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# A DIDACTIC PROPOSAL FOR APPLYING THE MULTIPLE INTELLIGENCES IN A BILINGUAL SCHOOL

Student: Márquez Linares, Inmaculada

Supervisor: Dra. Cristina Morilla García

Department: English Philology

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## ABSTRACT

Traditionally, intelligence is being measured in quantitative modus, focusing in obtaining a number in a set of established tests. This conventional concept about intelligence offers only a static and fixed dimension. A varied number of researches have demonstrated that intelligence is studied in an integrated, contextualized and practical way, not just as a mere numerical qualification. Intelligence is the ability to acquire and apply knowledge and skills. In the book *“Frames of Mind: The Theory of Multiple Intelligences”* Howard Gardner defined intelligence as follows: “an intelligence is the ability to solve problems or to create products, that are valued within one or more cultural settings” (Gardner, 2011).

In this regard, Multiple Intelligences and Content and Language Integrated Learning methodology are two crucial and important concepts to take into account when talking about bilingual education. Both approaches could work together to obtain great benefits in the fields of foreign language acquisition and bilingual education. In this respect, the main aim of this didactical proposal is to introduce a set of specific lessons and activities for learning and teaching through the use of Multiple Intelligences theory and CLIL methodology to promote positive learning outcomes in a bilingual primary classroom.

This Master’s Dissertation offers a didactical proposal focusing on the topic unit “The place where we live”, taking in mind a group of 24 students in the 3<sup>rd</sup> year of primary education. This unit will be developed inside the classroom in different multiple intelligences stations where students will work in several activities designed for each intelligence. The final purpose is to combine CLIL subjects and Multiple Intelligences to enhance the learning of language and contents in a more motivating way so students can learn easily a second language.

In primary schools it is crucial to adapt teaching and learning strategies to students. Taking all this in consideration, using and connected Multiple Intelligences and CLIL will help teachers and students to achieve the fundamental aim in a bilingual school: teaching and learning contents and language connecting subjects and the real world. This proposal aims to motivate students towards the learning of English using a CLIL methodology. By doing so, applying MI and CLIL can be used as a powerful tool in any bilingual school.

Keywords: Multiple Intelligences, CLIL, bilingual education, motivation.

## **1. INTRODUCTION**

This Master's Dissertation consists of a didactical proposal in which a number of lessons and activities will be presented to put into practice at a bilingual primary school. For this reason, our proposal is based on the literature about CLIL methodology and Multiple Intelligences theory. This document will be briefly justified in the next section in which CLIL methodology and Multiple Intelligences are presented as the pivotal point for this practical proposal. Then, the main objectives to be achieved by this project will be explained.

The dissertation continues with the theoretical framework where some basic concepts such as CLIL, intelligence, the description of multiple intelligences and the importance of cooperative work will be analyzed. Next, we will consider how to apply Multiple Intelligences theory into a CLIL context talking about how to implement these methodologies in a bilingual primary education classroom. It's of great importance to know the context of both, the students and the school, to take into account specific characteristics in which the teaching and learning process will be developed. In this sense, we will present main concepts such as multiple intelligences, key competences and the importance of motivation and cooperative work when working in primary education.

Then, the didactical proposal would be presented focusing on lessons and activities using CLIL methodology and Multiple Intelligences theory, connecting the topic "The place where we live" with our main didactic objectives. To do so, we will present lessons to work through different bilingual subjects such as social science and arts and crafts. The next section will be centered on the evaluation used in order to assess all the main pivotal points of our didactical proposal. Finally, a conclusion will be presented followed by the bibliographic references used in this master's dissertation.

## **2. JUSTIFICATION**

For the development of this Master's Dissertation, it has been taken into consideration my personal experience as an English and Bilingual teacher as well as the knowledge acquired in previous months and years studying and learning about CLIL methodology. Nowadays, in many bilingual primary schools, some of the principal obstacles are to consider school subjects isolated one from another and to work without or little coordination between teachers. In this sense, it is common to have compartmentalized subjects so in many occasions teachers and students may feel

stressed out and overwhelmed by having a great number of subjects without any connection among them and what are they teaching and learning along the course.

Bearing this in mind, CLIL methodology puts the emphasis on integrated linguistic and non-linguistic subjects focusing both on content and language, thenceforth, being able to improve students' learning abilities. If we take into consideration CLIL methodology and the application of Multiple Intelligences in the classroom, a significant change in the way teaching and learning process takes place could be achieved. It means to develop an integral education and take into consideration many personal aspects during the teaching process. In a classical lesson, most of the time, students are considering mere observers. Teachers have the responsibility of change this situation and involve students in their own learning process. Students should make decisions about what, how and why they are going to learn a specific topic, content and vocabulary. Teachers must place students once and for all, in the center of the teaching and learning process. CLIL methodology and Multiple Intelligences are fantastic instruments to achieve this objective.

In this proposal we have tried to connect subjects making the teaching and learning process in a bilingual classroom a more successful one by working on students' different skills and intelligences in an integrated and motivated way.

### **3. OBJECTIVES**

The main aim of this Master's Dissertation is to design a didactical proposal to be apply in a bilingual primary school for a group of 3<sup>rd</sup> year students providing activities and learning strategies based on CLIL and MI theory. To fulfill this objective, it is crucial to take into consideration the following aspects:

- To elaborate diverse activities and tasks for each intelligence and be able to connect them within the different school subjects and key competences.
- To value the importance of developing self-esteem to promote a positive image of the students. In this sense, it is essential to focus on our students' interests and needs.
- To study how MI, CLIL and different learning styles, such as cooperative learning, can be connected to create a meaningful learning environment in the classroom.
- To develop reflexive and critical thinking in our students so they can be able to build up strategies to learn by themselves thanks to cooperative and collaborative work through MI.

- To respect diversity at the different intellectual profiles and be aware of the diverse learning styles of our students.

## **4. THEORETICAL FRAMEWORK**

### **4.1. What is CLIL?**

The term CLIL was adopted in 1994 to describe and further design adequate practice as achieved in different types of school environment where teaching and learning take place in an additional language. There are many CLIL definitions in the specialized literature, but perhaps the most oft-cited one is that provided by Marsh and Langé (2000:2) where CLIL refers to “a dual-focused education approach in which an additional language is used for the learning and teaching of both content and language”

According to Marsh, Maljers and Hartiala (2001) “European countries differ considerably with respect to the ability of citizens to use languages other than the mother tongue”. It has been unsuccessful foreign language learning experiences in the Spanish context documented by a notable number of scholars: “dissatisfaction is the common denominator when the proficiency in English of Spanish students is scrutinized, despite many having spent quite a few years trying to learn the language” (Lasagabaster, D., 2008).

CLIL is a dual-focused educational approach in which an additional language is used for the learning and teaching of both content and language. CLIL is content-driven, it is flexible and can be adapted to different contexts that is why its practice has spread all over the world and it has influenced bilingual education in many European countries such as Spain. CLIL involves a range of models which can be applied in a variety of ways in diverse types of learner.

For these reasons, by employing the CLIL methodology in bilingual schools, students will learn the new language while acquiring knowledge and contents in the different subjects. Students will be able to develop important skills that may allow them to improve their fluency, oral communication and cultural knowledge in other languages. Additionally, CLIL methodology enhance motivation and meaningful learning increasing students’ ability to learn.

CLIL implementation at the different educational levels demands teachers that are well aware of all the theories and backgrounds that CLIL encloses. There are many reasons why the theory is essential

in education. Teachers that do have a considerable knowledge about the theoretical aspects will provide better practice, they will create appropriate lessons for their students and this will lead to a successful teaching and learning process.

## **4.2. Definition of intelligence**

Intelligence comes from the Latin word *intelligere*, "to understand," which makes sense because it refers to someone's ability to understand things.

According to the Merriam-Webster Dictionary the definition of intelligence contains several meanings:

- the ability to learn or understand or to deal with new or trying situations: reason
- the ability to apply knowledge to manipulate one's environment or to think abstractly as measured by objective criteria (such as tests)
- information concerning an enemy or possible enemy or an area (secret information)
- the act of understanding: comprehension
- the ability to perform computer functions

The term intelligence has suffered many changes along the history. Wynn, T. (1985) states that "Intelligence must be defined as a set of behaviors that varies from species to species in measurable fashion and that can change through time within a single evolving line." For Glassman, M., and Kang, M. J. (2012) "The Internet, and its most powerful tool to date the *World Wide Web*, have the potential to alter the trajectory of human intelligence and extend controlled, goal-oriented activities of the human mind deep into the information universe". Sternberg (1985), maintains that existing IQ tests must be supplemented, if not replaced, by tasks which are specifically designed to measure a person's facility in dealing with novelty and becoming "automated".

Nowadays, intelligence is studied in an integrated, contextualized and practical way, not just as a mere numerical qualification. Intelligence is the ability to acquire and apply knowledge and skills. In the book "*Frames of Mind: The Theory of Multiple Intelligences*" Howard Gardner defined intelligence as follows: "an intelligence is the ability to solve problems or to create products, that are valued within one or more cultural settings" (Gardner, 2011).

