

Master's Dissertation/
Trabajo Fin de Máster

CLIL AND MULTIPLE INTELLIGENCES: A DIDACTIC PROPOSAL FOR THE SECOND GRADE OF PRIMARY EDUCATION

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Abstract

This Master's Dissertation is based on a didactic proposal titled "CLIL and Multiple Intelligences: a didactic proposal for the second grade of Primary Education". It combines the subjects of Natural Science and Foreign Language (English) and connects the CLIL approach with Multiple Intelligence Theory in order to maximise students' learning opportunities by leveraging the benefits of both methods. Attention to students' intelligence profiles and learning styles will also be related with the implementation of Multiple Intelligence Theory in the classroom. Thus, the structure of this document is divided in two main parts. The first one is devoted to the theoretical analysis of Multiple Intelligence Theory and its educational implications, as well as of its connection to CLIL. The second one is focused on the development of the didactic unit itself and is completed by the information presented in the appendices.

Keywords: Multiple Intelligence Theory, CLIL, intelligence profiles, bilingualism, diversity, inclusion, teaching-learning process, Foreign Language, Natural Science, didactic proposal.

Resumen

Este Trabajo Fin de Máster se basa en una propuesta didáctica titulada "AICLE e Inteligencias Múltiples: una propuesta didáctica para el segundo curso de Educación Primaria". Combina las asignaturas de Ciencias Naturales y Lengua Extranjera (Inglés) y conecta el programa AICLE con la Teoría de las Inteligencias Múltiples para maximizar las oportunidades de aprendizaje del alumnado aprovechando los beneficios de ambos métodos. Atender a los perfiles de inteligencia y los estilos de aprendizaje del alumnado se relacionará también con la implementación de las Inteligencias Múltiples en el aula. De esta manera, la estructura de este documento se divide en dos partes. La primera está dedicada al análisis teórico de la Teoría de las Inteligencias Múltiples y sus implicaciones educativas, así como su conexión con AICLE. La segunda se centra en el desarrollo de la unidad didáctica en sí y se completa con la información de los anexos.

Palabras clave: Teoría de las Inteligencias Múltiples, AICLE, perfiles de inteligencia, bilingüismo, diversidad, inclusión, proceso de enseñanza-aprendizaje, Lengua Extranjera, Ciencias Naturales, propuesta didáctica.

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1. INTRODUCTION

It is commonly acknowledged nowadays that there is an increasing concern for individualised support and attention to diversity in classrooms. In addition, it is undeniable that education has significantly improved pedagogical terms. As a matter of fact, not only are current teachers individuals who transmit knowledge to students, but also professionals who assume the responsibility of analysing children's strong and weak points to adapt the teaching-learning process accordingly.

Indeed, the adaptation of teaching techniques to students' characteristics is the main focus of Gardner's Multiple Intelligences Theory. Its main foundations, together with the principles that compose the CLIL approach, could constitute an extremely beneficial formula to support students in their academic and personal development. This Master's Dissertation aims to combine both approaches in order to maximise their assets and minimise their pitfalls, optimising children's learning opportunities at the same time.

Therefore, in the subsequent pages, I will present some information related to the theoretical underpinnings of the Multiple Intelligences approach, its implementation in a real classroom in terms of identification, strategies, procedures and evaluation (among other aspects) and its connection with the CLIL methodology. After that, a didactic unit is designed for a group of twenty-four students in the second grade of Primary Education. Throughout the development of this unit, children will learn several notions related to Natural Science in general and animals and farms in particular through the use of the foreign language (English). The ultimate goal is to combine the eight intelligences in the activities so that, at the end of the unit, students have worked on all of them and they have all developed their existing skills to a certain extent. At this point, it is necessary to mention that the development of the tasks that students will have to fulfil is clarified and thoroughly explained in Appendix 1.

2. LITERATURE REVIEW

In this section, I will provide an overview of the most important theoretical aspects that will be useful to understand and contextualise the didactic unit implemented within this Master's Dissertation.

2.1. Traditional consideration of intelligence

The concept represented by the word “intelligence” seems difficult to define with a certain degree of accuracy. It may be due to the subjectivity of the idea or to the multiple interpretations that humans have made from the beginning of time. Be that as it may, it is evident that the term has undergone an evolution over the last decades – at least, regarding the educational field.

Indeed, if some kind of reflection is made, it is inevitable to arrive to the conclusion that society has traditionally considered only those people who proved to have logical and linguistic capacities to be intelligent. Furthermore, it was common to demonstrate such skills in Intelligence Quotient tests (henceforth, IQ tests) that assessed cognitive abilities. Consequently, according to this consideration of intelligence, humans are born with a certain array of skills that are genetically determined and that, therefore, are constant and cannot be significantly modified regardless of the characteristics of the context.

These ideas are founded on the notion of “general intelligence”, which was part of the Two-Factor Theory of intelligence, developed by Spearman (1927). He analysed the results of IQ tests statistically and established a differentiation among the so-called *g* factor – making reference to the general intelligence – and the *s* factors. The former determined the intelligence of any person with a high degree of certainty and was considered to be inherited and genetic. On the contrary, the *s* factors are related to concrete capacities and activities.

According to Hally (2012), the *g* factor can be measured by means of statistical methods and is exposed on tests that aim to determine a person’s cognitive skills. Moreover, it has been scientifically proven that general intelligence is closely linked to the size of the brain and, more specifically, to the volume of the grey matter that each individual presents.

However logical this may seem, it has been recently acknowledged that the IQ tests are not always completely reliable on account of the vast quantity of variable, environmental and incidental aspects that could influence the result. It is enough to mention aspects such as age, the mood of the particular day in which the test is taken and the motivation towards it. Indeed:

Our IQ usually varies over time depending upon any one or more of a multitude of factors: how we feel on the day we sit for the test; our age (some people attain their best scores in childhood, while others do better as they age and mature); and, naturally, our attitude towards the proctor or the test itself (Hally, 2012:3).

2.2. Multiple Intelligences Theory

2.2.1. *The emergence of Multiple Intelligences*

The lack of reliability of the IQ tests started to be identified in the United States in the 80s, since their efficacy with students in schools began to be questioned (Visser, Ashton & Vernon, 2006). As a matter of fact, Gardner (1983) was one of the academics that confirmed the uselessness of the IQ tests when it came to anticipate students' success exceeding the school settings. Nonetheless, this author did not deny the existence of the general intelligence or *g* factor, but remained neutral about it. Indeed, despite the criticism that he has put forth in terms of the traditional notions of intelligence, Gardner considered that *g* could be useful with certain theoretical aims. Furthermore, he did not declare himself against the role that genetic factors play in individuals' intelligence, but was completely sceptical about the stressed contrast between the environmentally acquired and the inherited traits. Additionally, he was convinced of the joint influence of both environmental and genetic aspects (Gardner, 1995).

As a matter of fact, Howard Gardner was the first person who proposed the idea that there are several kinds of intelligence that are closely related. According to him, the concept of intelligence was defined as a human potential that shared biological and psychological components and that was highly influenced by motivational, cultural and experiential aspects. Thus, Gardner's notion of intelligence is based on the capacity to solve problems and to create products that are valued in a concrete social environment (Gardner, 1993).

For Gardner (1993), the human brain counts on several types of intelligence that, however interrelated they may be, are different but important to the same extent. This means that, instead of perpetuating the traditional ideas that asserted that linguistic and logical or mathematical abilities were much more relevant and

useful for individuals' real life, this author affirmed that all the seven intelligences – that became eight after a few years – were equally important. Moreover, the human brain also comprehends some discrete cognitive abilities. In order to lay the foundations of his theory, Gardner involved himself in the study of the cognitive capacity of a series of individuals that included average, talented and other children who suffered from any other kind of incapacity that affected their intellectual abilities.

The basis for the theory of Multiple Intelligence relies not only on biological factors, but also on cultural ones. Regarding the biological components, neurobiological studies have proved that learning occurs as long as there are synaptic connections between cells. As a consequence, these synaptic connections in different brain areas account for the diverse kinds of learning that take place every day in humans' lives. On the other hand, culture also determines the intelligences development. It is widely accepted that different societies share different values and admire different kinds of intelligence. Therefore, individuals are more motivated and willing to develop and progress in those kinds of intelligence that are highly regarded within their society and their culture. This entails that, while most of the population that compose a culture may be able to successfully perform certain tasks, some others might find difficulties doing so, and vice versa. Ultimately,

... culture also plays a large role in the development of the intelligences. All societies value different types of intelligences. The cultural value placed upon the ability to perform certain tasks provides the motivation to become skilled in those areas. Thus, while particular intelligences might be highly evolved in many people of one culture, those same intelligences might not be as developed in the individuals of another. (Brualdi, 1996: 2).

Such was the influence of Gardner's Multiple Intelligence Theory in the 80s that he decided to deny some myths that had emerged from his first book - *Frames of Mind: the Theory of Multiple Intelligences*, published in 1983 – and to clarify several aspects that seemed to have been misunderstood in his article *Reflections on Multiple Intelligences: Myths and Messages* (1993). First, he affirms that it is not possible to measure the level of each type of intelligence through tests, since it is not congruent with the essence of what intelligence means. Thus, trying to analyse this

aspect using traditional methods based on linguistic and logical tests that are mainly paper-based makes no sense.

Gardner also sheds light on the difference between the notion of intelligence and the concepts of discipline and domain. Indeed, intelligence is a potential related to biology and psychology that can be developed depending on the individuals' motivation, cultural setting and experiences. On the contrary, a domain is a group of activities that are carried out in a culture and a field or discipline is the set of institutions and people in charge of deciding the extent to which a human creation is acceptable and creative within particular domains. By the same token, learning styles are not synonyms of intelligence. While a learning style is a general strategy that can be applied to any type of content, intelligence is basically an ability directed to a particular one.

As regards the criticism that Gardner's Multiple Intelligences Theory has received, the author argues that it is completely based on empirical evidence and opens the door to the inclusion of a new kind of intelligence: the naturalistic one. This intelligence, together with the seven previous ones, will be described in the following section of this Master's Dissertation.

2.2.2. An insight into the different intelligences

Gardner (1983) initially established the difference between seven types of intelligence: linguistic intelligence, logical or mathematical intelligence, spatial intelligence, bodily-kinesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and musical intelligence. Nevertheless, as it has been previously mentioned, he revised his theory some years later and added one kind of intelligence, which was the naturalistic one.

