going to focus on Grammar and Vocabulary, paying special attention to the use of the Future Tense in English and the learning of vocabulary related to professions, which is directly related with the future. This topic has been chosen because of the need for the children to know the reality in relation to personal development and adaptation to society and their future plans. For that reason, children are expected to be aware of the different social groups (professions) that exist nowadays. This is included in the curriculum, within the use of the future to express their feelings, thoughts, confidence and autonomy while promoting the different intelligences proposed by Gardner, helping the students to be capable of thinking by themselves and developing the different skills according to each intelligence. Moreover, the unit is going to provide students the opportunity to work with their personal experience so that learning is meaningful and students will feel protagonists of the unit. The syllabus is aimed at a group of 24 Spanish students in the sixth year of Primary School.

The four skills of language will be also developed and recognized simultaneously with the eight intelligences. These Spanish Students have not acquired the language naturally and that is the key point to develop a high degree of grammatical and lexical competence through the use of the future and its related vocabulary. They will be tutored by the teacher in order to get a progression on the learner's language competences. According to the CEFR² the unit will correspond to an A.2 Level of English. Finally, it will follow all the requirements specified in BOE³ related to English as a Foreign Language.

4.2. Contextualisation

Discovering the environment in which we are going to be working is essential before delving into the explanation of the Didactic Unit itself. That is to say, knowing the whole educational environment and every aspect that surrounds each student. Thus, this section will discuss the school, the students, the available materials, the classroom context, the temporal distribution of the subject and the type of syllabus.

² Common European Framework of Reference for Languages

³ Boletín Oficial del Estado

4.2.1. The School

This unit has been designed for the College Santa María de la Capilla “HH. Maristas”, located at Avenida Ruiz Jiménez 1 in Jaén. It started its educational activity in 1930, following the Catholic principles of its founder, Saint Marcelino Champagnat. Nowadays, the school covers all the different educational stages: Preschool, Primary Education, Secondary Education and Baccalaureate.

With respect to the educational and linguistic project of the school, the college promotes a bilingual education, giving the opportunity of both bilingual and non-bilingual education. Moreover, it offers exchange programs with different countries of the European Union and the academic preparation for the official qualification of Cambridge Exams.

4.2.2. The Students

The group is composed of a total of 24 students who are between 12 and 13 years old and who have a previous knowledge of English acquired and developed in the former years. It is necessary to remark that none of the students has special needs in the learning process. This group consists of 13 girls and 11 boys. They all live in Jaén and belong to a middle-upper class. Their mother tongue (L1) is Spanish. They have been learning English since Preschool, so it is their second language (L2). According to their proficiency, they are supposed to have an A2 level of English aiming at a B1 level since they will soon start Secondary School. It is a large and varied class.

4.2.3. Materials

The professor will provide the students with all the necessary materials and resources for promoting the different intelligences and acquiring the specific objectives of the unit. They do not need to buy a textbook due to the recent implementation of the theory in the ELT classroom. All the activities and contents will be accompanied with the use of ICTs: laptops, projector and speakers, all of them available at the school, encouraging the aforementioned Digital Intelligence.

4.2.4. Classroom Context and Temporal Distribution

The classroom is located in a spacious area due to the large number of children. The students are distributed separately in double desks in order to promote openness and teamwork. What is more, the classroom is expected to have a good light and air circulation, with the appropriate security measures taken against COVID-19.

According to the temporal distribution of the subject, the unit is going to be taught in the first term of the course, in order to prepare the students for the corresponding acquisition of the intelligences and its subsequent development during the whole academic year 2021-2022. It is going to be divided into three sessions that will take place on Monday, Wednesday and Friday, being performed during the first week of November, after the revision of the Past and Present Tenses. English contents will be introduced progressively along the sessions. The schedule will be the following:

SIXTH GRADE SCHEDULE  English subject					
NOTES: 1st term 3rd - 7th November 2021. 					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9-10 am					English Class
10-11 am	English Class				
11-12 am					
12-12:30 pm	B	R	E	A	K
12:30- 1:15 pm					
1:15- 2 pm			English Class		

Figure 4: Sixth grade schedule of English as a Foreign Language (Author's own creation)

4.2.5. Syllabus

The syllabus presented below is crucial to help the teacher plan and direct the different activities and goals intended to be achieved: competences and objectives, methodology, and evaluation. It will also consider students' previous knowledge, background, interests and needs.