Taking into consideration this definition, Gardner connects intelligence to the culture and the background where a person does grow and live. In this sense, according to this theory, a person is not more or less intelligence according to how he/she are born but his/her intelligence depends on the leaning opportunities, the familiar context, the culture where that person develops, the choices he/she makes...All these elements have to be taking into account when talking about intelligence.

### **4.3. Multiple Intelligences theory**

Gardner was the first author to propose the notion of different types of intelligences, and believed society had classical views of humans only demonstrating linguistic and logical ability. In addition to its scientific focus in order to examine cognition, Gardner's *Frames of Mind* was published with practical purposes. He had a view to provide the educational implications of his theory and believed it is essential to identify the intellectual profile of each individual student as early as possible in order to enhance their future opportunities. Different studies and research projects developed by Gardner demonstrate that there is not only one intelligence but different types of intelligences. Each human being has eight intelligences that allow him/her to perceive the world in a different and particular way. The eight recognized multiple intelligences are:

- Verbal- Linguistic intelligence (word smart): Being good with words and language, reading and writing.
- Logical-Mathematical intelligence (number smart): Being good with numbers, Maths, logical processes, patterns, relationships between things and abstract concepts.
- Visual-Spatial intelligence (picture smart): Being good with pictures, diagrams, maps and visual representations.
- Musical intelligence (sound smart): Being good with music, noticing sounds and recognizing tunes.
- Naturalistic intelligence (environment smart): Being good at recognizing and understanding aspects of the natural world around us, e.g., animals, birds, plants.
- Body-Kinesthetic intelligence (movement smart): Being good with physical skills, sports, activities and tangible objects, dance, mime and acting.
- Interpersonal intelligence (people smart): Being good with other people; being good at communication and social skills.
- Intrapersonal intelligence (self-smart): Being reflective and insightful about your own psychology and internal life; being intuitive and self-confident.

A detailed description of each type of intelligence will now be provided:

- *Linguistic-Verbal intelligence (word smart)*: this intelligence is linked to language through reading, writing and speaking. It is the ability of using words and language to express thoughts accurately. A word smart person has an understanding of language and structure, word order, meanings of words and sociocultural nuances such as idioms. The skills a person with this intelligence develops are: interpretation of literature, high level of reading comprehension, creative with words (poetry and narrative), completing written assignments and participation in debates, discussions and formal speaking among others. People that have this ability are: writers, journalists, public speakers, lawyers...
- *Logical-Mathematical intelligence (number smart)*: an individual competent in this intelligence is able to identify numerical, mathematical and logical patterns in addition to thought, visual and colour sequences and is able to link these to everyday life. Working with numbers, calculations, formulas and operations, conducting of experiments, solving complex puzzles and problems are skills linked to this intelligence. Number smart people can solve abstract problems by thinking conceptually. This type of intelligence is well developed in scientists, engineers, accountants, researchers...
- *Visual-Spatial intelligence (picture smart)*: the ability to think three dimensionally characterizes this intelligence and an awareness of accurate interpretations of shapes, images, patterns, designs and textures dominates the mind. Somebody with spatial intelligence likes to work with materials such as paper, drawing utensils and fabrics whilst visualizing how things should be connected together. They also have a flair for map reading and graphics, for drawing, painting and designing. People with a high development in this intelligence are architects, artists, sailors, sculptor and surgeons.
- *Musical intelligence (sound smart)*: also known a *rhythmic intelligence*, knowing through sounds and vibrations (tones and beats) and producing meaning of different types of sounds is exhibited when dealing with the intelligence. A love of music and rhythmical patterns results in sensitivity to sounds in the environment. Differences in pitch, melody rhythm and tone can be perceived and all activities are carried out to a higher standard when music is

involved. The ability to express and perceive different musical forms and create through music is present in composers, musicians, singers, dancers...

- *Naturalist intelligence (environment smart)*: humans endowed with this intelligence can understand patterns in nature connected to animals, plants, habitats and human behavior. They gain knowledge by means of encounters with the natural world triggering recognition, appreciation and a profound understanding of the natural environment around them. These people show a deep love of the outdoors, they are fascinated by living creatures, the weather and seasons, and are often found to be collectors of natural objects such as insects and shells. People with these abilities are farmers, fishermen/fisherwomen, botanists, ecologists and biologists.
- *Body-Kinesthetic intelligence (movement smart)*: learning by doing is placed at the forefront of this intelligence. Using one's own body to create products and solve problems, manipulating objects and being physically adept in general indicates those people that are movement smart. This intelligence is often mistaken in the classroom for misbehavior as students find it difficult to sit still and are easily bored or distracted if they are not actively involved in the learning process. It's the ability to make body and mind to work in an integrated way, communicating through body language or physical gestures. It is present in craft artists, dancers, athletes, actors...
- *Interpersonal intelligence (people smart)*: learning and understanding through personal interactions can be observed in individuals who possess this intelligence. They thrive with social experiences in which connecting with other people is fundamental as they detect other people's moods, desires, motivations and intentions with ease. It is the ability to establish appropriate relationships with others. This intelligence is well developed in teachers, mental health professionals, nurses, politicians...
- *Intrapersonal intelligence (self-smart)*: if we have an aptitude for reflecting upon our own lives, then we are self-smart. This notion encompasses a desire to know meaning, purpose and the significance of things; as opposed to interpersonal intelligence, in which the capacity to distinguish others' moods and desires is evident, intrapersonal intelligence impinges on self-awareness and one's own emotions, feelings, beliefs and values. This introspective

intelligence allows people to be in tune with thinking processes and recognize characteristics within themselves. People with a high development of this intelligence are psychologists, theologians, therapists, entrepreneurs...

Multiple intelligence theory does not present each type of intelligence to be at a fixed level. People can show varying levels over time, especially after being enhanced by personal and professional experiences. A musician could be born with a talent for music, whereas for another person it would be necessary for them to put in a lot of hours of practice; nevertheless, both of them may well reach the same level of musical intelligence.

#### **4.4. Multiple Intelligences and Cooperative learning**

When working with multiple intelligences, MI, the emphasis should be put on learning rather than teaching. The students' interests and needs should be bear in mind at all times, so it is fundamental that teachers adapt the teaching and learning to students. Teaching and learning through the multiple intelligences helps solve many school problems and optimizes the learning experience for both students and teachers.

Taking this into consideration, when implementing MI in the classroom it is important to use other teaching methodologies. In this sense, there are different strategies and methodologies that can help students to reach in a more efficient way through the multiple intelligences such as problem-solving methodology, project-based learning, team-teaching, centers of instruction and cooperative learning. In the following paragraphs will focus our attention on those strategies and methodologies that are putting into practise in our proposal when working multiple intelligences in the classroom, paying special attention to cooperative learning and work.

- *Project-Based Learning (PBL)*: it takes the idea behind student-centered methodologies to a higher level. In TBL, the task is the central point of a session or unit. PBL is more ambitious and it usually makes the project the central part of a whole term or an academic year. Tasks can be done individually by a teacher with just a group of students, whereas a project usually involves integrating various content areas at school level. PBL can also be approached in different ways. Some schools may choose to develop a project on a specific topic during one term or a whole academic year, as an extra to the syllabus, or simply completely substituting

the curriculum itself. Each one of the Multiple Intelligences can become a project thus, projects are used to connect intelligences.

- *Centers of instruction:* The centers of instruction are a great tool to use when working multiple intelligences in the classroom. It is interesting to design centers, corners or stations in which students would practice the same basic skills using a variety of activities that students choose from. Within the center or station for each type of intelligence, there are several activity choices for students to take. Students have different options to work in different ways relating to the different multiple intelligences; they are the ones that make the decisions and the responsible for their own learning.
- *Cooperative learning:* Cooperative work can be described as a successful teaching technique in which a group of people work together in smaller groups to which (part of) a project or task has been assigned. The outcomes are based on the strength of the individuals involved in the team and they depend on individual performance. Everyone in the team is accountable for their part of the work, which will be evaluated both individually and as a group. The idea is for all the members of the group to learn and succeed at completing the task or project. It is a socially interactive working environment in which strengths are enhanced and weaknesses are improved.

Cooperative learning focus on interpersonal and intrapersonal intelligences as students used their social and personal skills when they have to make decisions and interact in groups. This learning method encourages students to work together to achieve specific goals in an effective and competent way. Cooperative work requires a considerable high structuring in the behalf of the teacher, the role of the teacher is crucial as he/she is the facilitator and mediators of the teaching and learning process. “The teacher gives form and design the different interactions that would occur in the classroom” (Panitz, 2001).

Cooperative learning focus on working in small groups so students can be able to learn and acquire knowledge thanks to the exchange ideas between peers. Students can highly benefit from this educational practice by working and interacting together to achieve individual and collective goals. A wide range of skills and abilities can be developed while working through cooperative work, students can be able to:

- Create a time planning to perform the different activities and tasks proposed.

