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Trabajo Fin de Máster

AN APPROACH TO MULTIPLE INTELLIGENCES THEORY: FOSTERING THE PERSONAL INTELLIGENCES IN THE EFL CLASSROOM

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Resumen:

Este trabajo ofrece una descripción generalizada de la teoría de las Inteligencias Múltiples, propuesta por Howard Gardner en 1983, y su continuo desarrollo hasta nuestros días. Concretamente, se abordarán las inteligencias interpersonal e intrapersonal a través de la percepción de los estudiantes en la asignatura de Inglés, es decir, la forma en la que adquieren mejor dicha lengua extranjera, así como las habilidades que desarrollan tanto desde el punto de vista individual como grupal. Además, se tendrán en cuenta las ideas que otros autores, inspirados por Gardner, han añadido al mundo de la enseñanza. Finalmente, se llevará a cabo una unidad didáctica en la Enseñanza Secundaria Obligatoria que ha sido creada según los contenidos tratados en la primera parte de este Trabajo de Fin de Máster.

Palabras clave: Teoría de las Inteligencias Múltiples, Howard Gardner, inteligencias interpersonal e intrapersonal, unidad didáctica, enseñanza, lengua extranjera, clase de Inglés como lengua extranjera.

Abstract:

This work offers an overview of the theory of Multiple Intelligences, proposed by Howard Gardner in 1983, and its continuous development until today. Particularly, the interpersonal and intrapersonal intelligences will be addressed through the perception of the students in the EFL classroom, that is to say, the way they acquire a foreign language better as well as the abilities they develop from both individually and group point of view. Besides, other authors inspired by Gardner who provide additional ideas in the field of teaching will be taken into consideration. Ultimately, a didactic proposal which has been created based on the contents reviewed in the first part of this Master's dissertation for Compulsory Secondary Education will be designed.

Keywords: Multiple Intelligences Theory, Howard Gardner, interpersonal and intrapersonal intelligences, didactic proposal, teaching, foreign language, EFL classroom.

1. Introduction

The main topic of this Master's thesis deals with the development of interpersonal and intrapersonal intelligences in the EFL classroom. I decided to choose this issue because of my experience in teacher training in a school. I was fascinated to see how well secondary students interact with each other including their own methods and strategies they put into practice when learning a foreign language. That is why I consider that the development of these intelligences leads to the better acquisition of a language and the improvement of personal relationships, since communication is essential in this topic. Pupils in Secondary School are in a difficult stage in which they experiment emotional and physical changes, so it is crucial that they rely on each other to develop social skills and to get to know themselves. It will lead to the achievement of the objectives proposed, particularly, in the subject of English.

On the one hand, in order to deal with the heart of the matter, a brief history and description of Multiple Intelligences are provided so as to give context to the reader. Here, I mention specific authors who have been inspired by this revolutionary theory and have adapted their ideas about it. Once these contents have been specified, how Multiple Intelligences can be developed in a foreign language classroom will be analysed from an overall perspective, by taking into consideration other authors who provide additional ideas in the world of teaching.

On the other hand, interpersonal and intrapersonal intelligences will be addressed through students' learning process in the EFL classroom, that is to say, the way they acquire a foreign language better as well as the capacities and abilities they develop. This can be done from an individual and group perspective and it depends on many aspects, for instance, their personality. To conclude this part, an empirical research will be carried out through questionnaires in which the students will have to answer several statements which will determine the type of personal intelligence they develop more in the EFL classroom. These statements have been adapted from a specific author, considering the context in which I have worked.

Finally, a didactic unit is proposed in this Master's dissertation in order to put into practice the theoretical background revised before. I elaborated several activities which contribute to the development of the personal intelligences when students learn English as a foreign language. Thus, they will have to acquire the contents both individually (to determine the ability of processing their own information and to identify their weaknesses when learning a foreign language) and in groups (to determine the ability each student has when interacting with different people and to foster students' creativity when working in groups). In addition, activities which raise

awareness about the wide variety of personalities and opinions there are in society are provided in it.

1.1. Objectives

There are several objectives I aim at reaching when dealing with this topic:

- ❖ To deal with specific aspects such as students' personality so that the English teacher will have a better understanding of how to develop both interpersonal and intrapersonal intelligences in the classroom;
- ❖ To develop students' autonomy by knowing how to be more decisive when dealing with English as a foreign language;
- ❖ To foster students' curiosity and motivation through their own preferences and interests when acquiring English as a foreign language;
- ❖ To improve students' creativity, entrepreneurship and solidarity when working with other peers;
- ❖ To involve students' participation in the EFL classroom especially by helping each other with any content they do not understand in the subject;
- ❖ To let students know how to coordinate themselves in order to overcome obstacles when working in groups;
- ❖ To learn about the history of Multiple Intelligences and its implementation in the EFL classroom before addressing specifically the personal intelligences;
- ❖ To promote respect and tolerance among peers when sharing their experiences and opinions when they speak aloud in English in order to promote communication as well;
- ❖ To raise awareness about how important developing the personal intelligences among students in the EFL classroom is;
- ❖ To strengthen students' self-confidence and self-criticism so as to determine their strengths and weaknesses when studying English as a foreign language.