Taking into account that it should be inserted into a curriculum which deals with Multiple Intelligences, it has been designed to create a MI-friendly learning environment in the English classroom. Although there are lots of syllabus types, this didactic unit is going to follow the five formats described by Campbell (1996).

The syllabus is going to have a combination of *multiple intelligence-based lesson designs*, with supporting activities that meet the needs of the eight intelligences; an *interdisciplinary curriculum* will offer connections between interpersonal, linguistic and spatial intelligences all in the same activity. *Student projects* will give the students the chance to put into practice what they have learned according to their intelligence. What is more, a *situational* and *skill-based syllabus* are crucial to group intelligences together into specific settings of language use in real situations, as well as to link them with the linguistic competences into generalized types of behaviour and attitudes. Finally, it is important to mention that the *task-based syllabus* is necessary to integrate language skills in specific settings of language use.

4.3. Objectives

The specific objectives of the unit need to be in consonance with the general objectives taken from the curriculum concerning the learning of the English language in Andalusian Schools, explained and developed in article 221 issued of the BOJA⁴ of 16th November 2020. The general objectives described deal with the three domains of learning (cognitive, affective and psychomotor) and are concerned with the different types of intelligences.

This Didactic Unit deals with the use of the future tense and the learning of vocabulary related with the field of professions. The specific objectives constitute the goals each student is expected to get through a set of activities in which one of the intelligences will be developed in a deeper way. Through this unit students will be able to achieve the following specific objectives:

1. To review and practise some vocabulary and grammatical structures from previous units.
2. To learn and consolidate vocabulary related to the different professions of the current society.
3. To be able to talk in front of the class using the different forms of the future tense: *present continuous*, *going to*, *will / won't*.
4. To show interest in participating in games and stimulating the eight intelligences.
5. To understand the instructions given by the teacher.
6. To express their own thoughts and feelings about the future generations.

⁴ Boletín Oficial de la Junta de Andalucía

7. To improve listening, writing, speaking and pronunciation skills.
8. To enjoy playing with language and develop positive attitudes towards the English language.
9. To use simple sentences to talk about their future.
10. To work in an autonomous way.

4.4. Contents

The contents of the unit are oriented towards the acquisition of the specific objectives and the development of Multiple Intelligences by taking into account children who can benefit from the development of Naturalistic Intelligence. All exercises will be related to jobs and the future. Students will have to read, write, make up sentences and create conversations. The four skills of the English language are expected to be developed. The main contents areas covered in this unit are the following:

1. Means of communication

- Spoken language: to know and use grammar structures and vocabulary (Verbal- Linguistic Intelligence).
- Written language: to use writing as a means of communication (Verbal- Linguistic Intelligence).
- Artistic language: to express feelings and thoughts through drawing and music (Intrapersonal & Musical Intelligence).
- Body language: to create physical ways to express and communicate in society (Bodily-Kinesthetic Intelligence).

2. Daily life situations.

- To read and maintain a conversation in English (Verbal- Linguistic Intelligence).
- To gather knowledge with the use of technology and apply it into real situations: *'How do I see myself in 20 years' time?'* (Logical- Mathematical Intelligence).
- To work on relational and affective abilities related to the future workplace (Interpersonal Intelligence & Intrapersonal Intelligence).

3. The Future.

- To recognise the different professions of the future (Visual- Spatial Intelligence).
- To appreciate the environment and the passage of time (Naturalistic Intelligence).

4.5. Methodology

On the basis of this teaching approach related with Multiple Intelligences Theory, the unit must propose related activities in which students are able to show each of their talents and capabilities. On the other hand, it is crucial for the teacher not to forget that each student has different skills, so the exercises should be developed with adaptability and personalisation, taking into account all learning styles. For that reason, the different intelligences involved will be indicated in the procedures.

The activities are designed to encourage participation and interaction in both autonomous and grouping ways by proposing creative tasks such as learning grammar and vocabulary by means of communicative activities, music and games. They are expected to be executed in an interdisciplinary way and to motivate the students for the correct understanding of the contents.