- Develop interpersonal and group work skills such as negotiating, reaching agreements, respecting others opinions, etc.
- Have a better understanding of complex contents and learning to summarize the most important ideas.
- Learn to search for information by selecting important contents to be used.
- Develop strategies to acquire meaningful learning and knowledge useful in their daily life.
- Improve their oral and written skills to produce higher achievement.
- Have positive relationships and a wider circle of friends.

To sum up, cooperative work will enrich students' skills to achieve a better performance in their process of learning. The main aim is to learn and work as a team to obtain common goals, to achieve positive results individually and as part of a group. Consequently, cooperative work enhances meaningful learning because it helps students to build knowledge by working on different activities and tasks designed by the teacher so students become the pivotal point of their own learning. In this didactical proposal cooperative work will allow students to have a great number of interactions during the development of the activities in the different multiple intelligence stations designed to work on the different contents and subjects.

#### **4.5. CLIL approach for bilingual education**

As it has been said before, CLIL is closely related to educational practices such as bilingual education. It involves a range of models which can be applied in a variety of ways in diverse types of learner. That is the reason why CLIL is growing as an educational approach across continents.

Taking into consideration European countries and Spain in particular, a great number of bilingual programs have been developed in different regions such as Andalusia. Our country has acquired an important role in CLIL approach as Coyle (2010) states: "Spain is rapidly becoming one of the European leaders in CLIL practice and research". With the implementation of LOE (2006), which rewards instruction in the foreign language in bilingual centers, "an increasing number of CLIL projects and programs fostering innovative education methods have been incorporated across the country" (Pérez Cañado, 2012).

The implementation of CLIL programs in Andalusia has been developed via a set of regional Orders and Instructions. The Order of July 24th, 2006 and the Order of June 28th, 2011 set forth the basic organizational principles which guide all curricular aspects of the Bilingual Schools Program. Both

Orders establish that bilingual schools are those Infant, Primary, Secondary, and vocational training schools who teach to a minimum of 50% of the curriculum of two to four content subjects through CLIL in the first foreign language. Four types of teaching figures arise within bilingual schools: bilingual project coordinators, language teachers, non-linguistic area teachers (NLAs), and teaching assistants (TAs). It is essential that they all work in a collaborative way to develop a successful CLIL project.

When putting into practice a CLIL project we have to consider some fundamental aspects. One of the key factors to bear in mind is that the bilingual program is a global project: all the stakeholders should be involved and the model chosen should be adapted to the context of the school where is going to be implemented. As we mention before the collaboration and cooperation between all teachers, especially among language and content teachers should be fundamental. For this reason, it is necessary to establish a solid structure of collaboration with language and non-language teachers.

In the didactic proposal of this work the different subjects are being connected and integrated with each other to obtain better results in the acquisition of the students' linguistic and communicative competence. By using CLIL methodology in the different subjects we will help to achieve the main goal in bilingual teaching that is to contribute to enhance the linguistic and communicative competence of our students in a foreign language.

CLIL approach and the application of Multiple Intelligences Theory are increasing their presence in schools. In this sense, it is interesting to consider both, CLIL approach and MI theory, as a combination pack where both approaches could work together in many different ways. CLIL is a way to teach content of different subjects through language. To apply successfully this methodology in the classroom we should bear in mind the 4C's Framework proposed by Coyle, D. (2010)

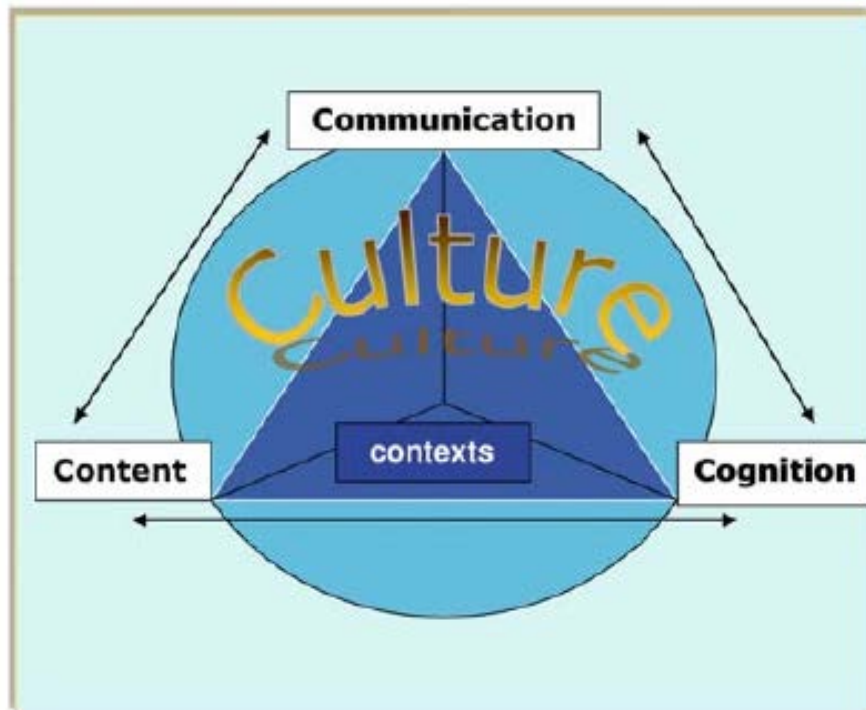


Figure 1. The 4Cs framework for CLIL (Coyle, 2010).

The 4Cs framework for CLIL focuses on the interrelation of the different elements of CLIL:

- Content: subject matter. Teachers should provide students adequate instruments to acquire new knowledge, skills and understanding to build their own learning.
- Communication: language learning and using. Teachers should promote interaction so students can learn contents by using the new language they have acquired.
- Cognition: learning and thinking processes. Teachers should challenge students to create new knowledge and develop new skills through reflection on their own learning by giving them the opportunity to work on the contents by themselves.
- Culture: developing intercultural understanding and global citizenship. Teachers should provide students adequate instruments to acquire intercultural awareness based on tolerance and respect for others.

For a better understanding of CLIL it is relevant and necessary to integrate content learning (content and cognition) and language learning (communication and culture) within specific contexts. From this point of view, CLIL involves learning to use language properly and at the same time, using language to learn successfully. To be able to integrate content and language learning in a successful

way, we must bear in mind the following strategies to be implemented in the classroom: scaffolding, to support students' knowledge; adequate input (meaningful and authentic) to help students to develop language interaction and production; interculturality that allow students to understand the cultural differences in our actual society.

#### **4.6. Multiple Intelligences in the primary classroom**

According to Gardner's theory, "the learner assimilates information based on her/his abilities, bearing in mind her/his strong points, respecting diversity and recognizing individual differences" (Gardner, 2011). Consequently, it is important to take into consideration that students don't learn in the same way. Teachers must bear in mind individual needs, students' diversity, students' competences and strong and weak points of each student. If teachers want to let learners achieve all their potential, then MI Theory is a must to be addressed at schools.

Gardner (2011) states that "our actual educational system only considers linguistic and mathematical intelligences as the strong and important ones, setting aside others intelligences to a lower category". As it is being mention before, the traditional teaching method do not take into consideration the MI Theory, thus each school should be flexible and modify its methods to implement changes in its teaching and learning techniques to apply multiple intelligences in their classrooms. There is not a general model that can be followed in the classroom to apply MI Theory (Suarez, Maíz and Meza, 2010). Classrooms should be transformed into an educative experiences' laboratory which main focus should be placed in learn to learn and to be able to develop abilities that allow students to have a successful social, personal and working life.

These transformations must bear in mind student-centered methodologies, cooperative learning and project-based learning as the roots in which the school should hold onto. According to MI Theory, learners need to be actively involved in their learning process so school should help fulfill this aim by promoting a good development of their students' cognitive profile. By focusing in each student's cognitive profile, school is aware that every student learns in a different way. So, teachers must therefore focus in identify cognitive skills, interests and the way in which each student learn, providing the help and support that every student needs to develop his/her skills.

Armstrong (2009) believes that "teaching about multiple intelligences in the classroom is the first step to changing your methodology". To apply the MI Theory in the classroom is important to show

flexibility to change teaching and learning methods and resources taking into account not only the subject taught but also contents and students' needs and interests. Teacher must become a guide for students in their learning process to help them acquire the necessary competences needed in their present and future. First at all, teacher should identify students' cognitive skills, interests, needs and support students' content learning. Activities, presentation of contents and the design of the lessons should be presented in a different way. As we mention before, it is recommended to use a student-centered methodology giving students the opportunity to make decisions about topics, materials, activities and projects. Teachers and students together can design activities in which different intelligences are present to benefit students with different learning styles. In addition, teachers can design units, projects, lessons and activities in which the different intelligences are presented. In the following table 1 there is a list of possible activities to work on each of the multiple intelligences.