1.2. Relevance

A Chinese philosopher stated that "knowing others is intelligence; knowing yourself is true wisdom" (1997: chapter 33)¹. This section starts with this quote because of the relationship I want to establish with the personal intelligences. It is extremely significant to know our own way of acting, feeling and thinking to overcome our obstacles and push our capacities and abilities to the limit so as to determine what works and what does not when dealing with specific situations. Once

¹ Le Guin, U. (1997). Lao Tzu: Tao Te Ching: a book about the way and the power of the way. A New English Version. Boston & London: Shambala. Retrieved May 26, 2019, from <https://issuu.com/wetukery/docs/b007v3fmdy-lao_tzu_by_ursula_k._le_>.

that is done, you can open up and work with others, by acting with determination and sense.

This is the main message I want to emphasise in my paper. Students in Secondary School are currently in a stage in which they need to discover themselves and to evaluate their own learning process, especially when they study the subject of English. Consequently, they have to develop their own methods and strategies to know how far one can go, show initiative and imagination to continue improving core skills such as writing or listening and find out about the importance of acquiring English as a foreign language. These aspects will help the students to be aware of how they can develop intrapersonal intelligence in the EFL classroom.

Likewise, it is essential that adolescents establish relationships with other peers, since they can learn about the meaning of cohabitation outside the family environment. Students have to understand and respect each other for the reason that they are going to study a foreign language with different people, so they have to learn how to listen to others' opinions and show empathy as well. Thence, communication is a determining factor to develop interpersonal intelligence in the EFL classroom, so students have to foster the ability to interact with each other by sharing their results of English activities, helping each other to understand better the key points of the unit, creating innovative ideas and, if necessary, resolving conflicts as a group.

2. Theoretical background

2.1. The theory of Multiple Intelligences

The following chapter describes in a summarized way the theory introduced by Horward Gardner, being a turning point in the field of education. Also, the additional ideas by specific authors who have followed this concept are included.

2.1.1. Brief history of the theory

Intelligence had long been considered as a global unitary entity which described human beings' ability when addressing a problem (Spearman, 1904), but this theory was a highly controversial issue when several new approaches to intelligence theory were investigated. Among these researches are *Frames of Mind: The Theory of Multiple Intelligences* (1983) and its extended version entitled *Intelligence Reframed: Multiple Intelligences for the 21st Century* (1999) proposed by Howard Gardner which totally revolutionized the concept of intelligence. These groundbreaking books are crucial to expound the main ideas of this Master's dissertation for the reason that certain learners' intelligences, particularly interpersonal and intrapersonal, will be studied from the psychological point of view in the EFL classroom.

Howard Gardner is a cognitive research psychologist and a Harvard professor who wrote hundreds of research articles and books which have been translated into 27 different languages and have inspired the world of teaching in order to ameliorate teaching and learning methods. Before identifying the Multiple Intelligences, Gardner collected data from a wide range of people and once that was done, he established the eight indications to define what intelligence is:

1. Potential isolation by brain damage
2. The existence of idiots savants, prodigies and other exceptional individuals
3. An identifiable core operation or set of operations
4. A distinctive developmental history, along with a definable set of expert "end-state" performances
5. An evolutionary history and evolutionary plausibility
6. Support from experimental psychological tasks
7. Support from psychometric findings
8. Susceptibility to encoding in a symbol system

(Gardner, 1983: 63-66).

Gardner's Multiple Intelligences have shown that intelligence is pluralistic rather than unitary considering that humans develop dissimilar capacities and abilities

applicable to all spheres of their lives. Thus, this idea explains the motive Gardner entitled his book in that way:

(...) the existence of several relatively autonomous human intellectual competences, abbreviated hereafter as “human intelligences”. These are the “frames of mind” of my title. The exact nature and breadth of each intellectual “frame” has not so far been satisfactorily established, nor has the precise number of intelligences been fixed. But the conviction that there exist at least some intelligences, that these are relatively independent of another, and that they can be fashioned and combined in a multiplicity of adaptive ways by individuals and cultures (...)

(Gardner, 1983: 8-9).