In terms of encouraging socialization and cooperation (Interpersonal Intelligence), the lesson plans are designed with activities to work in small groups. Teamwork helps students to take into account the personality of their classmates.

Finally, the teacher plays an essential role. She is a guide who helps pupils in their learning process by observing their behavioural patterns within each activity. With regard to the role of the students, the unit has been designed to put the learner at the centre of the learning process, requiring an active participation of both the teacher and students. The evaluation process will serve as a landmark with the aim of adapting the real progress of students.

4.6. Procedures

This section deals with activities to foster the different intelligences of the human brain. In this way, they are expected to promote a more innovative learning approach in which students are going to discover their skills and talents at the same time they learn in a dynamic way.

SESSION 1 (60 MIN)

The first session will take place on Monday and students will be presented with the use of future tenses to talk about predictions, plans, decisions and offers. Before that, they are going to revise previous knowledge. Once this is done, they are going to put into practice the theory by doing a crossword and playing a game.

1. WARM UP ACTIVITY: 'DISCOVERING THE FUTURE'

Explanation To introduce the use of the Future Tense in English, the first session will begin by giving the students a worksheet. Firstly, students will revise with the teacher the Past and Present Tenses. Next, they will be presented with the different functions of the <i>present continuous</i>, <i>be going to</i>, <i>will /won't</i> and their different uses. Students then complete the exercises to practise what they have read.	Objectives - To review and practise grammar from previous units. - To understand the instructions given by the teacher. - To be able to use the different forms of the future tense.
Timing → 15'	Materials - Worksheet (See Appendix 1)
Multiples Intelligences - Verbal - Linguistic	Interaction pattern - Whole class (individual task)

2. 'OCCUPATION GAME'

Explanation Thanks to the previous activity, students are able to identify new grammar structures. The teacher will review them and will start focusing on the future by introducing the students to a new topic: 'professions'. Students will be given a crossword game in	Objectives - To associate vocabulary related to professions with pictures. - To review and practise new vocabulary and words previously learnt. - To use the vocabulary and grammar to achieve their objective (create
--	---

which they have to identify new vocabulary related to professions. After that, they will have to choose two words of the game and write short sentences by using a combination of both future tenses and the vocabulary chosen.	short sentences).
Timing → 25'	Materials - Crossword game (See Appendix 2)
Multiple Intelligences - Logical - mathematical	Interaction pattern - Whole class (individual task)

3. 'THE FUTURE GRAMMAR CHAIRS'

Explanation To finish the session, students are going to review the differences between the <i>present continuous</i>, <i>be going to</i> and <i>will</i>. The teacher will arrange three chairs in front of the classroom and each one will be labeled in the three grammatical structures. Students should take turns to choose one chair and they should sit on the chair and make up a sentence about the future.	Objectives - To consolidate the grammar learned. - To understand the instructions given by the teacher. - To improve speaking skills. - To enjoy playing with language - To show interest in communicating while using grammar structures. - To develop positive attitudes towards English.
Timing → 20'	Materials

	- Chairs - Paper tags (See Appendix 3)
Multiple Intelligences - Bodily- Kinesthetic - Spatial Intelligence - Interpersonal Intelligence	Interaction pattern - Whole class

SESSION 2 (45 MIN)

As this second session is going to take place after the break, it will only last for 45 minutes. For that reason, students are going to spend three quarters of an hour talking about professions, the vocabulary chosen for this unit. They will have to play another game by working with their classmates and write a final reflection about their working future using the future tense and the vocabulary learned.

1. 'THE GAME OF THE PROFESSIONS'.

Explanation

The teacher will explain the rules of the game. There are 6 groups of 4 students. Each group will be given three cards which deal with the new topic of vocabulary, "professions." The goal is to guess the maximum possible number of professions.

The teacher will tell the children that the group should be divided into two teams (group 1 and group 2). There are going to be three profession cards for each couple. Members of the first group should draw clues about what they are seeing without telling the jobs. Members of the second group should ask questions using present and future tenses in order to guess the jobs and win the game.

Objectives

- To show interest in participating in groups.
- To associate vocabulary with pictures.
- To understand the instructions given by the teacher.
- To identify the professions and practise them using a game.