Linguistic intelligence

The linguistic intelligence is closely connected to the main four skills that have to do with any language: listening, speaking, reading and writing. It is based on the capacity to understand language and its structure, functions, vocabulary, word formation, fixed expressions, jokes and sociocultural aspects that affect the language. Thus, individuals who are linguistically intelligent show a great command when it comes to reading comprehensively, interpreting literature, creating different

types of texts in a creative way, using vocabulary in a complex way and participating in diverse situations that require effective oral expression (Gardner, 1993).

In addition, linguistic intelligence enables individuals to manipulate linguistic elements sophisticatedly, as well as to express themselves in rhetorical or poetical ways. Language can also be used efficiently in order to remember information. Ultimately, linguistic intelligence has to do with the proficiency in languages (Brualdi, 1996).

According to Visser, Ashton and Vernon (2006), linguistic intelligence also has an impact on the accomplishment of objectives through the use of language, as well as on the capacity to learn new languages. Gardner (1993), cited by Visser, Ashton & Vernon (2006), asserted that some professionals that have high levels of linguistic intelligence are public speakers, writers, lawyers, journalists and poets.

Logical or mathematical intelligence

It expresses the ability to recognise and manipulate mathematical, logical and numerical patterns in daily life routines, as well as colour, visual and thought series. Individuals who have mathematical intelligence are capable of easily working with mathematical formulas, operations, numbers, calculations, problem-solving strategies and conceptual and abstract thinking. They are also skilful in scientific experiments, manipulation of numbers, thinking logically, solving puzzles, organising sequences and studying other people's conduct. Thus, scientists, logicians, mathematicians, accountants and engineers are logically intelligent individuals (Gardner, 1983).

Indeed, before Gardner's Multiple Intelligences Theory, Thurstone (1938) had proposed reasoning as one of the primary mental abilities, together with the numerical skills.

Spatial intelligence

This type of intelligence is characterised by the capacity to think in three dimensions and to be able to easily interpret patterns, images, textures, designs and shapes. The ability to manipulate different types of materials, fabrics, paper and drawing tools and to envisage the final product is also closely related to spatial intelligence. Orientation, graphics and map reading are also strong points of

individuals with this type of intelligence, as well as fulfilling creative tasks like painting, drawing, completing puzzles and designing. Professions that require a high level of spatial intelligence are, according to Gardner (1983), surgeons, architects, chess professionals and sculptors, among others.

Despite the importance of spatial intelligence in visual domains, Gardner (1993) also attributes the possibility to develop this type of intelligence in blind people in order to solve problems through the creation and manipulation of mental images (Visser, Ashton & Vernon, 2006).

Bodily-kinesthetic intelligence

This intelligence is founded on the concept of “learning by doing”. Individuals who possess it are comfortable using their body – as a whole or only certain parts– to express their ideas, feelings and emotions, to work with different objects and even to solve problems (Gardner, 1983). Mental abilities are used in order to coordinate the movements of one’s body, challenging the widespread convention that physical and mental activities are not intimately linked (Brualdi, 1996).

As Visser, Ashton and Vernon (2006) argue, in his Multiple Intelligence Theory, Gardner does not establish a differentiation between the gross and the fine motor skills. While the former affect the body as a whole or an important group of muscles, the latter involve only reduced muscle groups, mainly those of the hands and the fingers. Thus, it would be normal to infer that Gardner makes reference to both of them within the bodily-kinesthetics intelligence so, in order to assess them, it would be advisable to focus on both fine and gross motor skills.

In the daily routines of any classroom, it is common to mistake children’s expression of bodily-kinesthetics intelligence for any kind of misbehaviour or bad conduct. The reason for this phenomenon is that students who show high levels of this type of intelligence tend to become distracted or bored if they are not physically and actively participating in a challenging activity for them.

Intrapersonal intelligence

It could be considered to be the same as being self-smart, which implies being capable of reflecting on one’s own lives. It also involves the willingness to discover

the meaning of diverse phenomena and the capacity to identify one's emotions, ideas, values, principles and beliefs. Self-awareness and introspection are, therefore, paramount within intrapersonal intelligence. People who present this type of intelligence get to know themselves perfectly, recognising their desires, strengths, weaknesses, needs, fears and skills. These characteristics enable them to act wisely in any kind of situation and to make correct decisions, on account of the accurate perspective and clear image that they have of themselves and of their developed intuition and sensitiveness. For Gardner (1983), psychologists tend to be interpersonally intelligent.

These individuals are also frequently skilful in metacognition and self-monitoring, due to the fact that they are totally conscious of the extent to which they know or do not know something (Visser, Ashton & Vernon, 2006).

Interpersonal intelligence

People with this kind of intelligence learn effectively when they have to interact with others. Thus, the social aspect of learning is essential for them, given the extraordinary ability that they have when it comes to identify others' wishes, objectives, intentions, motivation and moods. Consequently, they are socially adapted on account of their developed social skills. They find it interesting, useful and easy to communicate and establish relationships with others, since they are empathic individuals who tend to understand different perspectives about the same topic and shift into the others' positions. Interpersonally intelligent people are good mediators in conflicts and successful leaders and team members, like doctors, salespeople, politicians, nurses and teachers (Gardner, 1983).

Visser, Ashton and Vernon (2006) claim that this intelligence is proven when individuals are able to predict a specific situation in society or when they guess the mood of any other person depending on his or her behaviour. The interpersonal and intrapersonal intelligences are believed to be closely related to each other given the similarities among them. However, Gardner considered them to be different and independent from each other.

Musical intelligence

It is basically the ability to identify different types of sounds and create meaning using them. This is why it has been associated to linguistic intelligence – considering music as a language itself. Musically intelligent individuals recognise and work with tones, beats, pitch, melody, musical notes, silence and chords. They enjoy listening to music and playing it, given that rhythmical patterns are known to them on account of their sensitiveness. Their perception regarding musical elements is extremely developed and they improve the quality of their learning and performance in activities when music is present in them. Mimic is also a strength for them when sounds are involved, as well as instruments' recognition in a musical composition. Musical intelligence also involves the valuation of different kinds of music, the manipulation of sound patterns and the creation of songs. Therefore, musicians, conductors and composers must all share the aforementioned features (Gardner, 1983).

Naturalistic intelligence

Gardner describes this type of intelligence as the capacity to identify fauna and flora and differentiate the elements of the natural environment, as well as to make use of skills in a useful and productive way – more specifically in sectors like biology, science, farming and hunting (Gardner, 1995).

Individuals who show naturalistic intelligence, according to Gardner, recognise natural patterns in relation not only to animals and plants, but also to the natural environment and even human conduct. They acquire knowledge due to their relationship with the natural world, identifying, valuating and understanding it. They enjoy spending their free time outdoors and paying attention to the living beings in general, the weather phenomena and the passing of the seasons. It is frequent that naturalistic intelligence is shown through the collection of natural objects found in the natural environment. Professionals like farmers, botanists, ecologists, landscapers and fishermen and fisherwomen tend to have a developed naturalistic intelligence. Furthermore, artists and poets are prone to pay attention to nature to get inspiration for their creations.

2.3. Educational implications of Multiple Intelligences Theory

2.3.1. Implementation of Multiple Intelligences Theory in the classroom

Gardner (1995) affirms that it is nonsense to try to transmit all the contents through the multiple intelligences. All the contents are eligible to be transmitted to students in a full array of ways. Nevertheless, this is not the same as asserting that all the contents can be approached by means of the eight intelligences, since this would not imply success for students. He also maintains that asking students to move around in the classroom does not represent bodily-kinesthetics intelligence. By the same token, playing music in the background while students are working on their exercises does not mean that they are practising musical intelligence. Moreover, each society values certain skills and abilities that are related to the eight intelligences and schools must promote them in students. Some of them are being emphatic, considering others' feelings, making future plans and moving around effectively in unknown environments and they are respectively related to the interpersonal, intrapersonal and spatial intelligences.

According to him, schools are prone to attempt to cover too many contents, which usually results in the misunderstanding or partial understanding of the main concepts. Thus, it would be much more advisable to spend more time on a few relevant topics and exercises that help learners improve both personally and academically.

For Berman (1998), it is possible to identify the particular intelligences that a student has developed to a greater extent in the classroom. For instance, the verbal and non-verbal language of students, together with the completion of questionnaires, provides useful information for identifying children's intelligence profiles.

For example, the sort of person who says "I see what you mean" is more than likely to be predominantly visual. The type of person who remarks "I hear what you're saying to me" is probably an auditory learner. The kind of person who uses expressions such as "what you said really grabs me" could well be a kinesthetic learner. Auditory learners also tend to talk over you and kinesthetic learners will be restless and constantly fidgeting (Berman, 1998: 1).

Brualdi (1996) believes that every individual possess the eight intelligences to a certain extent. Nonetheless, not all students have the same level in all of them, with the associated strengths and skills that they come with. This is known as the intellectual profile, which has a huge influence on the way in which a person best acquires information – his or her learning style. In the same classroom, teachers can find as many intellectual profiles as students who are present. In this way, it is not possible to perfectly adapt every single explanation to the different intellectual profiles. On the contrary, it would be wiser to teach students how to make the most of their intelligences when it comes to understanding content.

Multiple Intelligences are useful in several educational domains, as has been asserted by Yalmanci and Gozum (2013), who studied their influence on students' performance, retention of knowledge and educational success. Furthermore, other authors such as Ghamrawi (2014) analysed the implementation of Multiple Intelligences in foreign language lessons and its impact on the acquisition of vocabulary.

Multiple Intelligences Theory is closely related to attention to diversity, since it allows teachers to implement more than one teaching method in the classroom. Some of these strategies have been commonly used in schools for years, while others are the result of educational research and pedagogical innovations. Be that as it may, Gardner's theory entails that no teaching method will be generally useful for all the students in all educational settings and contexts. It means that what is useful and successful among a given group of students would be a failure in a different one. "All children have different predispositions in the eight intelligences, so any particular strategy is likely to be highly successful with one group of students and less successful with other groups" (Stanford, 2003: 82).