INTELLIGENCE	ACTIVITIES
Verbal-Linguistic	individual reading/choral reading writing a story/script/instruction manual/journal/diary designing a brochure/cards making an audio/video taking part in debates/discussions/speeches completing word games doing debates, dialogues, story-telling
Logical-mathematical	calculations/quantifications classifying/categorizing/ordering conducting a survey designing a graph/chart logic problem solving
Visual-Spatial	drawing/sketching/painting/creating collages illustrating projects creating PowerPoint presentations designing diagrams/graphs/charts/maps designing graphics

	<p>making videos/films</p> <p>working with symbols/colours/patterns</p>
Musical	<p>playing/listening music</p> <p>creating melodies</p> <p>singing songs/chants/raps</p> <p>identifying rhythms/patterns</p> <p>using music to identify concepts</p> <p>creating podcasts</p> <p>music appreciation</p>
Naturalist	<p>watching nature videos</p> <p>going on field trips</p> <p>interacting with plants and animals</p> <p>working in the garden</p> <p>using natural elements to represent concepts</p>
Body-Kinesthetic	<p>acting/miming</p> <p>dancing</p> <p>physical education activities/TPR games</p> <p>cooking</p> <p>making crafts</p> <p>cooperative/competitive games</p>
Interpersonal	<p>group brainstorming</p> <p>participating in group work</p> <p>collaborative discussions</p> <p>teaching the class</p> <p>using technology to communicate</p> <p>peer corrections</p> <p>conflict mediation</p>

Intrapersonal	individual study writing blogs/journals/essays keeping a work portfolio reflecting on own learning style self-esteem activities
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Table 1. Classroom activities for each intelligence.

Taking into account the school and classroom context MI Theory can be applied in many different ways. This theory views intelligence as being multi-dimensional. Instead of thinking of intelligence as something connected to cognitive or academic skills that you have more or less of, Gardner believes that it is more useful to think of humans as having a range of different ‘intelligences’, and that we all have these intelligences in different strengths and combinations.

One of the most common used one is to divide the classroom into different corners or stations. Each station will focus on a different intelligence to work along a specific topic or project. Students could work on their favourite intelligences or, as it is presented in this proposal, students do activities in each station to work on all the multiple intelligences.

In the context of Primary Education, both in English Language classroom and CLIL lessons, the Theory of Multiple Intelligences focuses on every child having different kinds of mental abilities and responds in their own way to different stimuli when develop their own learning process. It is fundamental that teachers are aware that children have their own natural talents and multiple ways of learning. In order to keep children engaged and involved during language learning, it is necessary to include a wide variety of tasks that activate the different intelligences.

Although we cannot teach directly to each individual child in our classes all the time, we can provide opportunities for diversity. Learning a foreign language at an early age can positively help to develop and stimulate all of a child’s intelligences. In a primary school, all eight of Gardner’s intelligences can be quite clearly activated in a number of ways through the language-learning process, allowing our children to build on their natural talents, while also encouraging the development of their other abilities. All intelligences can be learnt, and that is why we must help our children to develop all

their intelligences through creating an attractive, encouraging and motivating atmosphere in the ELT primary classroom and CLIL lessons.

For this reason, teachers should select activities, tools and different types of input carefully designed to serve students by reaching out to their multiple ways of learning. Each lesson has to be deliberately set out to appeal to a wider range of intelligences, offering a variety of activities which cater at different times for children with different learning styles or intelligences.

For example, a typical lesson may start with a warm-up matching game (verbal-linguistic and bodily-kinaesthetic), followed by an introductory video (visual-spatial), followed by singing a song (musical rhythmic) and finally a pair work speaking activity (interpersonal and verbal-linguistic). Follow-up tasks are provided in the form of worksheets allowing children to reflect on their learning (intrapersonal) in a variety of ways. In this way, the inherent diversity of the classroom is purposefully catered for in each lesson.

Multiple Intelligences theory braces into children's natural talents, thus allowing teachers to provide motivating educational experiences which help develop the confidence and language skills children need to communicate both with their classmates and with the English-speaking world. Using English for classroom routines is an excellent way to introduce and recycle important natural language. If English is used for organizing activities, giving instructions, playing games and for giving support and praise, children will develop a passive understanding of the expressions, and be able to produce many of them by the end of their primary school period. The use of "real English expressions" focuses on communicative classroom language for bilingual education (in CLIL and EFL lessons) and aims to provide language and content teachers with real, updated English expressions of direct relevance in CLIL (Content and Language Integrated Learning) contexts. According to the most recent investigations (Pérez Cañado, 2016a, 2016b, 2017), non-linguistic area and Primary and Infant Education teachers are still very much in need of further linguistic training for successful bilingual teaching. The concrete linguistic aspects on which CLIL teachers particularly need increased attention are Basic Interpersonal Communication Skills (BICS), pronunciation, fluency, and the language for daily communication and interaction in the bilingual classroom (Ruiz Gómez, 2015). Additional research has also evinced that teachers often employ obsolete language based on fixed, outdated textbooks and which does not reflect the real language for daily communication which is employed in English-speaking contexts (Pérez Cañado, 2009), thereby compromising the students' communicative ability in a real English context.

To sum up, in the following didactic proposal, working lessons will be presented with different activities planned to work on a specific topic, “The place where we live”, using multiple intelligences stations to encourage students to learn in a more relaxed and comfortable way so they will become aware of their learning process and more motivated to learn.

## 5. DEVELOPMENT OF THE DIDACTIC PROPOSAL

The main goal of this work is to design a proposal that involves and integrates different subjects (Linguistic and Non-Linguistic ones) that are taught in Andalusian Primary Bilingual Schools using Multiple Intelligences as a pivotal point. The linguistic area involved in this work is English as a Foreign Language, the non-linguistic areas are Social Science and Arts & Crafts.

Linguistic Area	Non- Linguistic Areas	
L2 English	Content subject Social Science	Content subject Arts& Crafts

### 5.1. Context

In Andalusia, bilingual teachers in Primary Education only teach Non-Linguistic areas such as sciences, arts & crafts, music or P.E. but no the Linguistics ones such as Foreign Languages. Being able to teach and design the majority of subjects or areas within a group of students, makes the essential task of integrated and connected the different areas of the curriculum a fundamental and successful one. This intervention proposal has been designed as a global unit that integrates different bilingual subjects taking into consideration multiple intelligences theory as a pivotal point.

This didactic proposal is going to be developed in a public bilingual school in the town of Chauchina located in the meadow of Genil river in Granada, Andalusia. In this rural environment most of families have a medium socioeconomic level and its main concern is that their children are able to develop successfully their academic and personal lives in a relaxed and friendly environment. The school have several groups of each level (both in infant and primary) in which teachers work in a coordinated way. Communication and collaboration between main stakeholders (teachers, students and parents) of this educational community is frequent and friendly which creates a positive

ambiance that enhances constructive and meaningful relationships among all community members. In general terms, the work and motivation of students at school is satisfactory. Absenteeism rate is low and students' participation in the different activities suggested by teachers and the school management team is high.

The following didactic unit is being planned for 3th Year of Primary Education working on the topic "The place where we live". The proposal will focus on the following subjects: Social Sciences and Artistic Education, Arts & Crafts. Along with these non-linguistic subjects the didactic unit will be connected with the linguistic subject English as a Foreign Language. Our goal is to extend CLIL across the curriculum working through multiple intelligences in a dynamic way where group work and cooperative learning contribute to make the process of teaching and learning a satisfactory and successful one.

## **5.2. Objectives**

The main objectives of the different educative levels are related to the achievement's students should reach by the end of their learning process. In this particular case, our didactic proposal will focus on:

- To promote the communicative skills in CLIL through Multiple Intelligences based on different lessons and activities.
- To enhance learning through activities that promote the use the predominant intelligences in the students.
- To promote the comprehension and expression of ideas relating to subjects as English, Social Science and Arts & Crafts.
- To provide opportunities for interaction through the implementation of communicative activities in the different lessons.

To achieve this, the present intervention proposal focuses on providing students with opportunities for using their different intelligences while working on a didactic unit that integrates different CLIL areas. The didactic unit has been designed to reach different content and language objectives.

General Stage Goals for Primary Education are mentioned in the Royal Decree 126/2014, 28<sup>th</sup> February and the specific ones for Andalusia are established in the Decree 97/2015, 3<sup>rd</sup> March. The specific ones for each area involved in our proposal are established in the Instruction 8/2020, 15<sup>th</sup>

June. According to this, the main objectives that our group of students should reach to work the didactic topic “The place where we live” are the following:

- Working cooperatively, respecting others opinions and collaborating in the main tasks that are being proposed.
- Recognizing the most important features in rural and urban areas.
- Knowing the main vocabulary and concepts to describe their near surroundings.
- Using strategies to carrying out individual and group projects and showing abilities to being able to solve problems.
- Being able to express themselves using English as a way to communicate with others.
- Creating drawings and posters considering concepts such as size, shape, colour...