Consequently, *Frames of Mind: The Theory of Multiple Intelligences* (1983) contemplates the presence of seven autonomous intelligences, though this number varied over time since Gardner discussed about the possibility of including other types of intelligences based on his own researches when he wrote *Intelligence Reframed: Multiple Intelligences for the 21st Century* (1999):

Frames of Mind: The Theory of Multiple Intelligences (1983)	Intelligence Reframed: Multiple Intelligences for the 21 st Century (1999)
- Linguistic Intelligence - Musical Intelligence - Logical-Mathematical Intelligence - Visual-Spatial Intelligence - Bodily-Kinesthetic Intelligence - The Personal Intelligences (Interpersonal and Intrapersonal)	- Naturalist Intelligence (already described in 1995) - Spiritual Intelligence - Existential Intelligence - Moral Intelligence

Despite this, the psychologist and professor considered that the first of these new recent intelligences, that is to say, naturalist intelligence, “merits addition to the list of the original seven intelligences” (Gardner, 1999: 52). He also suggested that all the intelligences may change and enhance over the time in human beings by taking into consideration that each person has different levels of intelligence. It must also be underlined that, even if the quotation mentioned above refers to the fact that intelligences are “relatively independent of another”, Gardner thought along different

lines when publishing *Multiple Intelligences: New Horizons in Theory and Practice* (1993) by stating that:

Until now, my discussion may appear to suggest that adult roles depend largely on the flowering of a single intelligence. In fact, however, nearly every cultural role of any degree of sophistication requires a combination of intelligences. Thus, even an apparently straightforward role, like playing the violin, transcends a reliance on musical intelligence. To become a successful violinist requires bodily-kinesthetic dexterity and the interpersonal skills of relating to an audience and, in a different way, of choosing a manager; quite possibly it involves an intrapersonal intelligence as well. Dance requires skills in bodily-kinesthetic, musical, interpersonal and spatial intelligences in varying degrees. (Gardner, 1993: 27).

Hence, Gardner's Multiple Intelligences proposal can be summarized in the following manner: a wheel which determines the type(s) of intelligence(s) each person stands out, despite the author "shall continue for the time being to speak of 8½ intelligences" (Gardner, 2006: 21) referring to existential intelligence.

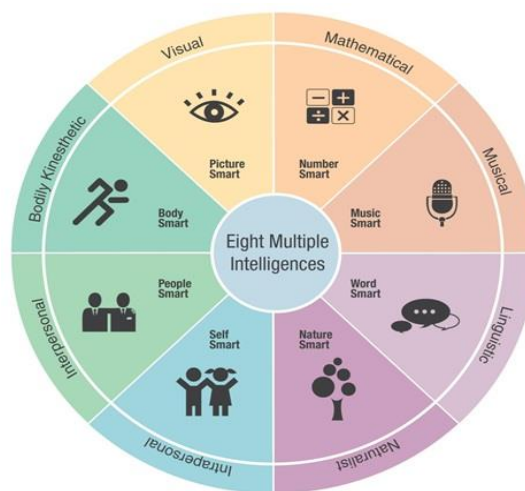


Figure 1. What are your different intelligences? Yes, there's more than one.

<https://instituteofyou.org/multiple-intelligences/>

2.1.2. The eight Multiple Intelligences: an overview

As referred above, this section will address the eight intelligences that Gardner established through his own researches (1983, 1993, 1999). In the same way, there is no doubt that Multiple Intelligences have attracted many authors' attention and these, in turn, have adapted their ideas to this revolutionary concept, so this will be taken into consideration when dealing with the description of each intelligence.

- ❖ *Linguistic intelligence.* Gardner claimed that “when one focuses on phonological, syntactic, and certain semantic properties, language emerges as a relatively autonomous intelligence” (1983: 89). From the idea presented here, it can be understood that human beings develop a degree of autonomy and ease when they express themselves with coherence and cohesion in formal or informal contexts. This is an issue that, according to Lazear (2004: 60), can be strengthened in public education centres, since he considered this an intelligence that the vast majority of people make use of in their daily lives. Nicholson-Nelson (1998: 10) examined that people with this intelligence also have a good memory for places, names and dates. Also, she considered that writers, poets and lawyers possess high level of linguistic intelligence.

- ❖ *Musical Intelligence.* Gardner (1999: 41) affirmed that this intelligence involves appreciation of musical patterns, composition and performing. Furthermore, Armstrong (2009: 7) added that it is an intelligence that “includes sensitivity to the rhythm, pitch or melody, and timbre or tone color of a musical piece”. Thus, individuals could develop this intelligence through creating melodies and songs, listening to music or playing instruments. This intelligence implicates composers, songwriters, singers and music teachers (Nicholson-Nelson, 1998: 11).