Timing → 30'

Materials

- Cards (see Appendix 4)
- Notebook

Multiple Intelligences

- Logical- Mathematical
- Visual- Spatial
- Interpersonal
- Verbal

Interaction pattern

- 6 groups of 4 students.

2. 'HOW DO I SEE MYSELF IN 20 YEARS TIME?'

Explanation After learning and reviewing vocabulary of professions and grammar tenses, students are going to make an individual task. It is time to write a short reflection about how they see themselves in their future. Then, they will have to share their thoughts in front of their groups.	Objectives - To use the future tense to achieve their objective. - To consolidate the learned grammar. - To improve pronunciation. - To approach the written language. - To express their thoughts and emotions. - To work in an autonomous way.
Timing → 15'	Materials - Papersheet (see Appendix 5) - Pencil
Multiple Intelligences - Intrapersonal - Verbal - Linguistic	Interaction pattern - Individual task

SESSION 3 (60 MIN)

The activities of this session are designed to be developed at the end of the didactic unit because they include all the vocabulary and grammar learned throughout the week. It is going to be an interactive and dynamic class combining music and a final discussion.

1. 'LET'S SING'

Explanation The last session will start by presenting the students with the song 'All my loving' by the British band <i>The Beatles</i> . The teacher will give them a worksheet with the lyrics of the song, which has lots of future structures. Students will listen to the song, and complete the first part of the activity. Then, they will have the chance to listen to the song twice in order to answer the questions proposed.	Objectives - To review grammar and structures previously seen. - To identify future tenses and their functions. - To improve listening skills. - To enjoy playing with language and music.
Timing → 15'	Materials - Music - Digital blackboard - Computer with Internet (Youtube) - Worksheet (see Appendix 6)
Multiple Intelligences - Spatial - Musical - Verbal - Linguistic	Interaction pattern - Whole class (individual task)

2. FINAL DISCUSSION

Explanation The last 45 minutes will deal with a	Objectives - To recognize and identify the
--	---

combination of both vocabulary and grammar. The teacher will use the digital blackboard to project a photograph in which lots of professions can be seen. Students must follow the rules provided in the activity and have a ‘discussion’ in pairs by answering the questions and talking about their dream jobs. The use of the future tense will be important to finish the session.	professions which appear in the picture. - To associate vocabulary with pictures. - To identify grammar structures. - To develop the spoken language.
Timing → 45’	Materials - Digital blackboard - Poster (see Appendix 7)
Multiple Intelligences - Verbal - Linguistic - Interpersonal - Intrapersonal	Interaction pattern - Whole class

4.7. Suggestions for students with special needs

As explained in the theoretical framework of the project, a class has different learning styles and teachers must know how to adapt their teaching method to a wide variety of students. This variety among children is related to the differences that exist in their capacities. Not all students are going to feel in the same way while doing an exercise. For example, there will be students who could consider some activities easier than their classmates and they can finish them earlier. That is why it is necessary to design and plan different activities, make use of material and technological resources and work in teams. In addition, the teacher should keep in mind that there could be activities which could not last as much as expected. A good way to avoid such problems would be preparing other options to introduce if needed (songs, storytelling or more games), as well as promoting and encouraging students to help each other.

Although this is not the case of our group, the school has a few classes in which there are autistic children. This didactic unit could also be useful for them to develop MI Theory, although the temporal distribution of the unit should be changed and adapted because they cannot follow the same pace as their peers. A good way to teach them things about the future and professions would be stimulating their Naturalistic Intelligence. It will help autistic children to be in contact with nature (e.g. in the school playground) and to feel more comfortable dealing with the activities outside rather than inside the classroom. The activities proposed are appropriate because the learning environment is always characterised by action and playing. Although the English language seems crucial to do the activities, the linguistic support is not as important as in other units due to the fact that this one counts on external factors, which makes MI Theory accessible for all types of learners and special needs.

4.8. Evaluation

One of the most important aspects of teaching and learning English is the final assignment. This helps both students and teachers to know if the aims of the unit have been achieved. Although it is very important to know if students have understood the theoretical concepts of the unit, there is no doubt that the process of evaluation requires a further step, which is the necessity to prove if students can make use of what they have learned in real situations.