The implementation of Multiple Intelligences in the classroom brings about change and innovation in terms of authentic and meaningful learning targeted to students' strengths, weaknesses, needs, abilities, interests and motivation. In this sense, the classroom would simulate the real world and students would progress in their skills, connecting them to the different intelligences and developing those that are already high, as well as advancing as much as possible in those in which they prove to be less skilful. Indeed, "By using the multiple intelligences approach in your

classroom, you will provide opportunities for authentic learning based on your students' needs, interests, and talents. The multiple intelligences classroom acts like the "real" world". (Lunenburg & Lunenburg, 2014: 6).

2.3.2. Assessment according to the Multiple Intelligences

Gardner (1999) claimed that the traditional consideration of intelligence was based mainly on mathematical and linguistic intelligences and, therefore, these were considered the most valuable ones in society and the ones that were represented the most in classical intelligence tests. For this author, the way in which the intelligences are tested must be congruent with the nature of what intelligence means according to him. Thus, the wisest option would be evaluating intelligences taking into consideration the performance of individuals in tasks that had a sociocultural component, instead of doing IQ tests.

Additionally, as Gardner (1999) argues, real-life activities require the use of more than one kind of intelligence in a coordinated way, which entails that evaluating each intelligence in an isolated way would make no sense. Despite these general suggestions, Gardner admits that the definition and assessment of the interpersonal and intrapersonal intelligences would be an extremely complex task.

Bearing in mind Gardner's Multiple Intelligences Theory, it would be easy to deduce that each child leans in a different way, given their different levels regarding the eight intelligences. Consequently, it is not advisable to assess them following a common and uniform method. This idea implies that teachers must be aware of each child's intelligence profile, which – as it has been previously mentioned – is defined as the distribution of their intelligence levels. Being conscious of these characteristics will facilitate the development of an appropriate assessment of students' progress. Furthermore, the intelligence profiles give teachers information about the best way to select not only the contents, but also the best way to present them (Lazear, 1992).

As regards to specific evaluation instruments, Lazear (1992) makes a distinction between traditional exams and the ones that are adapted to Multiple Intelligences Theory. The formers tend to include long essays, multiple-choice tests, developmental screening and short answers and they ask students to prove that they have acquired the required knowledge in a traditional and generalised way. On the

contrary, Gardner's theory supporters maintain that students must be evaluated considering their intelligent profiles, using methods and instruments like individual and group projects, learning journals and portfolios, among others.

2.4. Multiple Intelligences connected to CLIL

Before discussing the relationship between Content and Language Integrated Learning (henceforth, CLIL) and Multiple Intelligences Theory, it is deemed necessary to provide a definition of CLIL. "CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of content and language with the objective of promoting both content and language mastery to predefined levels" (Marsh, Mehisto, Wolff & Frigols, 2010: 10).

It is commonly acknowledged that the emergence and popularisation of the CLIL approach has brought about significant change in the educational field within an important number of countries. In addition, CLIL has required a revision and modification of the existing and widespread teaching methodologies, which started to be considered traditional. This modification required the contemplation of different learning styles and intelligence profiles, one of the pillars of Gardner's Multiple Intelligences Theory. Indeed, CLIL involves admitting and accepting that each individual is completely unique and so are his or her learning skills, strengths, needs and weaknesses. Thus, teachers must be aware of these differences and adapt the teaching process to make it as accessible, personalised and targeted to students as possible. The key factor would be teaching students in the way that students learn, implementing innovative methodologies for a renewed educational system (Arnold, 2010).

These ideas have been shared among a high number of experts in the educational field. For instance, according to Hanesová (2014), the impact of CLIL as a teaching-learning approach becomes strengthened when teachers transmit the information and encourage learning by means of tasks that require the use of more than one kind of intelligence, appreciating and involving several learning styles in the classroom dynamics.

Regarding the classroom activities that connect the CLIL approach and the implementation of Multiple Intelligences Theory, it is worth mentioning the relevance

and usefulness of stories as multimodal texts. These texts can be – and actually are – adapted to all the eight types of intelligences. Stories enable students to move around, learn new language, use logical thinking skills, create drama, listen to music, sing and dance, as well as solve common problems which have arisen during the process, interact with partners, establish common goals, express feelings and appreciate art and nature, amongst others things. All these aspects are closely related to every single type of intelligence, which means that their inclusion in the classroom would bring about the recognition and encouragement of students' intelligence profiles, individual perceptions, different capacities and learning styles. What is more, at the end of the process, learners will have expanded their previous knowledge about the topic at hand working on the curriculum contents at the same time (Ioannou & Ramírez, 2011).

Another fundamental asset of combining both CLIL and multiple intelligences is the improvement opportunities in terms of students' acquisition of contents. It is widely known that some learners struggle with content assimilation because of the presentation in the foreign language. In other words, they find it difficult to understand the input provided. This problem could be solved – or, at least, reduced – if the teaching practice is adapted to the intelligent profiles of students. This way, the information would be more understandable and learners would find its comprehension much easier without lowering the linguistic load of the CLIL teaching-learning process (García, 2020).

It has been largely affirmed that CLIL provides an enjoyable and challenging component to the teaching-learning process, which must be motivating for students. These positive aspects can be reinforced if they are combined with the accommodation of multiple intelligences to the classroom learning routines. In fact, the acquisition of contents in CLIL is not restricted to the assimilation of information in the foreign language concerning one or several fields of knowledge. On the contrary, “it also embeds interpersonal and intrapersonal interaction, enhancement of abstract reasoning and promotion of acceptance of diversity” (Anastasiadou & Iliopoulou, 2017: 76).

Ultimately, the combination of both approaches – CLIL together with Multiple Intelligences Theory – presents countless advantages. Not only does it attend to

diversity by adapting the classroom dynamics and activities to every single intelligence profile, but it also maximises students' learning opportunities by providing different ways to acquire the same concepts, depending on the individuals' characteristics, necessities, strong and weak points. Consequently, students become more motivated and their self-esteem is increased, given that they tend to be more successful when learning is adapted to their features, especially when they are involved in a CLIL program – on account of its added difficulty. Nonetheless, it must also be taken into consideration that the implementation of Multiple Intelligence Theory within a CLIL programme requires considerable effort on the part of the teachers, who must collaborate with each other with the aim of enhancing students' personal and academic progress.

3. DIDACTIC UNIT

3.1. Justification

The topic of this didactic unit is based on animals and students of the second grade of Primary Education are supposed to be familiarised with it not only in their mother tongue, but also in a foreign language, which is English in this case. Indeed, it is necessary to address this topic in the first years of Primary Education, given that students must become aware of all the living forms that surround them. Additionally, it is positive for students to be conscious of the origin of the products that they consume every day and the animals they come from, as well as their characteristics. Ultimately, learners are future adults and it is fundamental that they become aware of their close environment as soon as possible.

The relevance of this topic is justified by Andalusian educational regulations, in which it is established that the study of living beings is fundamental within the area of Natural Science in Primary Education. Furthermore, in the same document, it is also stated that the curriculum contents must promote students' curiosity, interest and respect towards themselves and others, as well as towards the natural environment.

Since the school in which this didactic unit is developed is following a CLIL programme, the teaching-learning process will be implemented in English. However, it is worth mentioning that the mother tongue will be used as frequently as necessary.

Consequently, the implicated areas are both Natural Science and the Foreign Language (English).

3.2. Contextualisation

This didactic unit is designed to be implemented within a group of twenty-four students in the second grade of Primary Education – who are around seven years old. This group belongs to a bilingual school in Jaén that is located in the city centre and that constitutes middle-class families for the most part. These families are actively involved in the school activities and collaborate with teachers and students whenever necessary, showing a respectful attitude towards all the stakeholders. Additionally, the vast majority of the families are aware of the importance of a proper education for children and are concerned about their future. All these ingredients favour of the pleasant school atmosphere and of students' positive attitude, motivation and willingness to learn.

This situation is reproduced inside the classroom, in which the twenty-four students compose a cohesive, consolidated and united group. There are no behavioural problems in the classroom and children tend to obey the established rules, given that they know and accept them. In addition, the classroom atmosphere is also welcoming and warm and students feel comfortable within it, increasing their motivation and self-esteem. Thus, students are used to cooperating with each other in order to carry out specific tasks and the classroom arrangement is congruent with this idea. As a matter of fact, they are located in six groups of four including students with different characteristics and levels of performance.

3.3. Objectives

In the following section, the general objectives extracted from the curriculum are presented. However, the specific ones will be included in the tables that correspond to the description of each session.

3.3.1. *Natural Science objectives*

4. Interpret and recognise the main components of ecosystems, especially the ones in our autonomous community, analysing their organisation and characteristics and showing a respectful attitude towards the environment.

6. Participate in groups, showing responsibility, values and attitudes related to scientific thinking in individual and group experiences.

8. Use information and communication technologies to obtain information and as a learning tool in order to share knowledge.

3.3.2. Foreign Language (English) objectives

1. Listen and understand messages in different verbal interactions, using the information to carry out different tasks related to experience.

2. Express oneself and interact respectfully in simple and common situations, using verbal and non-verbal procedures and following interaction rules in daily-life situations.

3. Write texts with different aims about previously-studied topics and aided by models.

4. Read different types of texts comprehensively related to experiences and interests to extract general and specific information with a fixed goal.

6. Use knowledge, experiences and communication strategies from other languages effectively for an easier and more autonomous acquisition of the foreign language.

8. Manifest a receptive attitude and show confidence in learning capacities regarding the foreign language.

3.4. Competences

- Linguistic competence. This competence is addressed in this didactic unit on account of the tasks that are directed to foster students' oral and written communication skills by means of providing high-quality input and encouraging them to produce valuable output. In addition, the vocabulary related to farm animals and products and some grammatical structures are studied in the foreign language, so the involvement of linguistic communication competence is self-explanatory.
- Digital competence. The information and communication technologies will be used in order to present information to students in the form of videos, pictures,

posters and flashcards. Thus, students will become aware of the importance of using the new technologies to access information related to different topics.

- Learn to learn competence. Learners will be required to reflect on their own learning by means of self-evaluation instruments. Furthermore, the use of different materials to deal with the new information will be crucial, such as graphic organisers. In using them, students will have to make sure that they understand and are able to organise the data in a practical and virtually autonomous way.
- Social and civic competences. Collaborative work and the vast number of interaction opportunities are the reasons why this competence is evident in the didactic unit at hand. Indeed, in every lesson, students are asked to put the four skills in the foreign language – listening, speaking, reading and writing into practice. Thus, it is necessary for them to communicate with others and to work in groups in order to fulfil common tasks. Consequently, they will have to employ their social skills in order to reach agreements, reflect cooperatively, express their opinions in a respectful way and make suggestions.
- Mathematical and scientific competences. Given the importance of the subject of Natural Science in this didactic unit, it goes without saying that this competence is paramount. In fact, it is essential for students to be aware of and explain some facts about their environment – something that is highlighted in the Natural Science area within the National Curriculum documents. Besides, by familiarising students with the natural world and living beings, they will become aware of the importance of preserving our rich natural environment.