- ❖ *Logical-Mathematical Intelligence.* It refers to the ability “to use numbers effectively” and “to reason well” (Armstrong, 2009: 6), so this intelligence serves as a reflection on causes and consequences when contemplating and resolving problems (Escamilla, 2014: 24). Gardner (1999: 42) declared that this intelligence is well developed in those people who are involved in scientific issues, supported by Warburton (2003, 10) who declared that “it figures heavily in mathematics, science, and engineering”.

- ❖ *Visual-Spatial Intelligence.* It involves the capacity human beings have when recognizing colors and shapes and when they are able to exemplify them graphically (Christison, & Kennedy, 1999: 2). It is considered that architects, sculptors and choreographers have a highly well developed visual-spatial intelligence (Nicholson-Nelson, 1998: 11). Besides, Schmidt-Fajlik (2011: 14) adds that human beings who develop this intelligence use and create “maps, charts, illustrations/artwork, films, videos and posters”.

- ❖ *Bodily-Kinesthetic Intelligence.* This intelligence, which involves motor movements of fingers and hands, includes the ability to work with the body

(Gardner, 1983: 206). For this reason, Green and Tanner (2005: 313) considered that individuals who develop bodily-kinesthetic intelligence “enjoy physical manipulation tasks, such as dancing or acting something out” in order to become a good athlete, dancer, choreographer, mime and actor or actress (Nicholson-Nelson, 1998: 11).

- ❖ *Interpersonal Intelligence*. It is reflected in those people who perceive and understand the intentions and desires of others. That is why Armstrong (1993: 10, cited in Tsuda, N. (2008, 33)) said that “an interpersonally intelligent individual may be very compassionate and socially responsible like Mahatma Gandhi, or manipulative and cunning like Machiavelli”. Likewise, Crandall (1999: 226) remarked that this intelligence is significant to develop social skills when interacting and communicating in society. Actors and actresses, teachers, therapists or salespeople could develop interpersonal intelligence (Gardner, 1999: 253).
- ❖ *Intrapersonal Intelligence*. Gardner (1983: 239) initially defined this intelligence as the “access to one’s own feeling life [...] a means of understanding and guiding one’s behavior”. Individuals who develop this intelligence try to know their strengths and weaknesses including their own interests, desires and motivations (Armstrong, 2000: 2). Accordingly, Smith (1996: 16) declared that those people who develop intrapersonal intelligence prefer maintaining their lives privately as well as working on their own instead of with others. It is present in religious leaders, psychiatrists and philosophers (Nicholson-Nelson, 1998: 12).
- ❖ *Naturalist Intelligence*. It refers to people who are concerned with nature by caring plants and animals and involving in other phenomena within the natural world (Gardner, 1995: 206). Due to this reason, Armstrong (2009: 7) defined this intelligence as the faculty to “discriminate among inanimate objects such as cars, sneakers, and CD covers”. Individuals such as “farmers, gardeners, botanists, geologists, florists, and archaeologists all exhibit this intelligence” (Veenema *et al.*, 1997).

2.1.3. Classroom practice

Once the theory of Multiple Intelligences has been reviewed, how can we put into practice this concept in the classroom? Is it effective if the teacher carries out certain strategies to make students develop these intelligences successfully? As mentioned in the last section, specific authors have provided their notions about the

issue, always based on Gardner's contributions. They have investigated the importance of identifying multiple intelligences in each student to determine their way of learning in every field this approach suggests.

First and foremost, in what way could educators create a positive learning environment in the classroom? Arends (2012: 22) adapted several ideas from Bransford *et al.* (2005: 10) which described the three general areas teachers have to take into consideration so as to achieve the goal of this last question:

[...] knowledge of learners and their development in social context; conceptions of subject matter and curriculum goals; and an understanding of teaching in relation to content and the learners to be taught".

(Arends (2012: 22).

In view of this quote, teachers should address students' specific needs by promoting in turn relationships among them for the purpose of learning to live in society.

On this account, what do educators have to do to leave traditional teaching methods aside and apply multiple intelligences in the classroom? According to Sylwester (1995: 83, cited in Bowers, C. A. (2001: 86), educators ought to "use imaginative teaching and management strategies to enhance the development of their students' adaptable attention processes", so it could be said that they play an important role in order to encourage multiple intelligences implementation in the education system. This is a significant issue, since Gardner (1999: 143) claimed that "every educational institution must reflect on its goals, mission, and purposes continuously and, at least at times, explicitly". Consequently, education centres should reinvent themselves, making clear their objectives when encouraging students to develop Multiple Intelligences in each task.