### 5.3. Key Competences

Competences are described as a range of skills, knowledge, attitudes and behaviours that will serve children for life and learning outside the classroom. They go beyond the classroom, as they are essential for personal development, social inclusion, active citizenship and successful employment in the future.

There are seven Key Competences in the Spanish education system, defined as follows:

- Linguistic competence: This encompasses effective communication and expression across the four skills of reading, writing, listening and speaking.
- Mathematical competence and basic competences in science and technology: This is the ability to apply mathematical, scientific and technological thinking in order to identify questions and solve problems. The children practise this competence when they do tasks that require them to interpret numbers or engage with scientific content, such as in the Cross-curricular lessons.
- Digital competence: This involves the confident use of ICT and develops the skills to use IT safely and responsibly. The children use this competence whenever they employ digital tools, such as when they use the interactive IWB games, when they carry out searches online or use technology to communicate in English
- Learning to learn: This encompasses the development of a positive attitude towards learning, both inside and outside of the classroom, as well as the study skills to help learners do this.

The children also use this competence when they are asked to reflect on and evaluate their progress.

- Social and civic competence: This describes the range of social, interpersonal and intercultural skills and behaviours that equip individuals to participate effectively in society. The children practice this competence when they do activities that require participation, cooperation, and respect for themselves and others, both in the classroom and in society, such as the collaborative speaking tasks.
- Sense of initiative and entrepreneurship: This competence encourages a positive attitude towards problem-solving and develops values such as perseverance and self-esteem. The children use this competence in activities that involve teamwork or individual initiative, for example decision making skills, cooperating and negotiation, planning, organizing, and when completing the projects.
- Cultural awareness and expression: This competence encourages the creative expression of ideas, experiences and emotions in different ways; for example, through music, performance and craft. The children also develop this competence when they learn about the culture of English-speaking communities and reflect on their own culture, as they are encouraged to do throughout the whole course.

#### **5.4. Contents**

Contents are sequenced in the different subjects or areas. In this section are introduced the contents, strategies and skills that contribute to the achievement of the main objectives for Primary Education and the acquisition of the different competences. The specific contents block for each area involved in our proposal are established in the Instruction 8/2020, 15<sup>th</sup> June.

The Language Triptych (Coyle et al., 2010) supports learners in language using through the analysis of the CLIL vehicular language from three interrelated perspectives: language of learning, language for learning and language through learning. Connecting the 4Cs into an integrated whole is fundamental to planning. CLIL integrates language learning and content learning at cognitive and cultural levels appropriate to the students.

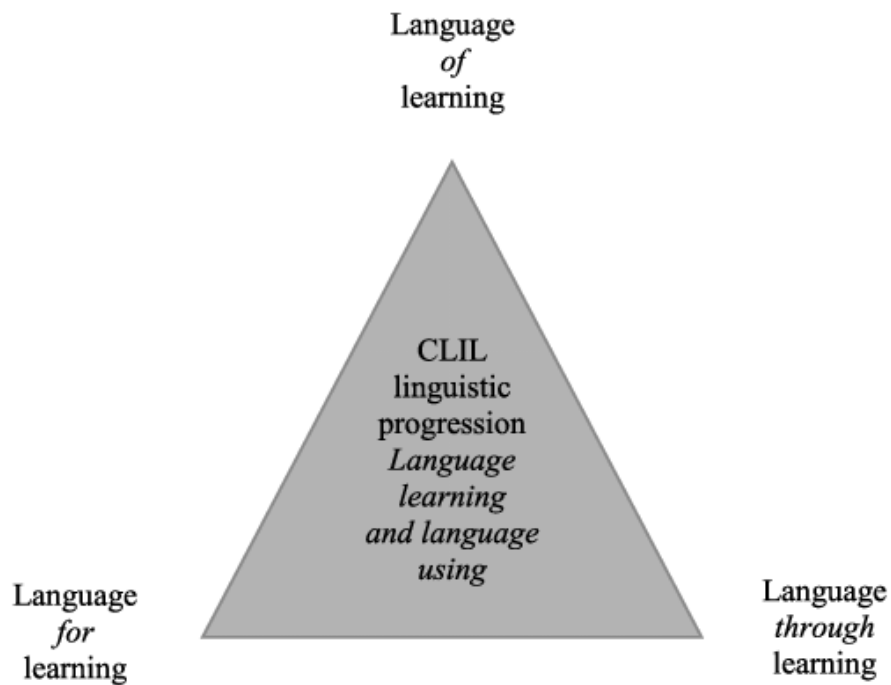


Figure 2: The Language Triptych (Coyle et al., 2010)

Based on all the different aspects mentioned above, and taking into consideration The Language Triptych, the main contents that are going to be present in this didactic proposal are the following:

*Content objectives:*

- Understand how people interact with others living in the same place.
- Organize, research and present a final-task (individual and group-work connecting contents with MI theory).
- Listen attentively to spoken language and show understanding by joining in and responding.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others.

*Language objectives:*

- Language of:
  - o Key vocabulary/phrases. Types of places to live: village, town and city. Main places in town: school, parks, hospitals, palace, cathedral, shops, restaurants, shopping center, town hall, museums...

- Grammar and structures. There is/isn't, there are/aren't. Where is...? Use of adjectives and present simple.
- Language of describing, defining, explaining...
- Language for:
  - Ask and answer questions about the topic
  - Language to build arguments and conversations
  - Writing a description about a specific place
  - Language for Final-Task
  - Asking each other questions, classifying, comparing and contrasting
- Language through:
  - Write about your town, the place where you live.
  - Cognitive (thinking) processes: identify, describe, analyze, compare, explain, create.
  - Present orally your description about your chosen place (presentations skills).
  - Using feedback
  - Recycling conversation skills to communicate effectively.
  - Distinguish language needed to carry out activities. Retain language revised by both the teacher and learners. Make use of peer explanations. Record, predict and learn new words which arise from activities.

AREAS	LANGUAGE FOCUS	KEY STRUCTURES
Social	Villages, towns and cities	I live in a...
Science	Road safety: road sign, pedestrian crossing, traffic lights, bus stop	There are/is/aren't / isn't
	Places in town: school, parks, hospitals, palace, cathedral, shops, restaurants, shopping center, museums, historical center, local council or town hall.	The streets are...
	Jobs and services: police officer, mayor, shop assistant, street sweeper, gardeners.	People work in...
		The buildings are...
		Adjectives order: big/ small town.
		Nice palace.
		The palace is nice and big.

	Maps vocabulary: compass (north, south, west, east), grid reference, key, map, symbol.	
English	Related to town/city: cafes. Library, museums, palace, square, shops, streets, avenues, parks, fountains, statues, official buildings, town hall square, river, houses, buildings, neighbourhood, forest, hill, cinema, theatre, football stadium, train station, bus station, police station, market, bridge, cafes.	Directions: Where is....? There is/are Could you help me, please? I can't find the museum What's your favourite place in town? What colour are the houses? Present simple: Is there (a cinema) near here? Yes, there is. No, there isn't. Are there any (shops) near here? Yes, there are. No, there aren't. Prepositions: near / next to / opposite
Arts & Crafts	Mosaic, small pieces, puzzle. Pattern: repeated lines, shapes and colours. Geometric shapes, Wall, floor, flower, garden.	Adjective order: seven small black stars Comparatives: bigger, smaller

Table 2: Subject areas and contents

*Culture:*

- “Self” and “other” awareness, identity, citizenship, and progression towards pluricultural understanding.
- Identify places in their own town and villages.
- Become aware of the importance of respecting safety road rules, respect neighbours, look after urban furniture, parks.
- Understand that they can learn, no matter which language they are using

*Language content/Communication:*

Interaction, progression in language using and learning. Vocabulary and structures

## 5.5. Methodology

Our methodology will be focus on promoting communication among students, understanding, showing respect for other people's opinions and working in a cooperative way to achieve a common goal. The lessons and activities will be organized and structured taking into account prior knowledge and focusing on the more complex contents and language to make students aware of the possible ways to solve problems by using cognitive (thinking) processes: identify, describe, analyze, compare, explain and create.

In connection with the First Principles of Instruction, described by M. David Merrill (2002), the sequence of lessons in the didactic unit will follow the next steps:

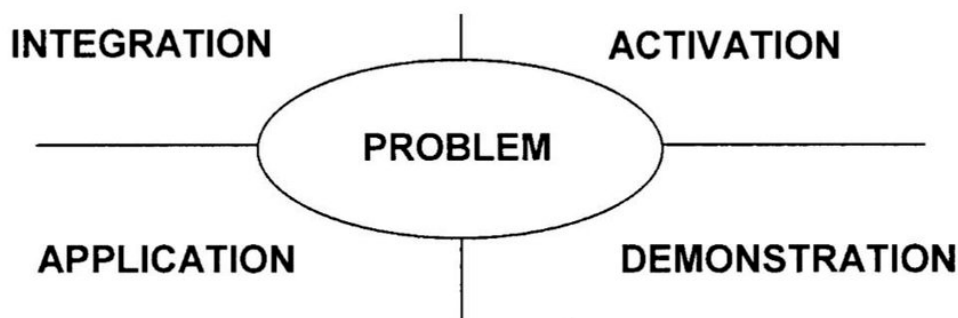


Figure 3: Phases for Effective Instruction M.D. Merrill (2002)

- Principle 1: Problem/Task centered. Learning is promoted when learners acquire knowledge and skills in the context of real-world problem or tasks. Create and describe in detail the learning experience and the student's findings in projects, tasks, problems are essential. Learning is promoted when learners are engaged in a problem- or task-centered instructional strategy involving a progression of whole real-world tasks.
- Principle 2: Activation. Learning is promoted when learners recall prior experience as a structure for organizing new knowledge. We should take into consideration learner's prior

and real knowledge including activities and significative situations that can be use by students to acquire new learning.