3.5. Contents

The following contents are extracted from Spanish National Curriculum documents for Primary Education in the autonomous community of Andalusia (Order 15th January 2021 and Order 17th March 2015).

3.5.1. Natural Science contents

3.1. Observation of different life forms. Identification, denomination, differentiation and classification of living beings.

- 3.3. Realisation of trips that allow the in-situ observation of animals and plants.
- 3.9. Interest for the observation and thorough study of all living beings.
- 3.10. Development of respect and care habits towards living beings.
- 3.14. Oral communication of experiences and tasks, using images and brief written texts.

3.5.2. Foreign Language (English) contents

Block 1: oral comprehension (listening)

- 1.1. Comprehension of brief and simple oral situations about daily habits.
- 1.2. Recognition and identification of the gist of oral messages and instructions.
- 1.3. Comprehension of the main ideas and basic structures in a simple conversation about attractive topics using pictures.
- 1.4. Identification of communication strategies to understand messages: active listening, gestures, picture reading, repetitions, inference of words due to the context, among others.
- 1.6. Identification of basic and common communicative expressions in a daily conversation.
- 1.7. Acquisition of common vocabulary in short and simple oral texts, songs and rhymes about common topics.

Block 2: oral texts production (speaking)

- 2.2. Identification of basic oral structures: imitation, modelling, known vocabulary, etc.
- 2.3. Participation in brief and simple conversations about basic information related to interests and necessities.
- 2.4. Practice and use of elemental communicative functions.
- 2.5. Participation in simple and short dialogues in which basic social contact is established.

2.6. Identification of common vocabulary related to daily life situations, family, friends, environment, etc.

2.7. Identification and repetition of elementary discursive patterns to start or maintain a brief and simple conversation.

2.8. Use of syntactic structures and basic linkers to exchange information, questions and answers, etc.

Block 3: written texts comprehension (reading)

3.1. Identification of the gist of familiar texts through the comprehension of linguistic and visual elements.

3.2. Basic strategies for the comprehension of simple and short written messages.

3.3. Reading and comprehension of common words.

3.4. Use of skills and procedures like repetition, word association and expressions for the acquisition of vocabulary.

3.5. Identification and comprehension of basic communicative functions such as the descriptions of animals using simple and frequent vocabulary.

3.6. Identification of written vocabulary about personal identification, colours, numbers, food, drinks, animals, etc.

3.7. Identification of basic syntactic structures like affirmative, negative and interrogative sentences, adverbs, adjectives, sentences expressing quantity, personal taste, feelings, etc.

3.8. Identification of basic orthographic signs in texts adjusted to age, facilitating comprehension.

3.9. Trust in the personal capacity to learn a foreign language and enjoyment of work done well.

Block 4: written texts production (writing)

4.1. Reproduction and writing of simple sentences.

4.2. Initiation in the use of basic strategies to produce short and simple texts.

4.3. Expression of clear messages using models (notes, SMS, mails...).

4.4. Use of basic communicative functions and descriptions of people, animals and objects.

4.5. Identification and use of vocabulary related to the environment, animals, etc.

4.6. Representation and initiation of graphical patterns and basic orthographic signs to start writing common messages.

4.7. Use of basic syntactic structures to produce brief texts, different types of sentences, expression of feelings and taste, etc.

4.8. Interest to present well-written texts (order, clarity, neatness...).

3.6. Timing

This didactic unit is going to be implemented at the beginning of the second trimester. Students will be working on it for six sessions divided in three weeks since, according to legislation, there are two sessions of Natural Science per week in the second grade of Primary Education.

JANUARY 2022						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

 Christmas holidays  Weekends  Didactic unit development

Table 1. Didactic unit timing.

3.7. Methodology

This didactic unit aims to put task-based learning centred on Multiple Intelligence Theory into practice. It is a type of methodology that is based on placing students at the centre of the teaching-learning process. It is also considered to be an active and participative methodology that motivates learners, increasing their willingness to learn and preventing possible behavioural problems avoiding boredom. Moreover, whenever a foreign language is present in the didactic unit, task-based learning is a good idea on account of the fact that it provides an excellent opportunity to address the four main skills that are related with any language: listening, speaking, reading and writing.

According to Bilsborough (2013), “In task-based learning, the central focus of the lesson is the task itself, not a grammar point or a lexical area, and the objective is not to ‘learn the structure’ but to ‘complete the task’”. However, it does not mean that language is not important. Indeed, in a CLIL programme, learners must have the linguistic tools that they need in order to transmit their ideas. Consequently, language becomes a tool to communicate with others in order to successfully solve the tasks at hand. These tasks are divided in three main stages during the lesson: pre-task, task and post-task. The first one of them is devoted to the introduction and students’ familiarisation with the lesson contents and it is essential to work on the linguistic aspects that may be useful in the following stages. The task itself constitutes the bulk of the lesson and it can be carried out individually, in pairs or in groups. The learners’ autonomous work is important and language serves communication. Finally, the post-task tends to be devoted to the practice of particular linguistic components that have attracted the teacher’s attention during the previous stage or that have arisen at any moment.

The information as regards to the educational implications, practice and implementation of Multiple Intelligence Theory can be found in the literature review of this Master’s Dissertation. Furthermore, the methodology that is employed in this didactic unit combines the aforementioned aspects with some components of cooperative work, taking into account that students must fulfil some tasks in pairs, in groups of four and even with the rest of the group as a whole. In this respect, innumerable research papers have asserted that students work much more

effectively when they cooperate with each other instead of making individual efforts or by competing with each other. What is more, the learning outcomes have proved to be more satisfying when cooperative learning takes place. Nonetheless, “placing students in groups and expecting them to work together will not necessarily promote cooperation” (Gillies, 2016: 40). This means that, according to Johnson (2002, as cited in Laal, 2013), there are five key components that ensure effective cooperation among learners: positive interdependence, individual and group accountability, interpersonal skills, face-to-face interaction and group processing. Thus, students must be instructed to carry out cooperative work progressively taking the aforementioned components into consideration from an early age. Ultimately, this is a paramount factor within this didactic unit.

Before moving to the thorough explanation of the tasks that each session are composed of, it is necessary to clarify that this didactic unit is designed to be implemented next January (year 2022), so the measures that need to be taken nowadays in the classroom, interpersonal distance and masks, may not be necessary. Moreover, some activities that cannot currently be done will be supposedly possible during the implementation of this didactic unit.

3.8. Sessions development

This didactic unit links both Natural Science and Foreign Language (English) and it is called “Animals at the farm”. The following tables represent the description of the tasks that will be performed in each session, together with the time devoted to each of them, the types of intelligence that will be put into practice, the specific objectives that will be pursued, the materials and resources that will be used and the possible homework.

The fifth session is not detailed in a table because it corresponds to a different kind of task, which is a visit to a farm in order to obtain a real experience of the main focus of this didactic unit.

It is also worth mentioning that the intelligences are mentioned using only the initials, as showed in the following table.

Linguistic	L	Interpersonal	Inter
Logical/mathematical	LM	Intrapersonal	Intra
Musical	M	Spatial	S
Bodily-kinesthetics	B	Naturalistic	N

Table 2. Initials of each type of intelligence.

After the tables in which all the tasks are thoroughly explained – which are in the following pages – there will be a section devoted to the detailed description of how the previous types of intelligence will be developed in each session.

Session 1			Time	Intel
Pre-task		Flashcards (animals). Look, listen and repeat.	5'	L, S, N
Task-cycle. Link adjectives and animals.	Listening	Song. Listen twice and try to sing it. https://www.youtube.com/watch?v=_6HzoUcx3eo .	8'	M, L, N
	Speaking	Mimic. Groups of 4. One student imitates an animal and the rest must identify it.	8'	B, L, N
	Reading	Fragment about the physical characteristics of a horse. Underline the adjectives. Teacher explains where the adjectives are located in a sentence.	10'	L, N
	Writing	Write adjectives about a farm animal following the previous example.	7'	L, N
Post-task		Grammar revision. Location of adjectives. Picture of a farm without colours. Follow the instructions to colour the animals as requested.	7'	L
Homework		Finish the previous tasks (if they are not finished in the classroom) and add them to the portfolio.		
Specific objectives		- Understand the message in a song. - Use their body to simulate the characteristics of an animal. - Identify an animal due to the imitation of its characteristics. - Recognise the adjectives in a text. - Colour a picture following instructions as regards to the location of adjectives.		

Materials	Flashcards, computer and projector, animal cards, recording, text about the physical characteristics of a horse, pencil and paper and picture of animals to be coloured.
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Table 3. Session 1 development.

Session 2			Time	Intel
Pre-task		Image of animals on the farm. Identify the animals and count how many of them appear. Answer teacher's questions (how many sheep do we need to have 10 of them?)	5'	N, LM, L
Task-cycle. Describe animals.	Listening	Listen to the teacher describing a chicken that she has seen on a farm. Revision of the basic parts with the teacher. Tick the correct photographs and write down the parts.	7'	L, N
	Speaking	Taboo. One student describes his/her favourite farm animal and the other one must guess which one it is. Explain why (s)he likes the animal.	7'	Intra, L, N
	Reading	Text about the description of a sheep. Circle the parts in groups of four and transfer the information to a graphic organiser. Reach an agreement to choose a farm animal.	10'	Inter, L, N
	Writing	In the same group, assign roles and write the description of the selected animal together.	10'	Inter, L, N
Post-task		Grammar revision. Have/has got. Game: the teacher says "which animal has feathers?" and one student per group of four (assigned order) must take one card with an animal with feathers and give it to the teacher. The first one will write on the blackboard "the chicken has feathers".	6"	L, N, B, Inter
Homework		Finish the previous tasks (if they are not finished in the classroom) and add them to the portfolio.		
Specific objectives		- Identify the name of animals from a photograph. - Make simple mathematical operations related to animals. - Understand oral messages about animals. - Associate oral messages to photographs. - Describe animals.		