In this way, the evaluation of the Didactic unit will deal with the following procedures:

- The degree of achievement of the different Multiple Intelligences through the practical activities.
- The progress of each student during the week: the observation of the strengths and weaknesses of the pupils in each exercise.
- The contents covered during the sessions.
- The level of effort, cooperation and enthusiasm in each activity.

Moreover, the teacher will follow a continuous and instructive learning process, counting with the support of the parents. They will guide the teacher to discover the most developed intelligences among the students, as well as their past experiences, motivations and interests, facilitating the assessment of their evolution and improvement in the learning process of improvement. From this point, the evaluation of the eight intelligences in the fields of Grammar and Vocabulary will take into account the following aspects:

1. Observation: the teacher will take notes about how the students behave during the sessions. Furthermore, she will include the development of each activity and her own comments.
2. Portfolio (20%): students will put together all the activities at the end of the week and make a final reflection about the exercises they have performed and the contents learned.
3. Oral presentation (30%): students will prepare an oral presentation in groups in which they should talk about the future generations.
4. Final test (50%): students should demonstrate they have understood the grammar and vocabulary of the unit.
5. Checklist evaluation (See Appendix 8).

5. Conclusion

Throughout this project, the theory of Multiple Intelligences in combination with learning English as a foreign language has been highlighted and discussed for practical use. After analysing the different intelligences and the ways to teach them, this dissertation has reached different conclusions about the implementation of the theory in the English classroom.

Firstly, the study proposed by Gardner about Multiple Intelligences allows achieving innovation by applying a teaching methodology which is based on offering the same learning opportunities to every student so that they become completely able to develop their abilities in every single subject of the curriculum.

Knowing and understanding the eight intelligences is very useful in the teaching-learning process, since it helps teachers to be aware of the strengths and weaknesses of each student. In this way, the teacher could orientate the learner by giving guidelines, feedback and advice, enabling them to increase their confidence in themselves. In other words, following a learner-centred approach which focuses on personal development and critical assessment of problems.

This type of teaching involves a more acquired academic education, enhancing the virtues of individuals. The aim of implementing Multiple Intelligences theory in schools is preparing active and engaged students, capable of performing and participating adequately in the modern society of the 21st century. It is an attempt to give students the same opportunities without taking into account the traditional criteria of measuring intelligence, in which only

those students with a high level of logical and language skills are the ones who are worth being considered 'intelligent'.

On the whole, the information provided in this paper gives the reader the idea of discovering new horizons on an equal basis for everyone. To fully achieve this method, it is necessary the modification of educational laws and their corresponding deployment, enabling the discovery and learning of new contents and experiences among individuals. The objectives and topics discussed in this document are essential for anyone interested in teaching, more specifically in the teaching of English in schools worldwide.

REFERENCES

Adams, N. (2004). Digital Intelligence Fostered by Technology. *Journal of Technology Studies*, 30(2), 93-97.

Alquraini, T., & Dianne Gut, D. (2012). Critical Components of Successful Inclusion of Students with Severe Disabilities: Literature Review. *International Journal of Special Education*, 27, 42-59.

Ander-Egg, E. (2013). *Claves para introducirse en el estudio de la inteligencias múltiples*. Homo Sapiens Ediciones. [Retrieved from <https://elibro.net/es/lc/ujaen/titulos/123839>].

Antunes, C. (2016). *¿Cómo identificar en usted y en sus alumnos las inteligencias múltiples?* (4a. edición). SB Editorial.

Armstrong, T. (2009). *Multiple intelligences in the classroom*. Alexandria, Virginia USA: ASCD.

Bonner, S. E. (1999). *Choosing teaching methods based on learning objectives: An integrative framework*. Issues in Accounting Education, Vol. 14, No.1, 11-39.

Bonwell, C. C., & Eison, J. A. (1991). *Active learning: creating excitement in the classroom*. George Washington University, ERIC Clearinghouse on Higher Education.

Caldwell, M. B., Weishar, J., & William Glezen, G. (1999, February 23). *The effect of cooperative learning on student perceptions of accounting in the principles courses*. *Journal of Accounting Education*. [Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/0748575195000321>].

Campbell , B. (1996). *Multiple Intelligences in the classroom*. *The Learning Revolution*, 27, 8-18.

Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Nueva York: Basic Books.

Gardner, H. (1993a). *Multiple Intelligences: The Theory in Practice*. Nueva York: Basic Books.

Gardner, H. (1993b). *The Unschooled Mind: How Children Think & How Schools Should Teach*. Nueva York: Basic Books.

Gardner, H. (1994). *Creating Minds: An Anatomy of Creativity Seen Through the Lives of Freud, Einstein, Picasso, Stravinsky, Eliot, Graham, and Gandhi*. Nueva York: Basic Books.

Gardner, H. (1995). *Are There Additional Intelligences? The Case for the Naturalist Intelligence*. Harvard Project Zero. Cambridge, MA: President and Fellows of Harvard College.

Gardner, H. (1999). *The Disciplined Mind: What All Students Should Understand*. Nueva York: Simon y Schuster.

Gardner, H. (2006). *Multiple intelligences: New Horizons*. Nueva York: BasicBooks.

Gardner, H. (2006). *The development and education of mind: the selected works of Howard Gardner*. London: Routledge.

Harmer, J. (2015). *The practice of English language teaching*. Pearson /Longman.

Healy, J. (1990). *Endangered minds: Why children don't think and what we can do about it*. New York: Touchstone.

History Of English Language Teaching. UKEssays.com. (n.d.). [Retrieved from <https://www.ukessays.com/essays/english-language/history-of-english-language-teaching-english-language-essay.php?vref=1>]

Kelley, G. (1999). *Medios de comunicación: desafíos y potencialidades ante el nuevo paradigma educativo*. IV Comité Regional de la CONALMEX para la UNESCO.

Lazear, D., & Stockman, D. (1991). *Seven ways of knowing teaching for multiple intelligences: a handbook of techniques for expanding intelligence*. Pennsylvania: Skylight.

Lecture notes “Programación y Evaluación del Inglés”, 4th course of English Studies, provided by Ana Mª Ortega Cebreros.

(PDF) *Traditional Teaching Methods Vs. Teaching Through The Application Of Information And Communication Technologies In The Accounting Field: Quo Vadis?* ResearchGate. (n.d.). [Retrieved from https://www.researchgate.net/publication/260289304_Traditional_Teaching_Methods_Vs_Teaching_Through_The_Application_Of_Information_And_Communication_Technologies_In_The_Accounting_Field_Quo_Vadis.]

Richards, J. & Rodgers, T. S. (2001). *Approaches and Methods in Language Learning: A description and analysis*. New York: Cambridge University Press.

Tejada Molina, G., Perez Cañado, M.L. & Luque Agulló, G. (2005). *Current approaches and teaching methods*. In *TEFL in Secondary Education*, eds. N. McLaren, D. Madrid & A. Bueno, 156-208. Granada: Universidad de Granada.

Internet resources used for the design of the Didactic Unit

Crossword game: <https://www.englishworksheets.com/m.jobs-4.html>

Song: <https://www.youtube.com/watch?v=TSpiwK5fig0>

App for the creation of own designs of the unit: <https://www.canva.com/>

APPENDICES⁵

APPENDIX 1

WARM UP GAME WORKSHEET (Author's own creation)

Name: _____

THE FUTURE

WILL (promises, requests, offers, refusals)

'I will help you with your homework'

- Future predictions: 'The sun will rise at 6 a.m.'

BE GOING TO (plans and intentions)

'I am going to plan our next trip'

- Future predictions: 'The sky is dark. It is going to rain.'

PRESENT CONTINUOUS (what you have arranged already to do)

A: 'What are you doing tomorrow evening?'

B: 'I'm going to play football.'



Part 1: Differentiate the five concepts.

Present simple

Be going to

Will

Present
continuous

Past simple

Part 2: Try some sentences making use of the concepts.