- Principle 3: Demonstration (Show me). Learning is promoted when learners observe a demonstration of the skills to be learned that is consistent with the type of content being taught. We should provide students with adequate models and clear instructions. Demonstrations are enhanced when learners are guided in an effective way.
  
- Principle 4: Application (Let me). Learning is promoted when learners apply their newly acquired knowledge and skills that are consistent with the type of content being taught. Application is effective only when learners receive appropriate feedback. We must plan enough activities for students to be able to control routines and to learn more complex processes.
  
- Principle 5: Integration: Learning is promoted when learners collaborate and critique. Integration is enhanced when learners share their new skill for peer-collaboration and peer-critique. In this moment teachers can plan self-evaluation and co-evaluation activities.

In this intervention proposal we are going to focus on different strategies and methodologies that can be very useful when implementing Multiple Intelligences in the classroom: cooperative learning (a small group of students working together to develop a final task) and centers of instruction (within the station for each type of intelligence where are proposed several activities choices for students to take). Furthermore, the concepts will be presented to students gradually, step by step to make clear what they need to achieve setting a concrete number of objectives to fulfill during the development of the different lessons and activities. For this reason, different materials (visual and audiovisual) will be provided to make the process of understanding an easier one. In addition, each activity will be developed by students providing an appropriate amount of time so they will be able to reach objectives and review their work making the learning process a motivating and engaging one.

The didactic proposal would be developed in a specific group of the 3<sup>rd</sup> year of Primary Education classroom formed by 24 students who are aged 8. This didactic unit is designed to work in an integrated way contents and language, using a CLIL approach to develop the didactic unit connecting the different areas of the curriculum. Along with this, students will be asked to develop a Final Task working through different Multiple Intelligences stations. This will make students aware of their

learning process and their active role as learners. The teacher should be only a guide, the person who introduces the topic and the different activities, solving doubts and providing effective feedback to students that require it. Students would be asked to work on their own or as a part of a small group in the different MI stations. In addition, the teacher must prepare the classroom to develop the different lessons, preparing activities and materials required for each MI station (each station is settled within a group of tables and chairs across the classroom).

## **5.6. Timing and planning**

Our didactical proposal will take place during 2 weeks to be developed completely within a total of 10 lessons. Each lesson will be developed during an hour and a half (90 minutes) and there will be 5 weekly lessons (one for each school day) in which the different school subjects selected (English, Social Science and Arts & Crafts) would be integrated into a global unit. For this reason, the lesson plan for this proposal is organized in Multiple Intelligences stations where specific activities will take place. The students will be organized into 4 different groups (6 students in each group) that will work together during the 2 weeks that the didactic unit last. We have organized the time as follows:

- First week (5 lessons): Introducing the unit topic “The place where we live” and its main contents and vocabulary to be develop in each subject. Divided the classroom into 4 small groups (stations) formed by 6 students to carry out the different activities proposed to develop the topic following a CLIL methodology as well as working through the different intelligences, each lesson will be focus on one or several intelligences.
- Second week (5 lessons): Working through different stations to elaborate the Final Project of our didactic unit. Each student will accomplish different tasks as part of cooperative work to put together the work in a final project to be presented to the rest of the classroom.

## **5.7. Lessons and activities**

Lessons and the sequence of activities that integrates a didactic unit should get organised in a coherent and contextualized way to conclude with the elaboration of the Final Task. Activities must be varied and must contemplated different learning styles and cognitive levels. Finally, activities should be graduated according to the level of complexity starting with the easiest and ending with the more complex ones.

To start with a CLIL unit teachers must present and ask questions to the students to activate learner`s prior knowledge about the topic. Brainstorming activities and mind maps are common and useful tools to wake up students and make them aware of the main contents and language that are going to be included in the didactic unit. During the lessons, the development of the different activities will include the specific ones to meet diversity. Paying special attention to the reinforcement activities for those students that need an extra practice to assimilate all the contents and learning procedures involved in the didactic unit presented.

### Integrated Didactic Unit

- Title: “The place where we live”
- Description: The final aim of this unit is to get students to acquire competence in linguistic communication to learn how to manage in different familiar and social situations through the learning of contents and vocabulary that the unit will provide them. Different events from real life will be offer to students be able to develop a deeper look of the place where they live and get familiar with locations, people, social and cultural events.

In the following table is described the different activities to work the didactic unit “The place where we live” in the 3<sup>rd</sup> year of Primary Education. This proposal is a lesson plan that contains a wide range of activities and tasks that can be apply in a bilingual classroom considering that all students do not learn in the same way. This proposal is based on Multiple Intelligences stations, each lesson will be focus on one intelligence station (classroom will be divided into 4 groups of 6 students) where a set of activities for the different CLIL subjects will be develop by each group.

The daily work at the different stations profoundly influences their ability to make informative, entertaining, multimodal presentations of their studies. Remember that in the stations, it is important to put them into mixed-ability groups so that they bring out each other`s strengths and support each other. They need to feel comfortable working together to make the most of their English. Remember that our final aim is to get students to communicate using English as much as possible in the classroom.

**LESSON 1 and 2:** In these lessons, we will present the topic working on Verbal- Linguistic Intelligence. Students will be explained how the didactic unit will be developed. They will be divided into 4 groups and they will have to work in a cooperative group being aware of the importance of listen to each other and fulfil their duties and roles assigned to each one in every activity. Students will enjoy working with words and use them as a primary way of thinking and solving problems.

MI STATION	SUBJECTS	ACTIVITIES
Verbal – Linguistic (Word Smart)	English	<p><u>Presentation of the topic</u></p> <p><i>Warming -up:</i> Place the vocabulary flashcards and word cards around the classroom. Do different activities like point out, odd-one out, ask questions about the flashcards and words to work with vocabulary.</p> <p><i>Listening:</i> To interiorize and learn the vocabulary and be able to use it in a real context, students will listen and watch a video. Listen a song about places in town and watch a video.</p> <p>Song and video: “Welcome to my town” (ELT Songs)  <a href="https://www.youtube.com/watch?v=MB2iBFjKRQo">https://www.youtube.com/watch?v=MB2iBFjKRQo</a></p> <p><i>Reading:</i> Show different texts about places in town and different pictures. After reading the texts each group will have to match texts and pictures. For example: A picture of the Alhambra Palace and a text where the palace is described. A confident student of each group should read aloud the text, other student will show the picture that match with that text.</p>
	Social Science	<p><u>The origin of Granada</u></p> <p><i>Question time</i> (to activate previous knowledge): Do I know where we live? Which town, province, country? What is an autonomous community? What different cultures and people have lived in Granada?</p> <p><i>Reading time:</i> Read the poem “Paisaje” (Landscape) by Federico García Lorca. Make questions about the poem and the writer. Talk and read other descriptions where landscapes, social and cultural situations are described.</p>
		<p><u>Presenting our landscape</u></p> <p>This activity is connected with the previous one about the poem “Paisaje”. Each group has to select a word or sentence that appears</p>

	Arts & Crafts	in the poem to draw a picture about it. For example, if they choose “yellow tree” the pictures they will have to draw will represent a yellow tree.
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**LESSON 3:** In this third lesson students will develop activities connected with the Logical-Mathematical intelligence. They will learn how to solve a problem using critical thinking and making group decisions.

MI STATION	SUBJECTS	ACTIVITIES
Logical-Mathematical (Number Smart)	English	<u>Learn to elaborate sentences using given words</u> Listen again the song about places in town and watch the video: “Welcome to my town”. Then, using the flashcards and word cards from the previous lesson each group have to elaborate sentences using the words. Write on the blackboard some sentences from the song to be used as examples to start with. A specific time (8 minutes) is given to each group so they can elaborate as many sentences as they can. After the time is up, students will write on the board the sentences and they will be check by the teacher and students.
	Social Science	<u>How many city places do you know?</u> Make an outline in the whiteboard with new concepts: province, town, city, village, autonomous regions, country. Name the different places in town like town hall, hospital, school, parks, shopping center, palace, church, cathedral, shops, restaurants...Count and name how many of these places do you know to be in your town or in the city or cities you have visited.
	Arts & Crafts	<u>Become familiar with a city map</u> Each group will have a city map of Granada (divided into squares with numbers and letters). Using the map, they will have to think about the shorter way to get from the Cathedral to the Genil river. To follow the route, they will have to write the square number or letter and count how many squares are needed to reach the final point of the route. Then they will draw their route in a paper.