	- Identify animals because of their description. - Express feelings and impressions about animals. - Identify some animals' parts in a text. - Use a graphic organiser in groups. - Reach agreements in groups. - Distribute roles within a group. - Do a written composition in groups. - Use "have/has got" in sentences. - Use their body to succeed in a game.
Materials	Computer and projector, image of animals in the farm, recording, listening sheet, pencil and paper, reading text, graphic organiser, animal cards.

Table 4. Session 2 development.

Session 3			Time	Intel
Pre-task		Image of the products in a supermarket. Which ones come from the farm and which ones do not? Whole-group conversation.	5'	L, LM
Task-cycle. Discover farm products.	Listening	Video of a child explaining why he would like to be a farmer, which activities he would do and which products he would have there. In groups of 4, separate the miniatures of farm products and the ones that do not come directly from the farm. https://www.youtube.com/watch?v=WtH7hNKyOD8 .	7'	L, N, Inter
	Speaking	Pass the ball. The teacher starts mentioning a product that belongs to the farm and passes a ball to another student so that (s)he says another one and the (s)he does the same. If students do not remember the name of the product, they can draw it and the others will help them.	10'	Inter, L, N, S, B
	Reading	E-mail of a friend who has a farm and explains the products that she and her family obtain from the farm. Answer some questions and draw a picture that conveys the information of the e-mail.	7'	S, L, N
	Writing	Answer the previous e-mail, telling your friend what you use the products that (s)he has mentioned for. Accept his/her invitation to go to his/her farm and invite him/her to spend a weekend at your house using her e-mail as a model.	9'	Inter, L, N
Post-task		Grammar revision. There is/there are (positive, negative and questions). Write sentences for the images and words. Each picture has a word associated and students will have to write sentences (positive or negative) depending on the appearance (or not) of the word in the image. Then, order the words to form questions.	7'	L, N
Homework		Finish the previous tasks (if they are not finished in the classroom) and add them to the portfolio.		
Specific objectives		- Respect others' turn to speak in whole-group conversations.		

	- Understand oral messages with respect to farm products. - Use miniatures to differentiate between farm products and other products. - Use vocabulary about animals and products in real situations. - Answer questions about a given text. - Do a drawing about the text information. - Write sentences using “there is/there are” aided by pictures. - Put some words in order to form questions using the grammar of the unit.
Materials	Computer and projector, image of products in a supermarket, listening video, ball, written e-mail and questions, pencil and paper, grammar revision sheet.

Table 5. Session 3 development.

Session 4			Time	Intel
Pre-task		Flashcards reviewing animals and farm products. Look, listen and repeat.	5'	L, S
Task-cycle. Prepare a visit to the farm.	Listening	Song about the activities of farmers. https://www.youtube.com/watch?v=Sr1sQ7kGYIY . Listen twice and sing it.	7'	L, N, S, M
	Speaking	Cards with pictures showing farmers doing some activities. In pairs, students will have to take one of them and tell if they can do it and if they like it or not. The teacher will model an example.	7'	Inter, L, N, Intra, S
	Reading	Text about the daily routine of a farmer. Read it, underline the activities and order the pictures to follow the sequence of the text.	7'	LM, L, N, S
	Writing	In groups of 4, write some questions you would like to ask a farmer (the teacher has previously announced the visit to the farm in the following session).	9'	Inter, L, N
Post-task		Grammar revision. Formulating questions using what, where, when, who, why and how. Revising the use of can/could to express abilities and of like/don't like to express preferences. In pairs, one student takes a card which has a picture of an animal, a product of an activity in the farm. He or she asks three questions in relation to this animal and the other one has to answer.	10'	L, N, S, Intra
Homework		Finish the previous tasks (if they are not finished in the classroom) and add them to the portfolio.		
Specific objectives		- Sing a song previously listened to. - Understand the message in a song. - Talk about experiences and abilities regarding farm activities in pairs. - Identify the farm activities in a text. - Order a sequence of activities following the information of a text.		

	- Write questions directed to another person about farm activities. - Apply the grammar rules to formulate questions.
Materials and resources	Flashcards, song, cards about farm activities, reading text, pencil and paper, computer and projector, animal cards.

Table 6. Session 4 development.

Session 5. An insight into the life at the farm. Visit to a farm in which students listen to the farmer speaking about the life on the farm and the activities that farmers do there. First of all, the farmer will introduce himself to the children and they will all do the same. Then, there will be a brief discussion among the farmer and the students about the aspects that attracts them the most in relation to the farm activities. Next, the farmer will start showing the farm to the whole group of students, who will be allowed to raise their hands and ask questions when it is their turn. During the visit, while the farmer is explaining each activity, children will observe facilities, animals and plants – and even touch them when they are given permission to do so. At the same time, the teacher will interact with the farmer and with the children, encouraging them to ask questions and to make notes in their diaries or notebooks. When they finish the visit, they will have the opportunity to express their impressions respectfully, highlighting what they have enjoyed the most and asking some final questions. Before going back home, children will taste some typical farm products (with the previous consent of families and taking into consideration allergies and intolerances). Finally, students will say goodbye to the farmer and will show their gratitude for his/her job.

It would be necessary to clarify that, given that it will be difficult to carry out this activity in English, children will discuss with the farmer in Spanish. However, once the visit is finished, there will be a group of discussion between students and teacher and this part of the activity will actually be in English.

Session 6			Time	Intel
Pre-task		Brainstorming about the impressions of the visit in the previous session. Focus on students' opinion on the visit, positive and improvable aspects and suggestions. The teacher will write down the key ideas on the whiteboard.	10'	L, N, Inter Intra
Task-cycle. Review the unit while having fun	Listening, speaking, reading and writing (combined in the games. There will be three groups, one per game)	I have, who has. There is a set of cards and two pictures of animals per card in each group of eight. Each student has one card. The first one starts saying "I have..." and the name of the animal at the top of the card and, then, (s)he adds "who has...?" and the name of the animal at the bottom of the card. Then, the student who has the aforementioned animal at the bottom of the card has to say "I have..." followed by the name of this animal.	10'	L, LM, S, N, Inter
		Find someone who. Each student has a piece of paper with several affirmations and they have to find one person who meets the requirement of the affirmation by asking the question. For instance, "find someone who... has touched a duck". When they find the student in particular – if there is one that meets the requirement – this student will have to sign on the photocopy, next to this sentence. Whole classroom game.	10'	L, LM, N, B, Inter
		Coloured wheel. There is a wheel that students have to spin and the needle will point out a colour. This colour is associated to a set of cards with the same colour that contain sentences. Each colour has a meaning: questions, musical challenges, mimic and descriptions. When the needle points out a colour, the student will take one card of the same colour and do whatever is required. Each one of them has three possibilities of changing the card (provided that they respect the colour). Groups of four.	10'	L, B, M, N, Inter
Post-task		Grammar revision about the previous contents on a sheet with exercises.	5'	L, S, N
Homework		Finish the grammar revision (if it is not finished in the classroom) and add it to the portfolio.		
Specific objectives		-. Express opinion about a school experience		

	- Use the acquired vocabulary in group games - Use the acquired grammar in group games - Follow the games dynamics - Respect each others' turns
Materials and resources	Whiteboard, "I have, who has" cards, "Find someone who" sheets, coloured wheel, cards for the coloured wheel, grammar revision sheet, pencil and paper.

Table 7. Session 6 development.

The following tables contain the in-depth description of how each type of intelligence is developed in the different sessions that compose the didactic unit.

SESSION 1	
Linguistic intelligence	It will be developed during the pre-task, in which students will have to associate some drawings to their words in English. In addition, their linguistic intelligence will also progress while they sing a song in the foreign language and while they find the words for what their partners are mimicking. The reading and writing exercises will also involve the practice of this type of intelligence and the grammar revision is based on language.
Spatial intelligence	Flashcards contain pictures, so students will gain experience with the identification of what shapes, colours and forms mean. Moreover, they will be able to understand and construct meaning with them.
Bodily-kinesthetics intelligence	Students will have to use their bodies to play the mimic game.
Naturalistic intelligence	Flashcards contain pictures of animals that students will be familiarised with due to their work with the suggested song. Furthermore, due to the mimic game, they will associate some animals with their characteristics. The same will happen when they read about the characteristics of a horse and when they write about a different animal.
Musical intelligence	While students listen to the song, assimilate the rhythm, read the lyrics, sing it and connect it with the contents of the unit to create meaning, they will be working on this intelligence.

Table 8. Intelligences worked in session 1.

SESSION 2	
Linguistic intelligence	This type of intelligence will be developed during the whole session. In the pre-task, students will have to express themselves orally in the foreign language. The listening task will test their oral comprehension and, after that, children will be required to elaborate several oral descriptions. Written comprehension and production will also be present.
Intrapersonal intelligence	During the taboo activity, children are asked to select their favourite animal. This simple process responds to a well-developed self-awareness, since they feel more identified with a particular animal because of certain features that make them similar to a certain extent.
Interpersonal intelligence	Students will have to work in groups in the reading and writing tasks, so it will be fundamental for them to use their social skills, developing empathy and respect towards others in order to work in a pleasant atmosphere.
Bodily-kinesthetics intelligence	The grammar revision in the post-task involves students' movement at the same time that they learn about animals using their second language.
Naturalistic intelligence	The first image and the subsequent description will be useful for students to know more about animals. Then, all the following activities are aimed to make children aware of more animals' characteristics in different ways, so this kind of intelligence is always present.
Logical-mathematical intelligence	In the pre-task, the teacher will ask some questions in which students will have to do some mathematical operations related to the presence of animals on the farm.

Table 9. Intelligences worked in session 2.

SESSION 3	
Linguistic intelligence	Whole group conversations require the ability to express their opinions and the capacity to understand the others' oral messages. Then, the listening of a recording and the subsequent activities will develop this intelligence, as well as the speaking activity, the reading comprehension of the email and the quality of the one that they will write on their own.
Interpersonal intelligence	The video that will be reproduced in the classroom will require that students understand the circumstances of other people's lives. Furthermore, they will use their social skills to work in groups and to establish communication with foreign friends, writing an email.
Bodily-kinesthetics intelligence	The speaking game, called "Pass the ball" will encourage the use of children's bodies in order to learn about animals and to progress in their command of the second language.
Naturalistic intelligence	This kind of intelligence is embedded in all the sessions, since the main topic is related to animals. More specifically, children will learn more about farm products, their presence in the supermarkets and the uses they have.
Logical-mathematical intelligence	The whole-group conversation in the pre-task will contain some questions related to numbers, measurements and simple mathematical operations using farm products.
Spatial intelligence	During the speaking game, students have the possibility to draw the product they are thinking of, so they would develop this type of intelligence, making meaning out of shapes, colours and even proportion.