Notwithstanding, authors such as Fogarty (2005: 13) affirmed that "it is impossible, as well as impractical, for a teacher to accommodate every lesson to all of the learning styles found within the classroom". In a certain way, it can be an arduous task for the teacher to exploit each intelligence in students' learning correctly and find ways to "develop a better understanding and appreciation of their own strengths and learning preferences" (Spirovska, 2013: 6), so the answer is in the difference.

Students are completely different from each other when thinking and processing information (Brent & Felder (2005: 57)), thereupon, having information about these individual differences will help teachers find out an effective method to know in what way students learn and work (Allen et al., 2010: 24). The authors themselves

described in their book the idea of curriculum adaptations proposed by Linda Campbell in 1997:

“[...] Some schools focus on lesson design. This might involve team teaching, using all or several of the intelligences in the lessons. Interdisciplinary units allow certain students to excel in a subject of their strength and foster deeper understanding through transfer between subjects. Through student projects, students can learn to initiate and manage complex tasks with a focus on teamwork. [...] Individualized assessments allow students to show what they have learned. Sometimes the assessment allows each student to determine the way he or she will be assessed, while meeting the teacher’s criteria for quality. Apprenticeships can allow students to gradually gain mastery of a trade or skill through real life experience over time [...].”

(Allen *et al.* 2010: 69).

Paying attention to this quote, Multiple Intelligences application makes teachers take second place so that a student-centre approach makes its way. This enables learners to play an active role in the classroom: they talk much more expressing their opinions, decide the activities and materials, and explore the way they acquire knowledge through their preferences, since teachers have to realize that there is a wide variety of learners, so they have to manage the diversity (Tomlinson, 2000: 2). The same happens with assessment, in which students do not only receive a mark, but also teachers give them feedbacks to continue improving their learning and achieve the objectives proposed (Andrade & Valtcheva, 2009: 17). To obtain this feedback, the ideal assessment would be using rubrics with the skills divided into sections and, at the same time, that pupils complete a self-assessment to grade themselves (Sadler, P. & Good, E., 2006).

To conclude this part, a brief example of activities to develop each Multiple Intelligence into the classroom as well as the materials needed to execute them is provided hereunder (Armstrong, 2009: 59). As can be noted from the chart, interpersonal and intrapersonal intelligences are in bold for the reason that these two intelligences will be analyzed in more detail, in particular, from the English as a foreign language point of view.

Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies
Linguistic	lectures, discussions, word games, storytelling, choral reading, journal writing	books, tape recorders, typewriters, stamp sets, books on tape	read about it, write about it, talk about it, listen to it
Logical-Mathematical	brainteasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it
Spatial	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, video, Lego sets, art materials, optical illusions, cameras, picture library	see it, draw it, visualize it, color it, mind-map it
Bodily-Kinesthetic	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a “gut feeling” of it, dance it
Musical	rhythmic learnings, rap ping, using songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it
Interpersonal	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for role-plays	teach it, collaborate on it, interact with respect to it
Intrapersonal	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it
Naturalist	nature study, ecological awareness, care of animals	plants, animals, naturalists’ tools (e.g., binoculars), gardening tools	connect it to living things and natural phenomena”

Chart: “Summary of the Eight Ways of Teaching” (Armstrong, 2009: 59).

2.2. Interpersonal and intrapersonal intelligences

This section thoroughly examines the concepts of interpersonal and intrapersonal intelligences, which are the main focus of this Master's thesis, and their implications in the EFL classroom when students acquire this foreign language.

Howard Gardner called them "The Personal Intelligences", that is to say, interpersonal and intrapersonal, referring to those intelligences which principally involve human personality. Gardner alleges that he introduced these two intelligences in the list for the reason that "these forms of knowledge are of tremendous importance in many, if not all, societies in the world – forms that have, however, tended to be ignored or minimized by nearly all students of cognition" (Gardner: 1983, 241). Due to this reason, this paper attempts to highlight the importance of developing these two forms of intelligence so that teenagers know themselves and others.

As mentioned in the first part of the theoretical background, interpersonal intelligence tackles the ability "to understand, perceive and discriminate between people's moods, feelings, motives, and intentions" (Gaffney, 1995: 8). In such a way, human beings who develop this intelligence are considered to possess compassion and empathy towards other people when interacting among them in society. Gardner (1983: 239) summarizes the main aspects of interpersonal intelligence both in childhood and adulthood as follows:

The core capacity here is the ability to notice and make distinctions among other individuals [...]. Examined in its most elementary form, the interpersonal intelligence entails the capacity of the young child to discriminate among the individuals around him and to detect their various moods. In an advanced form, interpersonal knowledge permits a skilled adult to read the intentions and desires – even when these have been hidden – of many other individuals and, potentially, to act upon this knowledge – for example, by influencing a group of disparate individuals to behave along desired lines.