**LESSON 4:** In this lesson, we will work on visual-spatial intelligence, using maps to identify the province of Granada and learning about maps.

MI STATION	SUBJECTS	ACTIVITIES
Visual-Spatial (Picture Smart)	English	<p><u>Mind-map</u></p> <p>Show different texts about places in town and different pictures. In groups, after reading the texts they will have to match texts and pictures. For example: A picture of the Alhambra Palace and a text where the palace is described. A confident student of each group should read aloud the text, other student will show the picture that match with that text.</p> <p>As a final activity, all students will elaborate a general mind-map about the places described in the different texts and pictures.</p>
	Social Science	<p><u>Learning about maps</u></p> <p>Watch several videos about maps. Learn vocabulary related to maps, like road maps, political maps, physical maps, symbols, map key, compass rose. Look what a map looks like. Learn real expressions like “it’s cool”</p> <p><a href="https://www.youtube.com/watch?v=dp8VOG8Cgag">https://www.youtube.com/watch?v=dp8VOG8Cgag</a></p> <p><a href="https://www.youtube.com/watch?v=rIr4aj6Xt2g">https://www.youtube.com/watch?v=rIr4aj6Xt2g</a></p> <p>Show a political map of Spain with the different autonomous regions and point to Andalusia. Have a look at the 8 provinces and point to Granada.</p> <p>Each group elaborate a puzzle with the 8 provinces of Andalusia.</p>
	Arts & Crafts	<p><u>Optical illusions and patterns</u></p> <p>Identify geometric patterns. Pattern: repeated lines, shapes and colours. Learn about symmetry.</p> <p>Learn about the Alhambra Palace and patterns. Make a virtual tour to the Alhambra Palace and look for patterns and mosaics. Identify them and related with geometrical shapes.</p> <p>Grammar: Adjective order: seven small black/red/blue/green/yellow stars. Comparatives: bigger, smaller</p> <p>Watch several videos about the Alhambra patterns. The Alhambra, divine symmetry.</p>

		<a href="https://www.youtube.com/watch?v=reVf5QL9gj0">https://www.youtube.com/watch?v=reVf5QL9gj0</a> <a href="https://www.youtube.com/watch?v=ogr362MO_kI">https://www.youtube.com/watch?v=ogr362MO_kI</a> The Alhambra mosaics: Look and learn: Observe and identify patterns in a mosaic. Complete geometric patterns of the Alhambra palace using lines, shapes and colours. Colour your Alhambra pattern using the colours we have seen in the virtual visit (red, green, yellow, orange, blue, black and white).
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**LESSON 5:** In this fourth lesson we will focus on the Body-Kinesthetic intelligence where techniques like acting out and Total Physical Response activity will be used.

MI STATION	SUBJECTS	ACTIVITIES
Body– Kinesthetic (Body Smart)	English	<u>Sing and dance. TPR activity.</u> Use the song “Welcome to my town” from previous lessons. Divide the song into 4 parts. Each group has to learn and sing their part of the song Give each group instructions to gradually get louder or quieter as the song progresses. Each group should create and add a dance to present it to the classroom. Play and sing a karaoke version of the song. Have fun singing and dancing!!!
	Social Science	<u>Acting out</u> Students come to the front of the class and act out, mime, represent a scene where those students are in a specific place in town and the others students have to guess where they are. They can ask questions about the place to the acting out students. As a final activity each group have to prepare a role play where tourists and locals must interact to represent a scene to ask for directions to find a specific place in town.
	Arts & Crafts	<u>Create a model</u> Using clay, each group has to elaborate a model of the main towers of the Alhambra palace.

**LESSON 6:** In this sixth lesson the activities will have as a pivotal point the naturalistic intelligence. Many students feel motivated towards nature study and care for animals and plants. This intelligence refers to a person's natural interest in the environment.

MI STATION	SUBJECTS	ACTIVITIES
Naturalistic (Nature Smart)	English	<p><u>Describing our surroundings</u></p> <p>Prepare a writing activity to describe the place where you live. Talk about the importance of the river and the fields that surround our town and school. For this activity students should make a previous search asking to their families about the main plants and crops that grow in the fields. Each group collect info, pictures, drawings, leaves, flowers... Using these materials, each group have to elaborate a poster with a detailed description of the fields and crops that grow near our town. Each group present their description to the rest of the class and read aloud their work. Place all the descriptions together in the classroom notice board.</p>
	Social Science	<p><u>More traffic signs than plants</u></p> <p>Talk about the importance plants to fight against pollution in towns and cities. What plants and nature elements can we see in our town? Make a list of these nature elements. Then, create another list with artificial elements present in our town: houses, streets, traffic signs... Take the students outside on a nice day. Use the lists to check different nature and artificial elements in our town. Take a stroll by the river and the fields. Then go to the town center. How many items have your check on both lists: are more natural or artificial elements near your town?</p>
	Arts & Crafts	<p><u>Flowers patterns in nature</u></p> <p>Look in the whiteboard different patterns in art and nature.</p> <p>Identify patterns and talk about lines, shapes, colours and parts of the plants. Show to students' different pictures, using the whiteboard of flowers patterns in nature.</p> <p>Each group will have to create diverse flowers patterns, colour them and them place them on the windows to decorate the classroom.</p>

**LESSON 7:** In this lesson we will focus on musical intelligence. These students may be gifted musicians, but they also tend to have a good ear for rhythms and pronunciation. Musical students think, feel, and process information primarily through sound. This feature is also important when learning a language.

MI STATION	SUBJECTS	ACTIVITIES
Musical (Music Smart)	English	<p><u>Sing and pronunciation activity</u></p> <p>Review vocabulary and the structure there is/there are using the vocabulary learnt in previous lessons. Read different parts of the song “Welcome to my town”. Each group try to match the different parts or halves of the song. Play the song again and check with your group members if the different halves are in the right order.</p> <p>To have fun with pronunciation, ask the class to sing the song in different ways – first slowly, then quickly, quietly, then loudly (and vice versa), happily and in a sad or angry way.</p> <p>To review grammar, ask each student to write one sentence using the structure “there is” and another with “there are” (these structures appear in the song). Then, transform the sentences in negative ones and create questions for each sentence. For example: There is a palace in my town. There are cinemas in Granada. There isn’t two palaces in Granada. There aren’t many bus stations in my town. Is there a palace in your town? Are there several cinemas in Granada?</p>
	Social Science	<p><u>Music and Granada</u></p> <p>Teacher talks about four different important musicians born in Granada: Miguel Ríos (rock-pop), Carlos Cano (traditional-folk music), Lori Meyers (pop-indie) and Enrique Morente (flamenco). Each group choose one of the singers or musicians and use the internet to search for information related to where they were born. All were born in the province of Granada but each of them is from a particular town of the province or neighbourhood from Granada city. Each group should find out about specific features of that town or neighbourhood.</p>

		Finish the lesson listening two songs about Granada. “Granada”, by Agustín Lara, featuring Plácido Domingo and “Vuelvo a Granada” by Miguel Ríos.
	Arts & Crafts	<p><u>The beat is the rhythm of music</u></p> <p>Call and response game to learn about rhythm. Memorizing the different gestures. Use both hands, left and right to follow the rhythm.</p> <p>Show students English vocabulary to follow instructions: Clap your hands. Stomp your feet. Tap your right/left shoulder. Slap your chest.</p> <p>Watch-me-copy-game: Body-percussion activity where one student, using the previous vocabulary, will give command to others to follow his/her instructions. Clap your hands twice. Stomp your feet 4 times.</p> <p>Listen and follow the rhythm. Watch a video where kids show how to follow the rhythm in flamenco. “Compás por bulerías”.</p> <p>Have fun trying to follow the rhythm.</p> <p><a href="https://www.youtube.com/watch?v=vOLSGUhJkX0">https://www.youtube.com/watch?v=vOLSGUhJkX0</a></p>

**LESSON 8 and 9:** In these lessons, students will work together to create their final projects of the didactic unit. We will focus on the interpersonal intelligence (People Smart). Get together to create a final task related to the topic: “The place where we live”. Each group of children must prepare, practise and present their project to the rest of the classroom.

Final group Project:

Each group of students will carry out a project. The teacher will present them 4-5 different options for their projects and students at each group should decide which project better suits their interests. In these lessons the teacher will be a moderator, a guider. Teacher will help students if they have any doubts about their work, but the final aim is to let students to work on their own and be able to develop their project as they wish, enhancing their autonomy and learn to learn competencies. Students will have access to internet for searching information, watch videos or tutorials to provide them with more information during the process of developing their project. Students work on a group project where they have to prepare, practise and present their project to the rest of the class.