Table 10. Intelligences worked in session 3.

SESSION 4	
Linguistic intelligence	Students will have to associate vocabulary with flashcards. Singing a song and expressing themselves orally in a foreign language also involves the use of linguistic elements. Reading, understanding and working with a text in English contributes to their linguistic command and so does writing and reviewing grammar.
Interpersonal intelligence	As in the previous sessions, working in groups is extremely beneficial for students to develop this type of intelligence, since they become more empathic, improve their social skills and learn to understand different perspectives about the topic.
Intrapersonal intelligence	During the speaking task, children will be asked to talk about their preferences providing arguments. Consequently, they will have to reflect on their own personalities and inner features.
Naturalistic intelligence	Students will discover what farmers do every day, which activities they do and what life at the farm is like in general.
Logical-mathematical intelligence	In the reading task, students will have to order some pictures according to the information they have assimilated after reading the text. Thus, they will apply their logical intelligence to connect the read data and the pictures in a sensible way.
Spatial intelligence	The use of flashcards implies that students make meaning out of drawings and establish associations between colours and shapes, language and content. The visualisation of the video will also contribute to the development of this type of intelligence, together with the drawings that are essential in order to carry out the reading activity.
Musical intelligence	Children will work with music listening to the song, reading its lyrics, internalising the rhythm and, finally, singing it.

Table 11. Intelligences worked in session 4.

SESSION 5	
Linguistic intelligence	During the visit to the farm, students will be asked to interact with the farmer and the teacher, asking questions and commenting on the aspects that attract them the most when appropriate.
Interpersonal intelligence	It will be fundamental for children to respect others' speaking turns and to express their opinions politely and respectfully, using and improving their social skills.
Intrapersonal intelligence	Given that students will be encouraged to ask questions, they will have to be aware of their own feelings and to reflect about the aspects of the visit that they are more interested in. This process of introspection requires having a clear self-concept.
Naturalistic intelligence	The visit is connected to farm animals and products and, therefore, to nature in general. Thus, children will gain a deeper understanding of natural elements – not only fauna, but also flora – and the functioning of a farm.
Bodily-kinesthetics intelligence	This session includes dynamic tasks that require movement, so children will have to move around the farm, as well as manipulate some of the products.
Spatial intelligence	Drawings of farm animals, product and facilities could be part of the notes that they will take during the visit in order to facilitate the following discussion in English with the teacher.

Table 12. Intelligences worked in session 5.

SESSION 6	
Linguistic intelligence	Students will express themselves orally during the discussion about the visit to the farm. Additionally, the three games and the grammar review involve the use of the second language.
Intrapersonal intelligence	Expressing their opinions in a loud voice during the whole-group debate about the visit of the previous session will comply students to reflect on their impressions and feelings during the visit and be aware of them.
Interpersonal intelligence	Given that all the tasks – except the grammar revision– require group work, children will have to manage their relationships with other and communicate effectively.
Naturalistic intelligence	During the pre-task, students may find out some aspects that they had not noticed in the visit and, therefore, they may learn something different related to nature and the environment. The same will happen in the games and the grammar revision, which are related to the topic of farm life, animals and products.
Bodily-kinesthetics intelligence	The last two games that will be played in the session will entail students' movement in order to reach their goals.
Logical-mathematical intelligence	The first two games involve understanding a logical pattern and a sequence of events in order to be an efficient player. Thus, children will be forced to pay attention and make an effort to establish connections between events.
Spatial intelligence	The first and the third games, as well as the grammar review, will encourage students to make meaning out of images.
Musical intelligence	The third game contains some challenges related to music.

Table 13. Intelligences worked in session 6.

3.9. Materials and resources

The materials and resources that are used in each session are mentioned in the charts for each one of them. In addition, they will be thoroughly presented in the appropriate order in Appendix 1.

3.10. Transversality

This didactic unit aims to work on transversality on a daily basis regarding the aspects that are considered within legislation. For instance, in the six sessions, students will become aware of the importance of preserving the natural environment. Indeed, this topic is closely related to the topic of animals and provides an excellent opportunity to make students more conscious of the fact that animals would not exist if the environment was not preserved by humans. Thus, learners, as citizens and future responsible adults, will understand that their actions have an impact on the environment.

Additionally, the peaceful settlement of conflicts is highlighted in legislation. As a matter of fact, learners are required to work cooperatively in this didactic unit, so this aspect will be covered. What is more, moral values with respect to living-together, diversity, tolerance and respect towards the attainment of equal rights and opportunities for all humans, regardless of their sex, gender, ethnicity and physical characteristics, will be pursued, too. The ultimate goal of asking students to work together in this didactic unit is to encourage attitudes of empathy, solidarity, cooperation and respect to diversity in all its forms, following the requirements of the legal regulations.

Furthermore, in the Royal Decree 126/2014, 28th February, in which the National Curriculum for Primary Education is established, all the previous factors are mentioned, together with some others that are included in this didactic unit. Within the aforementioned document it is considered essential to foster written and oral comprehension, audiovisual communication, Information and Communication Technologies as learning tools and civic and constitutional education. They are all topics that, according to legislation, must be promoted in all the curricular areas and that will actually play an important role in this didactic unit.

3.11. Assessment

3.11.1. General considerations

In the legislation in force, it is stated that students' evaluation will be continuous, formative, comprehensive, differentiated and objective and will also act as an instrument to improve the teaching-learning process. Evaluation needs to be continuous on account of the consideration of learners' progress so as to detect difficulties from the beginning, as well as finding out their origin and adopting the necessary measures. It will be formative because the obtained results will bring about significant and constant improvement of the teaching-learning process. Comprehensive evaluation means that all the curriculum elements will be taken into consideration, together with the contribution of each area to the attainment of the stage objectives and the key competences. Students are also eligible to be evaluated objectively according to their effort and performance and to know their learning results to encourage them to make improvements. In addition, students' evaluation processes will be conditioned by their personal features and the ones of the school's sociocultural context.

Learners' evaluation, the one carried out by the teacher, will be based on the continuous evaluation of the learning progress of each child in relation to the stage objectives of Primary Education and the key competences. Consequently, it will be paramount to use different instruments such as questionnaires, presentations, oral presentations, observation scales, rubrics and portfolios, among others. They will need to be adjusted to the evaluation criteria and to students' specific characteristics.

Furthermore, the teaching-learning process and teacher performance will also be evaluated within this didactic unit. The specific way to do it will be detailed in the following sections.

3.11. 2. Assessment criteria and assessable learning standards

The following assessment criteria and assessable learning standards have been extracted from the Andalusian legal regulations.

NATURAL SCIENCE	
Assessment criteria	Assessable learning standards
CN.01.03. Identify and classify the most relevant animals and plants in their environment, understanding the importance of water for the development of their vital functions initiating respectful attitudes towards the environment.	CN.01.03.02. Observes, identifies and classifies living beings.
	CN.01.03.04. Observes (directly and indirectly), identifies characteristics, recognises and classifies vertebrate animals.
	CN.01.03.09. Observes and identifies different living beings' habitats.
CN.01.04. Use different instruments and audiovisual and technological media to observe and study living beings in the environment showing attitudes of respect and defence.	CN.01.04.01. Shows attitudes of respect and care towards living beings.
	CN.01.04.03. Respects the rules of use, security and maintenance of the working materials.

Table 14. Natural Science assessment criteria and assessable learning standards.

FOREIGN LANGUAGE (ENGLISH)	
Assessment criteria	Assessable learning standards
Block 1: oral comprehension (listening)	
LE.01.01. Recognise and identify the gist of messages related to common classroom activities and daily vocabulary and expressions, starting to use strategies to improve comprehension.	LE.01.01.01. Understand what is said in common and simple transactions (instructions, requests, notices).
LE.01.02. Understand, recognise and reproduce the basic structures of presentations about topics of interest, initiating simple and clear conversation	LE.01.02.02. Understands the gist of short and simple conversations that have to do with familiar topics.

using images about family, home, school and friends.	LE.01.02.03. Understands the gist of simple and well-structured presentations about familiar and attractive topics if and when there are pictures and the utterances are clear.
Block 2: oral production (speaking)	
LE.01.05. Participate in short conversations and dialogues with classmates, reproducing sound patterns with intonation and basic rhythm and using simple expressions about familiar topics, non-verbal techniques and common vocabulary.	LE.01.05.02. Participates in face-to-face conversations, exchanges information about themselves and other daily facts and expresses feelings.
Block 3: written comprehension (reading)	
LE.01.06. Recognise and identify messages in different formats using basic and known vocabulary and visual support.	LE.01.06.01. Understands instructions and basic information in different formats and places.
LE.01.07. Understand the meaning of short texts about daily topics, using basic comprehension strategies and recognising their vocabulary, structures, intention and style.	LE.01.07.01. Understands essential and identifies specific information in different informative materials.
	LE.01.07.02. Understands correspondence dealing with familiar topics.
Block 4: written production (writing)	
LE.01.08. Reproduce short and simple texts based on a model, using basic orthographical conventions and talk about daily life in situations related to school and family context.	LE.01.08.01. Writes short texts about themselves using models.

LE.01.09. Initiate the use of basic strategies to produce brief and simple written texts.	LE.01.09.01. Uses simple writing strategies.
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Table 15. Foreign language assessment criteria and assessable learning standards.

3.11.3. Assessment techniques and instruments

The evaluation process of this didactic unit is objective, formative, continuous, differentiated and comprehensive and the assessment techniques and instruments must be congruent with these ideas.

It is worth mentioning that it is not necessary to make an initial evaluation because the teacher is already familiarised with students' degree of knowledge regarding farm animals and the extent to which they manage the foreign language. In fact, this didactic unit is developed in January, so the teachers has had a period of more than four months to get to know each student's features, capabilities and weak areas.