1. I'll call you when I (arrive) at my hotel.

2. We (stay) with friends when we get to Boston.

3. I (read) three books last week.

4. The sky is getting darker. It (be) to rain.

5. He (text) you as soon as he's at home.

6. I'm cold. I (close) the window.

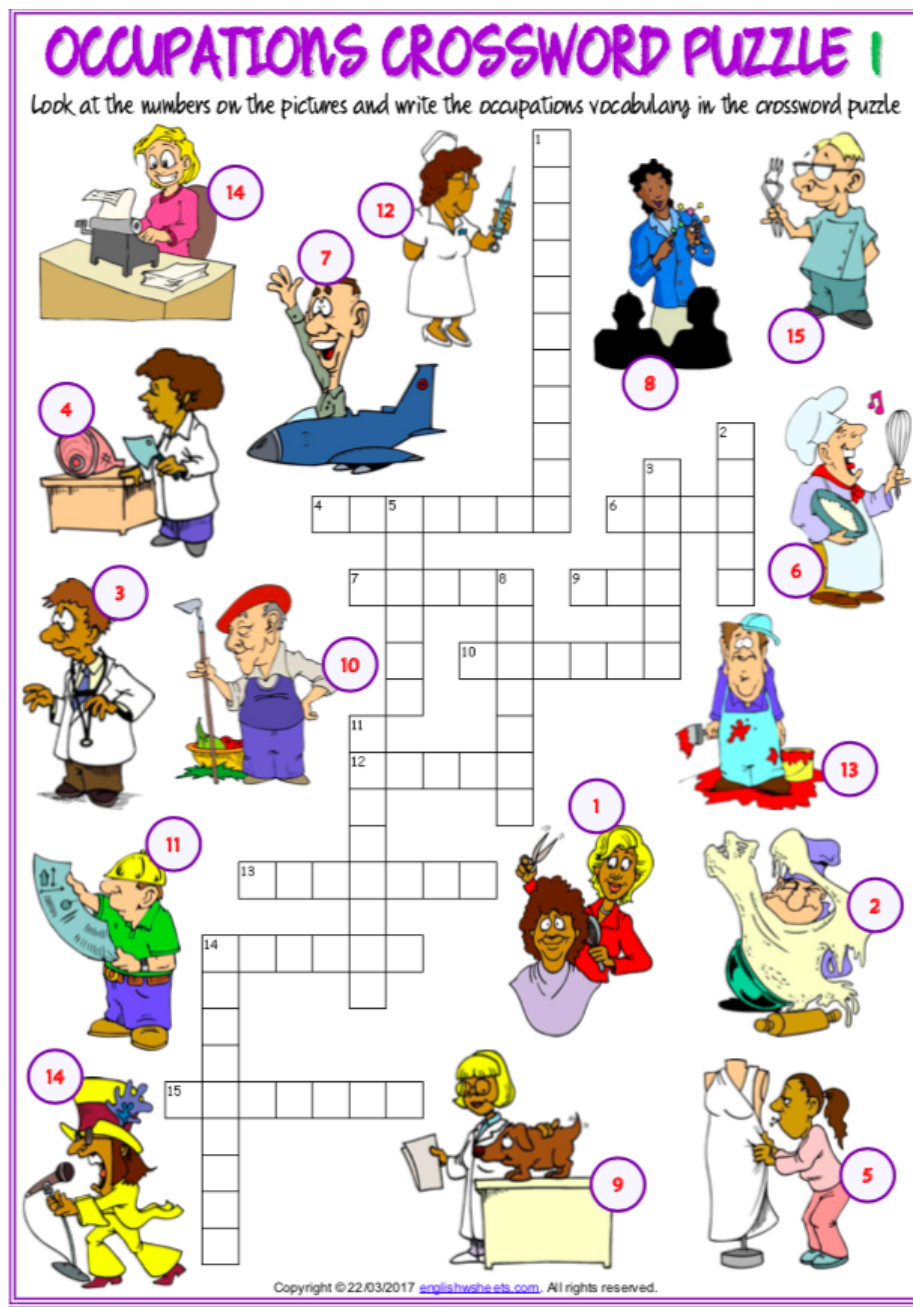
7. He (have) a staff meeting next Monday.

8. I (give) up smoking!

⁵ All materials provided except the crossword game have been originally created by the author.

APPENDIX 2

CROSSWORD GAME



Source: <https://www.englishworksheets.com/m.jobs-4.html>

APPENDIX 3

GRAMMAR CHAIRS PAPER TAGS (Author's own creation)



APPENDIX 4

CARDS OF PROFESSIONS (Author's own creation)



APPENDIX 5

ESSAY (Author's own creation)

MY REFLECTION ESSAY

NAME

SECTION

DATE

TEACHER

Write an essay based on this prompt:

How do you see yourself in 20 years' time? Make use of the future and the vocabulary learned about professions to write a short essay expressing your thoughts and feelings.