(Gardner, 1983: 239).

Gardner (1997: 12) commentates on interpersonal intelligence that "it's an ability we all need, but it is a premium if you are a teacher, clinician, salesperson, or politician. Anybody who deals with other people has to be skilled in interpersonal sphere". Thereupon, it is true that some individuals may not develop interpersonal intelligence to a large extent. However, all human beings manifest some form of it. If not, they could not establish any type of communication with others (Chisholm, 1998: 63). Bearing this last idea in mind, communication skills are indispensable to strengthen interpersonal intelligence.

As a result, an effective communication is a factor which is always present in any social context. Faheem & Aparna (2014: 63) divide it into two parts:

The first is that the communication is by definition interactive and always takes place within a relationship. This means that we need theories of interaction to make sense of it and to distinguish between effective and ineffective communication. [...] The second is that communication is context related. It does not happen solely within the confines of a relationship, but in larger world which affects both the nature of the relationship and the nature of communication that properly takes place within it.

(Faheem & Aparna, 2014: 63).

This communication could be verbal and non-verbal, since Armstrong (2009: 7) considers that interpersonal intelligence combines gestures and facial expressions when individuals interact with others. The same states Lazear (2004, cited in Lai *et al.* 2017: 2364), since he suggests that people could exploit this intelligence through teamwork, interactions, social skills or group planning.

All things considered, what characteristics do people who get interpersonal intelligence have in common? Hajebi *et al.* (2018: 50) enumerate the following:

[...] to be leaders among peers, encourages togetherness for a feeling of belonging; has a high degree of common sense, has many friends in a variety of social groups, hates to study or work alone would rather do things collectively, possesses a high degree of social skills and shows concern for others.

Hajebi *et al.* (2018:50)

These features contribute to social development among peers so that they can enhance their capacity to comprehend each other, resolve conflicts and organize their ideas when working in groups (Nicholson-Nelson, 1998: 13), therefore respect and tolerance are also inevitably boosted.

Regarding intrapersonal intelligence, Armstrong (2009: 7) defines it as “self-knowledge and the ability to act adaptively on the basis of knowledge”, in other words, it is an intelligence in which human beings discover themselves by knowing their own strengths and weaknesses. Moreover, Gardner (1983: 239) expounds that intrapersonal intelligence “allows one to detect and to symbolize complex and highly differentiated sets of feelings”. Consequently, there is a feeling of inner motivations and intentions as well as a capability for self-understanding and self-criticism (Armstrong, 2009: 7).

Individuals who possess this kind of intelligence develop autonomy and independence by finding out their own methods when doing certain actions, just as Gardner describes (1983: 252):

The end goal of these developing processes is a self that is highly developed and fully differentiated from others... all highlight a relatively autonomous sense of self, one that places a heavy accent upon intrapersonal features, even when they are marshaled in the service of others.

(Gardner, 1983: 252).

That is why autonomy is a significant aspect in those who develop intrapersonal intelligence. Taravat & Mirza (2017: 21) define this concept as “the management of one’s own affairs rather than being dependent upon or controlled by another”, that is to say, to know how far human beings can go and in what way they handle their aptitudes and experiences.

Taking all this into account, what are the main qualities of students who develop intrapersonal intelligence? Laughlin (1999, cited in Mohammad & Abdallah (2008: 27)) proposes the following, all of them rephrased by these last authors:

A person with well-developed intrapersonal intelligence is usually (1) aware of range of emotions; (2) finds approaches and outlets to express his feelings and thoughts; (3) works independently and is curious about the “big questions” in life: meaning, relevance and purpose; (4) attempts to seek out and understand inner experiences; (5) gains insights into the complexities of self and the human condition; (6) strives for self-actualization.

(Laughlin, 1999 rephrased by Mohammad & Abdallah 2008: 27).

These characteristics promote knowing who you are and how you should manage your sentiments. Furthermore, people who develop this type of intelligence set realistic goals, have the ability to control their thoughts and are able to regulate their behavior in order to achieve everything they resolve, so determination and common sense are necessarily involved.

2.2.1. Factors that enhance the development of interpersonal and intrapersonal intelligences

Heretofore, the personal intelligences have been expounded in detail, but which factors make that learners develop one intelligence over another? In this section, a list of principal aspects that trigger the development of both intelligences will be addressed.

❖ *Personality*

First of all, the main aspect from which others are derived is personality. This is a term whose definition has been challenged over the years, since many authors have reviewed this concept through their theories. If we had to choose a recent one, we would define it as:

those aspects of an individual's behavior, attitude, beliefs, thoughts, actions and feelings which are seen as typical and distinctive of that person and recognized as such by that person and others.