Direct and systematic observation will be fundamental within this didactic unit as regards on-going assessment. Indeed, the continuous observation of students while they perform their tasks will be one of the most significant indicators of their degree of content and language acquisition. Furthermore, the extent to which students progress in the different intelligences will also be measured by means of an observation instrument.

Thus, as regards to the direct systematic observation, the teacher will count on the information provided by a chart in which the development level of all intelligences is selected for each student, a diary to write down the most significant classroom events and an observation scale to assess individual and group work.

In addition, all students will have an individual portfolio in which they will include all the activities that they perform during the didactic unit. It will be the evidence of their effort, commitment and learning in general and will be assessed by the teacher at the end of the didactic unit. This portfolio will be particularly useful for checking the listening and reading tasks. Finally, a rubric will be implemented so as to assess the speaking and writing tasks.

There will be no test that evaluates the whole process. Instead, the students' performance in the games implemented in the sixth session will bring to light their acquisition of contents, their language progress and their current intelligences level. These data, together with the one gathered during the on-going evaluation, will provide an accurate description of students' level and will allow the teacher to establish a mark.

Both students and the teacher will also carry out a self-evaluation. The former will reflect about their own learning process and the latter will discover some possible pitfalls in order to have the opportunity to make the necessary modifications. What is more, students will also assess the teaching process by means of a short and simple questionnaire. The specific instruments that will be used in this didactic unit can be found in Appendix 2.

3.12. Attention to diversity measures

There are no students with diagnosed Specific Educational Support Needs in this group. However, it is possible that some learners experiment certain difficulties during the development of this didactic unit. In the same way, some other students may finish the tasks that are specified in previous pages faster than the rest. Thus, it is absolutely necessary to attend the needs of every kind of learner through the arrangement of activities in case they are necessary.

In order to provide students with different options to maximise time in the classroom once the compulsory tasks are finished, the teacher would bring a box to the classroom with several tongue sticks or papers inside. They would contain messages with instructions that have to do with the topic of the didactic unit. For instance, students would be asked to draw a picture of a farm and write the name of each animal with stickers, to make a puzzle of farm animals, to make a shopping list dividing it in farm products and other products, to play hangman with partners using the vocabulary of the unit, to play taboo or mimic with others, etc. In addition, fast-finishers would have the option to help other learners who have difficulties with any task that they have already successfully fulfilled.

The latter measure would be useful not only for students who finish their tasks quickly, but also for the ones who struggle with them. Sometimes, it is necessary for

children to receive support on the part of their equals, since they understand their impressions better than adults and even better than the teacher. Then, with the help of their partners, they may solve their problems. In case it is not enough, the teacher can provide help to those who seem to lag behind. Furthermore, they can be provided with vocabulary lists with pictures, definitions in Spanish and in English and examples of the use of each word in a sentence. Scaffolding will also be provided to students through the use of printed grammar rules and other morphological aspects and through reinforcement exercises.

Finally, a different means of attention to diversity is represented by the classroom arrangement and the location of students inside it. They are distributed in heterogeneous groups that are designed with the aim of establishing a kind of “tutoring” system that benefits both students who experiment a greater progression in terms of academic performance and those who experiment more difficulties.

4. CONCLUSION

In this Master’s Dissertation, several ideas about Multiple Intelligence Theory as an inclusive approach and its connection with the CLIL methodology have been discussed. They have all been combined in order to design a didactic unit for young learners, attempting to teach some contents about animals and farms by means of the student’s first foreign language (English).

To conclude, it is necessary to highlight that the incorporation of Multiple Intelligence Theory to the classroom dynamics is fundamental in order to help students progress in existing skills and develop new ones. Additionally, it is paramount to approach tasks from different perspectives, providing the same opportunities to every single child. Ultimately, it is one of the teachers’ responsibilities to adapt to students’ learning rhythms and styles as much as possible and Multiple Intelligence Theory provides excellent guidelines to do so.

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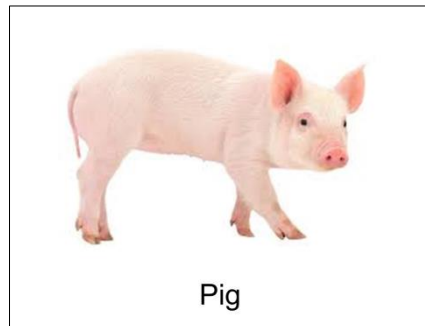
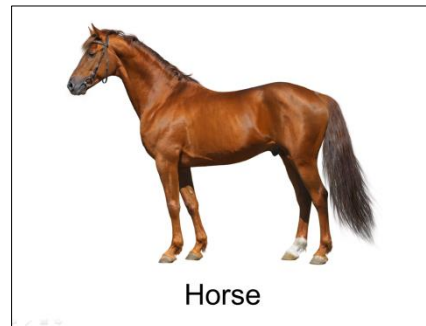
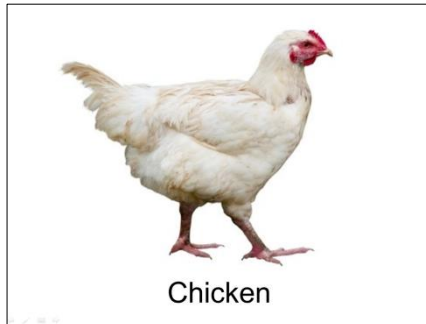
Appendices

APPENDIX 1: SESSIONS' MATERIALS

1.1. Session 1

1.1.1. Pre-task

Flashcards



1.1.2. Task-cycle

Writing

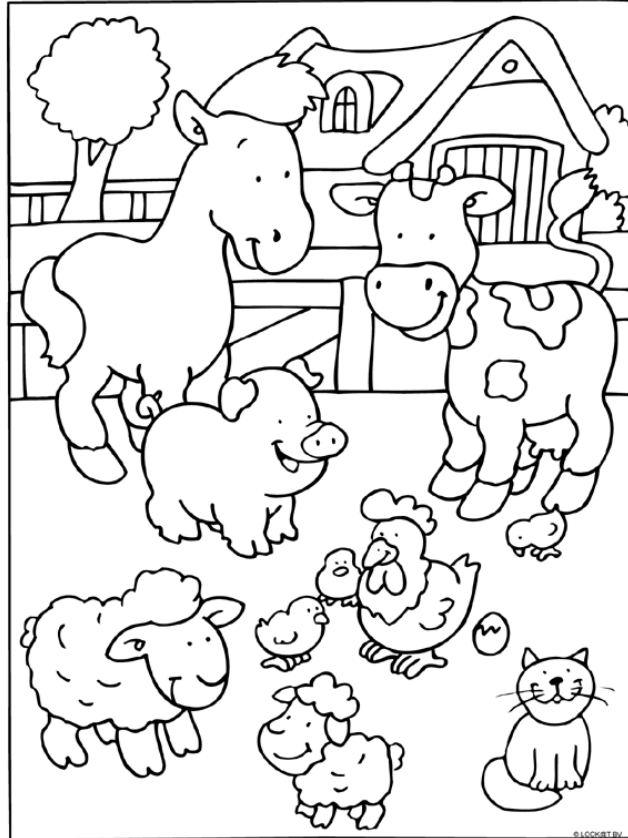
Physical characteristics of a horse:

- Big size
- Four legs
- Short hair
- Long legs
- Elongated head
- Herbivore animals

1.1.3. Post-task

Colour the farm animals following the instructions.

- Brown horse
- Pink pig
- White-yellow sheep
- Grey cat
- Yellow chicks
- Black and white cow



1.2. Session 2

1.2.1. Pre-task

Farm picture



1.2.2. Task-cycle

Listening

The teacher will draw a chicken on the board and she will start reading the following text:

Chickens are very common birds all over the world. They usually live in farms. They have a small head with two eyes and a beak. They also have a comb and a wattle in their head. Their breast is big and they have a tail and two wings, but they cannot fly long distances. Chickens walk with their two claws.

While reading the text, the teacher will write down the parts and locate them where they correspond in the picture of the chicken's body.

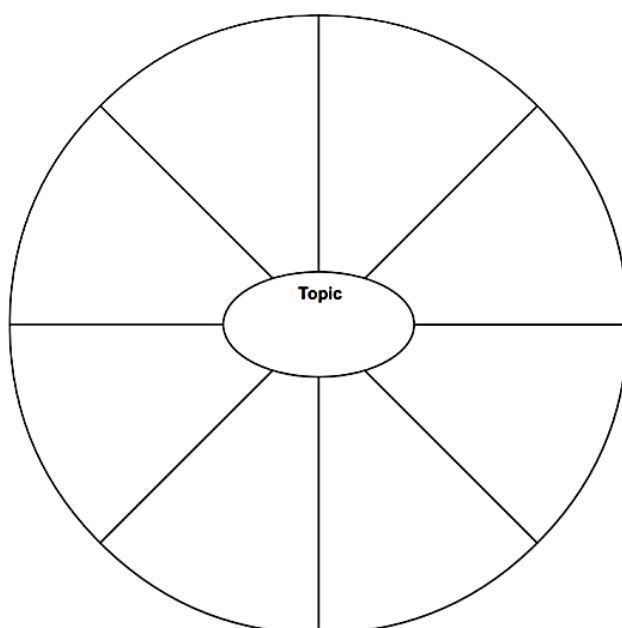
Then, students will tick the pictures that correspond to the body parts of a chicken and will write down their names next to each picture.