Project 1: “Street map”. Learn to interpretate streets maps and elaborate one following the instructions given by the teacher and knowledge learn during the unit and the different lessons. Following a set of indications prepare by the teacher. Students elaborate a street map drawing different symbols (or using pictures) in each square following the A-B-C-D-E-F pattern and the 1-2-3-4-5. They should elaborate the street map and present the project to the rest of the class groups.

Project 2: “Story time”. Ask students to write a story about the place where they live for a classroom newsletter. Give them different ideas like designing a brochure about their town for other students or draw a comic-story. They have to collect pictures or drawings to illustrate their story. They could ask their grandparents about old stories that have took place in their town or villages long time ago or make up new stories with local people as the main characters of their story.

Project 3: “Survey time”. Design and conduct a survey in the classroom to analyze different questions related to road safety in the village or the place where they live. Are there enough traffic lights? And pedestrian crossings near the school area? Extra idea: students create a rap song about the topic: The place where we life of Safety Road. These students may also enjoy creating podcasts or creating a radio program. Elaborate questions to interview a council politician to ask him/her about Safety Road protocols in the village. They can also write a letter to a council representative telling him/her their ideas about safety road for the town.

Project 4: “Descriptions and drawings of our surroundings”. Select different places of the city or province of Granada and write descriptions about those places. Then select photographs or elaborate drawings about that descriptions. Each group will be given a tittle for their drawings: “The Genil river”, “The Alhambra Palace”, “The Snowy Mountains”, “Villages in the floodplain of the Genil river”. Each group will be given several pictures about each location and the members of the group will draw a picture related to the tittle they are been given based on the pictures shown. Present their projects to the rest of the class.

Project 5: students create their own project about their town.

**LESSON 10:** this lesson will be focus on the intrapersonal intelligence (Self- Smart) and will be develop as a self- evaluation activity.

Each student should make a list about all the things he/she most likes about the didactic unit we have been working on the last two weeks. Also, another list would be created about the things he/she likes least about it.

Students then will have to answer a questionnaire elaborate it by the teacher to answer different questions about what and how they have learnt in the past two weeks. At the end of the questionnaire, they will have the opportunity to write about the experience highlighting the aspects they have enjoyed the most.

### 5.8. Evaluation

Evaluation refers to the acquisition of the competences and the achievement of the main objectives mentioned before. It is of relevant importance to concrete the different evaluation standards to define results and be specific about what students should know and do in every subject and unit. These standards have to be clearly measurable and observable in the different activities designed to facilitate the evaluation.

- *Learning outcomes:* what learners will be able to do by the end of the didactic unit to demonstrate their understanding of the unit topic “The place where we live”. A number of evaluation indicators related to the objectives of the unit will provide assessment on the acquisition of the contents. The following chart show the different learning outcomes or indicators proposed for this unit grading according to the level achieved by students.

Evaluable learning outcomes	Excellent 4	Good 3	In progress 2	Not achieved 1
Distinguish the different places in town and road safety rules				
Classify information about important places in town				
Interpret visual information in a town map				

Use language related to road safety and giving directions				
Ask and respond simple wh- questions about directions, places in town				
Describe their favourite place in town				
Work cooperatively, respecting others opinions				
Make a final project and presenting it in an oral presentation				

Rubric 1: Learning outcomes of the didactic unit

The evaluation process should consider several aspects: the evaluation of the learning process and the evaluation of the teaching process. Both, learning and teaching, must be evaluated to determine the degree of acquisition of initial objectives proposed for the didactic unit. Therefore, formative and summative evaluation should be necessary. Formative assessment will be developed during the whole didactic unit making students aware of their mistakes by providing them with a positive feedback of their activities. Along the different lessons and activities adaptations must be made taking into consideration students' needs and interests. The need to use assessment tools based on performance, and not only on competence, such as projects, group assignments, discussions and classroom presentations.

➤ *Instruments for assessment*

- Teacher monitors individual and group activities and students 'participation in activities and final task (project) (Rubric 1: criteria for oral presentation)
- Students 'interaction with peers (peer assessment)
- Teacher completes a self-assessment grid

The final project will be evaluated according to a set of criteria. Rubric criteria to evaluate oral presentations of projects.

<b>CRITERIA</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>SCORE</b>
<b>GREETINGS AND ORAL PRESENTATION</b>	Greeting accurately and a correct introduction	No greetings but a brief introduction	Greeting correctly but not a brief introduction	No greetings or introduction	

	on the subject is made	on the subject is made	on the subject is made	on the subject is made	
EYE CONTACT AND BODY LANGUAGE	Maintain direct eye contact with the audience and movements seem fluid. No signs of nervousness.	Maintain direct eye contact but movements seem nor fluid. Shows some signs of nervousness.	Displayed minimal eye contact and very little movements. Obvious signs of nervousness	No eye contact with the audience. No movements or gestures. Obvious signs of nervousness.	
ELOCUTION	Clear voice and precise pronunciation of words. Audience can hear well the presentation.	Clear voice and pronunciation of words is not always accurate. Most of the audience can hear the presentation.	Voice is low and some words are pronounced incorrectly. Audience has some difficulties to hear the presentation.	Voice is too low and pronunciation words are incorrect. Audience has difficulties to hear the presentation.	
PRONUNCIATION AND FLUENCY	Accurate pronunciation and correct fluency without mistakes	Accurate pronunciation and speaking in a fluent way with few mistakes	Not precise pronunciation but message can be understood. Cannot speak in a fluent way.	Most of the words cannot be understood and cannot speak in a fluent way.	
VOCABULARY VARIETY	A high variety of vocabulary is used and not	Plenty of vocabulary is used and repeating words.	A limited vocabulary is used related to the subject.	Repetition of the same vocabulary along with	

	repeating words.			the whole subject.	
ADEQUACY OF CONTENTS AND KNOWLEDGE	All information is related to the subject. Knowledge to answer all class questions.	Abundant information is related to the subject. Knowledge to answer most of class questions.	Large amount of information that is not clearly related to the subject. Able to answer only rudimentary class questions.	Information presented is not related to the subject. Cannot answer class questions.	
COMMUNICATION	Ideas are perfectly explained and distributed logically.	Ideas are clearly expressed and logically linked.	Ideas are not clearly expressed but some connectors are used.	Ideas are not linked logically. Very simple vocabulary and sentences are used.	

Rubric 2: Evaluation of oral presentation of final project

Peer- assessment: Rubric criteria to evaluate student's interaction with others

	All the time - 4	Most of the time - 3	Some of the time - 2
LISTENING Student listens to each other's ideas			
HELPING			

Student offers help to other students			
<b>PARTICIPATING</b> Student contributes to the work and project			
<b>RESPECTING</b> Student respects and supports other students' ideas			

### Rubric 3: Peer-assessment

As we mention before, the teaching process must also be evaluated considering several characteristics. For this matter, planning is essential. The next rubric can be used to self-evaluate the teaching process.

Aspects to evaluate	All the time - 3	Most of the time - 2	Some of the time - 1
Clearly define content and language objectives			
Adapt content and vocabulary to students' level			
Use supporting materials to make lessons meaningful			
Provide meaningful and authentic activities			

Use scaffolding techniques throughout lessons			
Provide frequent opportunities for interaction			
Integrate all language skills into each lesson			
Provide complementary activities for mixed-ability students			
Give feedback to students on their output			
Engage and motivate students throughout lessons			

Rubric 4: Teacher self-evaluation

## 6. CONCLUSION

The final aim to elaborate this master's dissertation has been to reflect, in a practical way, the knowledge acquired during the MIEB Master in the past two years. The purpose of this didactical proposal has been to prove that CLIL methodology and MI theory provided useful learning strategies for bilingual students.

The importance of teaching and learning English as a second language during primary education is crucial for any education system nowadays. Its early introduction into the classroom has become essential for any primary school and furthermore, bilingual schools should play a key

role for helping reached the final objective of students' being able to communicate in English inside and outside the classroom context.

As regards to CLIL methodology, a specific teacher training should be developed in every school to be able to put into practice all the positive aspects that this approach has to offer to the teaching and learning of English. Relating to this proposal, we wanted to highlight the benefits provided by the application of a CLIL methodology in the learning of both contents and language for several bilingual subjects along with the English subject. Connecting these subjects with CLIL methodology and MI theory implies a change in the procedures, especially how educational activities, tasks and projects should be implemented and how students should be instructed. The didactical proposal of this dissertation is an example of how to implement CLIL approach and MI theory in a primary classroom to promote an active role of the students and to introduce cooperative learning and work as an essential part of bilingual instruction. We think our didactic proposal can be implemented and could be easily adapted to be developed in many primary bilingual schools promoting cooperative work to improve student's language and social skills.

To sum up, this project has focused in highlighting the benefits provided by the application of CLIL methodology in a primary classroom. To be successful, its implementation must take into consideration the importance of coordination and cooperation among all stakeholders implied in the process of teaching and learning providing students and teachers with practical and useful information to implement this type of proposal in their classrooms.

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