(Richards & Schmidt, 2002: 275).

Taking this quote into consideration, personality characteristics are those that impact on each individual's way of being and interacting with society. In this sense, how can a relationship between personality and intelligence be established? According to Mayer (2014: 26), an intelligence includes many abilities and a person has the capacity to manage them successfully when dealing with problems that belong to himself/herself or society. Having said that, personality is strongly involved in the development of interpersonal and intrapersonal intelligences.

Straightaway, certain traits of people's personality which influence the manner learners develop an intelligence over another in a classroom are provided:

- Extraversion and introversion

On the one hand, an extrovert is an individual who has inclination to socialize with the world around them (Erton, 2010, rephrased by Krišto 2012: 8), "in other words, extroverts are motivated from *without* and their attention is directed outward" (2011: 34). In their study, Pervin & John (1999: 112, cited in John *et al.* (2008: 127)) add five elements which characterize extraversion:

ACTIVITY LEVEL (active, energetic); DOMINANCE (assertive, forceful, bossy); SOCIABILITY (outgoing, sociable, talkative); EXPRESSIVENESS (adventurous, outspoken, noisy, show-off); and POSITIVE EMOTIONALITY (enthusiastic, spunky).

(Pervin & John 1999: 112, cited in John, O. *et al.* (2008: 127)).

Taking this into account, there are authors such as Ayers *et al.* (2007: 153) who have related this concept with interpersonal intelligence, since they consider that extroverts are interpersonally more friendly; they like establishing conversations and close relationships among peers. Depaula *et al.* (2016: 417) opine the same by stating that “the extraversion would lead people to express trust in favour of affiliation and social opportunities to establish good relations which regulates their [...] interpersonal needs”.

Thence, learners who possess these features are more willing to develop interpersonal intelligence when interacting and working with other classmates by promoting socialization among them as well.

On the other hand, an introvert is a person who is attracted to their own ideas and thoughts, thinks about their own reflections and prefers living in their inner world (Wong, 2014: 27). Complementing this information, Zafar & Meenakshi (2011: 34) rephrase some words that Eysenck & Chan wrote in 1982 about introversion: “introverts are quiet, prefer reading rather than meeting people and talking to others, have few but close friends and usually avoid excitement”.

Likewise, there are authors like Krišto (2012: 9) who relate this concept to intrapersonal intelligence by stating that introvert people have well-developed intrapersonal intelligence since they do not like surrounding with others. The same is claimed by Massotte & Corsi (2015: 210): “people with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations”.

Hence, learners who have these characteristics are developing intrapersonal intelligence when discovering themselves and knowing their strengths and weaknesses in the learning process.

- Preferences and interests

According to Kennedy & Kennedy (2004: 38), “individuals have mental or psychological preferences for performing certain tasks”, in this case to develop interpersonal or intrapersonal intelligence to a greater or lesser extent. With the multiple intelligences approach implemented in the classroom, students are free to decide which activities fit in with their predilections when acquiring contents in subjects.

Similarly, and according to Biscardi *et al.* (2019), learners evolve their own methods when acquiring new knowledge depending on several aspects such as their experiences and their preferences in life:

By becoming more aware of their capacities and preferences, students could increase self-awareness and choose better strategies when approaching challenges not only in their professional and academic settings – occasionally tweaking their study methods, for instance – but also in their personal and social lives.

(Biscardi *et al.* 2019).

Moreover, learners could develop this idea much more according to their motivation, learning progress and interest in the subject (Chan, 2005: 191). This is how a relationship between their own preferences and interests and the personal intelligences is established. As Beloglovsky & Daly (2015: 28) said, interests of interpersonal intelligence “include an ability to listen and empathize with others, making friends, socializing and collaborative work”, so learners who develop interpersonal intelligence do not conceive another and better way of achieving their objectives. Conversely, those who possess a greater degree of intrapersonal intelligence prefer the opposite since the same authors (2015: 28) admit that their interests “include understanding self, knowing strengths, accepting limits and working alone” to achieve their purposes effectively.

❖ *Aptitude*

According to Snow (1992: 6), aptitude must be present in every activity human beings carry out in their lives so as to achieve their aims resolutely. These abilities progress differently depending on the personal intelligence by marking the progress of each learner when obtaining knowledge.

Thus, Parr (2009: 60) describes the aptitude individuals who develop interpersonal intelligence have:

The interpersonal aptitude suggests a talent for working within groups or as part of a team. A person with this aptitude is highly attuned to the emotional shifts, voice intonations, and body language of others. He/she intuitively knows when and how to use this knowledge to influence his/her team to work cooperatively toward a common goal.