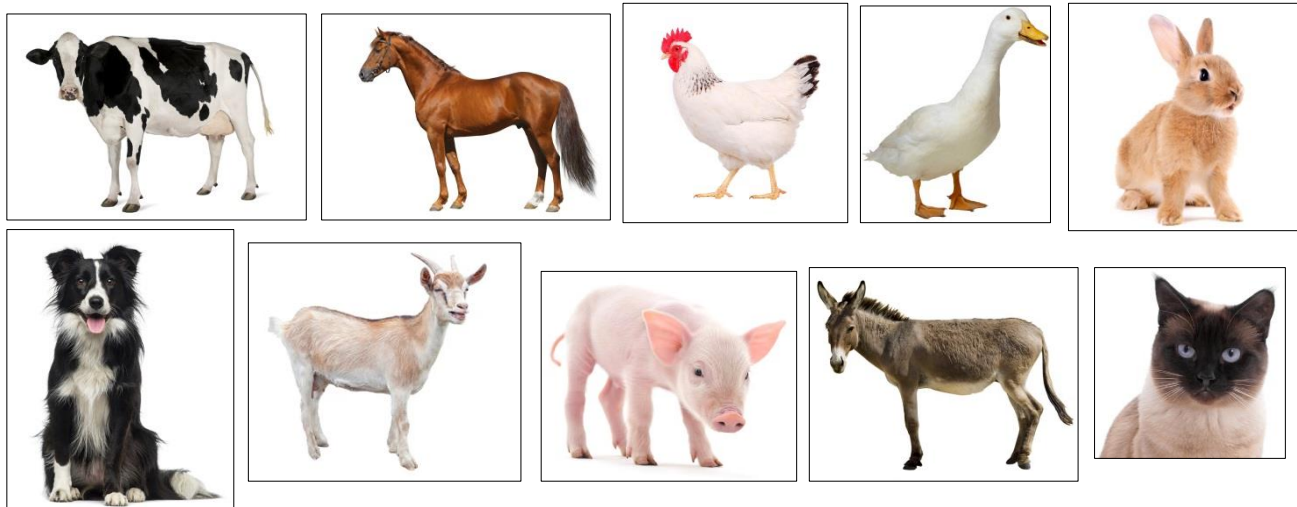
Reading

Students will read this text about the description of a sheep and transfer the information to the following graphic organiser.

Sheep are very common farm animals and mammals. They have four legs with hooves and their body is covered with wool. They have two ears and a short tail. They are usually white and they have enough wool to make clothes like jumpers, gloves and scarfs.



1.2.3. Post-task



1.3. Session 3

1.3.1. Pre-task

Products picture



1.3.2. Task-cycle

Listening



Reading

Dear (María),

How are you? I'm with my family at the farm! On our farm, there are pigs, chickens, sheep, rabbits, horses, dogs and so on! We also have fruits and vegetables here and we eat them every day! Having a farm is awesome because you can eat fresh tomatoes, lettuce, oranges, potatoes, ham, eggs, milk, cheese, yoghurt, amongst other things! Would you like to spend a weekend here in the farm? I'm sure you'll love it!

Love,

Samantha

1. Name three products that Samantha obtains from the farm.
2. Name two more products that can be obtained from a farm but are not in the text.
3. Divide the farm products in animal and vegetable products.
4. Do you think that Samantha likes her farm? Why?
5. Would you like to have a farm? Why?

1.3.3. Post-task



Chips



Chicken wings



Milk



Biscuits



Apples

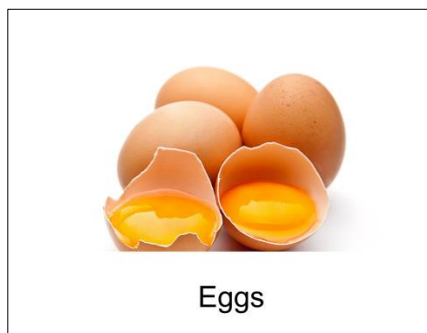


Lettuce

1.4. Session 4

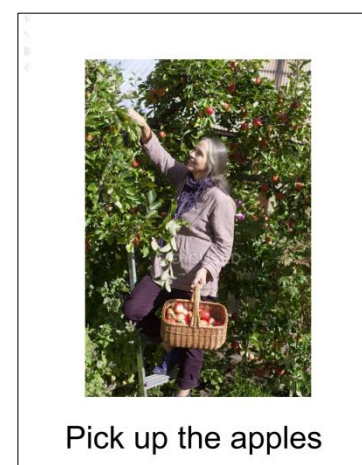
1.4.1. Pre-task

Flashcards (together with the ones for session 1)



1.4.2. Task-cycle

Speaking (cards)





Feed the pigs



Shear the sheep



Clean the horses

Reading

My daily routine is very original! I do lots of activities on the farm. When I wake up, I feed the animals and, then, I collect the eggs from the chicken. Then, I usually milk the cows and shear the sheep. When I finish these activities, I pick the apples and other fruits and I clean the horses. I love my life on the farm!



1.4.3. Post task

The cards that will be used in this part of the session are the ones employed in the previous sessions.

1.6. Session 6

1.6.1. Task-cycle

I have, who has

I have... 	I have... 	I have... 	I have... 
Who has...? 	Who has...? 	Who has...? 	Who has...? 
I have... 	I have... 	I have... 	I have... 
Who has...? 	Who has...? 	Who has...? 	Who has...? 

Find someone who

Find someone who...

1. has a dog
2. has been to a farm
3. loves horses
4. has milked a cow
5. likes riding a horse
6. knows a farmer
7. has fed a pig
8. ate an egg yesterday
9. has picked apples from a tree
10. has collected eggs on a farm
11. has ridden a donkey
12. usually eats lettuce

Coloured wheel



1.6.2. Post-task

1. Put the following words in order to form sentences.

a) horse / got / Mary / big / a / has

b) favourite / ? / what / animal / your / is

c) eggs / kitchen / there / the / many / are / in

2. Write the questions that correspond to the following answers.

a) _____ ?

The chickens are in the farm.

b) _____ ?

I go to his farm every Sunday.

3. Correct the mistakes in this sentence.

*My friends has got a donkey brown in the farm.

APPENDIX 2: ASSESSMENT INSTRUMENTS

Intelligences levels

Name:						
Linguistic intelligence (L)	1	2	3	4	5	6
Logical/mathematical intelligence (LM)	1	2	3	4	5	6
Spatial intelligence (S)	1	2	3	4	5	6
Musical intelligence (M)	1	2	3	4	5	6
Bodily-kinesthetic intelligence (B)	1	2	3	4	5	6
Naturalistic intelligence (N)	1	2	3	4	5	6
Interpersonal intelligence (Inter)	1	2	3	4	5	6
Intrapersonal intelligence (Intra)	1	2	3	4	5	6

Group work observation scale

Name:						
Items	1	2	3	4	5	6
(S)he contributes to the group activities with his/her work						
(S)he appreciates the effort of the other group members						
(S)he gives ideas and proposals respectfully						
(S)he listens to the others' ideas						
(S)he accepts the group agreements						
(S)he avoids distractions						
(S)he looks for solutions to the common problems						
(S)he shows initiative						

(S)he uses his/her social skills to work with others						
(S)he respects the others' turn to speak						

2.3. Individual work observation scale

Name:						
Items	1	2	3	4	5	6
(S)he makes an effort to understand the tasks						
(S)he asks for help whenever necessary in a polite way						
(S)he is focused on doing the task						
(S)he shows confidence in his/her possibilities						
(S)he is willing to help his/her classmates						
(S)he brings the necessary materials						
(S)he takes care of his/her materials						
(S)he takes care of the others' materials						

Speaking and writing rubrics

In the following pages, the speaking and writing rubrics will be presented (following this same order).

SPEAKING RUBRIC					
	5	4	3	2	1
Vocabulary	Language is controlled almost perfectly and there is a wide range of vocabulary in use.	The choice of words is generally accurate and there is a good management of language.	There is a moderate control of language but the vocabulary range is slightly reduced.	The vocabulary range is reduced, but some basic words are used to fulfil the tasks.	The vocabulary in use is not adjusted to the task and the array of words is reduced.
Grammar	Complex grammar structures are used perfectly and the message is totally clear.	There are very few grammatical errors in complex structures but the message is clear.	The few grammatical errors in moderate structures do not hinder interaction.	There are some grammatical errors that sometimes complicate comprehension.	The frequent basic grammatical errors hinder the comprehension of the message.
Fluency	Few or no hesitations and continuous speech with perfect volume.	Few moments of hesitation and quick search for appropriate words.	Hesitation caused by searching for appropriate words, moderate rhythm.	Uncompleted sentences and slow rhythm except for memorised phrases.	Very slow rhythm of inaudible speech, lack of continuity and hesitation.
Accent and pronunciation	There are few or no pronunciation errors and the accent is excellent.	There are pronunciation errors in difficult words and accent is good.	Pronunciation is acceptable in general and accent is adequate.	Basic words well pronounced, but the accent is not achieved.	Inaccurate pronunciation, lack of effort to imitate the English accent.

WRITING RUBRIC					
	5	4	3	2	1
Organisation of content	The ideas are sequenced perfectly and everything is understandable.	Some ideas are not correctly sequenced but there is complete understanding.	The text can be understood although some ideas are messy.	The order of ideas is logical but they are not correctly linked.	There is not a logical sequence of ideas so comprehension is almost impossible.
Vocabulary	There are lots of different words in correct use and repetition is avoided.	There is little repetition and variety and the word choice is logical.	There is a moderate range of words in use but some of them are wrong.	There is frequent words repetition and some others are used out of context.	Basic words are constantly repeated and the rest of them are used incorrectly.
Grammar	The grammar structures are complex and there are few or no errors.	There is a complex use of grammar with some errors.	The grammatical structures are moderately complex but there are errors.	The grammatical structures are simple but there are few errors.	There are only simple grammatical structures in use with many errors.
Spelling	There are very few or no words with spelling and punctuation errors.	There are few words with spelling and punctuation errors.	Half of the words contain spelling and punctuation errors.	Lots of words contain spelling and punctuation errors.	Most of the words contain spelling and punctuation errors.
Neatness	The text is completely neat and legible.	The text is generally neat and clear.	The text is slightly untidy but legible.	The text is very untidy and messy.	The text is illegible, untidy and dirty.

Students' self-evaluation

Items			
I understand what farm animals are			
I know lots of farm animals			
I can describe a farm animal			
I can talk about farm animals in English			
I know what a farmer is			
I know what farmers do			
I can talk about farmers' activities			
I know what farm products are			
I understand the difference between farm products and elaborate products			
I can identify the farm products in a supermarket			
I can work with my partners			
I can work on my own			
I have learnt a lot in this unit			
I am proud of my performance			

Teachers' self-evaluation

Items	1	2	3	4
I have included all the eight intelligences in the didactic unit				
I have adjusted the activities to the curriculum elements				
I have organised each lesson efficiently				
The time devoted to each activity was enough				
The tasks were adjusted to the students' level				
The evaluation instruments proved to be effective				

Students' evaluation of the didactic unit

Items			
The tasks have made learning easier			
The organisation of tasks was logical			
There was enough time for each task			
The tasks were not too complex			
The teacher provided help when I needed it			
Group tasks were beneficial for my learning process			
The writing models provided were useful			
I felt motivated to do the tasks			
I learnt a lot about farm animals in this unit			
I know more English than before			