APPENDIX 6

BEATLES' WORKSHEET (Author's own creation)

Music & Future Tenses

ALL MY LOVING THE BEATLES

TITLE

Close your eyes and I'll kiss you
 Tomorrow I'll miss you
 Remember I'll always be true
 And then while I'm away,
 I'll write home everyday
 And I'll send all my loving to you
 I'll pretend that
 I'm kissing the lips I am missing
 And hope that
 my dreams will come true
 And then while I'm away,
 I'll write home everyday
 And I'll send all my loving to you
 All my loving I will send to you
 All my loving
 Darling, I'll be true
 Close your eyes and I'll kiss you
 Tomorrow I'll miss you
 Remember I'll always be true
 And then while I'm away, I
 'll write home everyday
 And I'll send all my loving to you
 All my loving I will send to you
 All my loving
 Darling, I'll be true
 All my loving
 All my loving
 Ooh
 All my loving I will send to you

Analyze the song lyrics and list
 down at least 10 sentences that
 show the grammar structures we
 have studied.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Name

Teacher

Class

Date

Music & Future Tenses

ALL MY LOVING THE BEATLES

TITLE

Close your eyes and I'll kiss you
 Tomorrow I'll miss you
 Remember I'll always be true
 And then while I'm away,
 I'll write home everyday
 And I'll send all my loving to you
 I'll pretend that
 I'm kissing the lips I am missing
 And hope that
 my dreams will come true
 And then while I'm away,
 I'll write home everyday
 And I'll send all my loving to you
 All my loving I will send to you
 All my loving
 Darling, I'll be true
 Close your eyes and I'll kiss you
 Tomorrow I'll miss you
 Remember I'll always be true
 And then while I'm away, I
 'll write home everyday
 And I'll send all my loving to you
 All my loving I will send to you
 All my loving
 Darling, I'll be true
 All my loving
 All my loving
 Ooh
 All my loving I will send to you

Listen again and complete the following exercises:

- 1 Answer the following questions.
1. What will he do when she closes her eyes?
 2. What will he send to her?
 3. What is he missing?

- 2 Underline the correct option.
- WILL expresses:
- An intention
 - A plan
 - A promise

- 3 Choose a sentence of the song and transform it into a plan, intention or promise.



Name

Teacher

Class

Date

APPENDIX 7

POSTER (Author's own creation)

FINAL DISCUSSION: MY OWN FUTURE

ACTIVITY DESCRIPTION

It is time to talk with your classmates. In this picture you can see a lot of people. Each one represents the different jobs we have in our society. Now you have 5 minutes to look at the picture. Try to recognise the jobs. Talk with your partner about the jobs and create a discussion while answering the following questions:

LET'S TALK!

- Which job will you choose for yourself? Try to use future tenses.
- Would you prefer to be a policeman or a fireman? Why?
- Choose two professions and talk about their merits.

ACTIVITY

GROUP MEMBERS

WHOLE CLASS ACTIVITY

ACTIVITY DATE

7th November 2021

APPENDIX 8

ASSESSMENT OF CRITERIA OF PUPILS' PROGRESS (Author's own creation)

Checklist: Assessment Criteria of pupils' progress											
Students are able...	STUDENTS' NAMES										
☐ To put into use vocabulary and grammar structures of previous units.											
☐ To make a correct use of the future tense.											
☐ To identify the professions of the current society.											
☐ To talk in front of the class dealing with grammar structures.											
☐ To speak fluently.											
☐ To write short sentences and reflections combining present continuous, will / won't and going to.											
☐ To express their own thoughts and feelings about the future generations.											
☐ To develop positives attitudes towards the activities and the English language.											
☐ To make use of simple structures.											
☐ To be aware of their talents and abilities.											
☐ To improve their weaknesses.											
☐ To help their classmates and work in groups.											
☐ To work individually and in an autonomous way.											
☐ To understand the instructions given by the teacher.											
☐ To enjoy playing with English: future and professions.											