(Parr, 2009: 60).

Reflecting on this quote, interpersonal learners increase their aptitudes to initiate and maintain relationships with other peers when studying the contents in the classroom. Moreover, they tend to take a leadership role to encourage the team by developing collaborative skills in it.

With regard to intrapersonal intelligence, the same author (2009: 60) states that:

The intrapersonal aptitude gives a person the ability to accurately evaluate his/her emotions, core values, and personal development within the larger context of organization goals.

(Parr, 2009: 60).

In addition, self-knowledge is hugely flourished, which in turn is related to judgment, that is to say, individuals who develop intrapersonal intelligence have the power to critically analyze themselves and talk learnedly about their presumptions in future (Weinstein, 2001: 257). In this way, intrapersonal learners should have self-discipline so as to control their conduct and carry out certain tasks in the classroom.

❖ *Attitude*

This concept has been defined over the years, for instance, Baron & Byrne (1984, rephrased by Jain (2014: 2)) describe attitude “as relatively lasting clusters of feelings, beliefs, and behavior tendencies directed towards specific people, ideas, objects or groups”. Concerning education, attitude is fundamental so that students can behave appropriately, since they have to live with other different classmates by promoting a positive environment in the classroom.

Attitude in interpersonal intelligence is determined by how well individuals interact and strike up a conversation in groups (Ballin & Gillies, 2003). In this case, it has to do with students in specific contexts in the classroom. Authors such as Argyle (1975, rephrased by Ballin & Gillies (2003: 89)) distinguish two dimensions related to attitude and the interactions already mentioned:

Affiliation can be broadly characterised as liking or wanting a close relationship. It is associated with close postures; either physically near such as leaning forward or other close interaction such as direct orientation. [...] Status is the social superiority (dominance) or inferiority (submission) of one person relative to another.

(Argyle, 1975 rephrased by Ballin & Gillies, 2003: 89).

In respect of intrapersonal intelligence, attitude results from the communication with one-self. Learners have to know how to react to a situation and evaluate their own position in the classroom. Authors such as Cornell (1996, rephrased by Craighead & Nemeroff (2001: 1382)) categorize intrapersonal attitude as the “radical acceptance of everything, which has remarkable power to release a person’s energy to move forward in constructive ways”. Accordingly, individuals who develop intrapersonal intelligence maintain a favorable attitude which is able to control a situation by managing their moods.

❖ *Motivation*

In terms of education, student’s motivation is “a willingness, need, desire and compulsion to participate in, and be successful, in the learning process” (Bomia *et al.* 1997: 3). This concept plays an important role when students learn and acquire new contents, so feeling motivated is essential to create a positive work environment in the classroom. How do we motivate learners so that they can develop interpersonal or intrapersonal intelligence?

In the first place, motivation in interpersonal intelligence is principally determined by social interactions (Wentzel 2004, extracted from Wubbles *et al.* (2012: 22)). In fact, Wubbles *et al.* (2012: 22) rephrase a quote in their book stated by Connel & Wellborn (1991) which inspired this idea: “[...] interpersonal relationships are beliefs about belongingness and emotional connectedness to others, that is, feeling like one is a valued and integral member of a social group”. Learners who develop interpersonal intelligence are more comfortable working with other classmates and encouraging them in each task they effectuate in the classroom.

In the second place, self-motivation is a significant feature related to intrapersonal intelligence (Goleman, 1995 rephrased by Palenzuela & Reina (2014: 145)). Regarding learners, this term implies motivating one-self when carrying out certain tasks in the classroom by working hard and having a continuous desire to acquire new knowledge. Other factors associated with motivation within intrapersonal intelligence are the following which Bénabou & Tirole introduce (2002: 873): “the fact that higher self-confidence enhances the individual’s motivation gives anyone with a vested interest in his performance an incentive to build up and maintain his self-esteem”. Consequently, learners who develop intrapersonal intelligence have to know themselves and think well about how to make use of their own techniques strategically.

As can be noted from the information provided, these aspects are related to each other so as to successfully develop each personal intelligence in learners. These data may be complemented in other longer works like a dissertation, since I consider that these aspects are fundamental to work with adolescents and multiple intelligences.

Teachers should have these character traits into consideration when implementing interpersonal and intrapersonal intelligences in the classroom through certain activities, particularly in the EFL classroom, as described in the next section.

2.2.2. How to implement interpersonal and intrapersonal intelligence learning in the EFL classroom

With the theory explained, this point will address the application of procedures to enhance the personal intelligences in the classroom when learning English as a foreign language. In other words, the role of the English teacher as well as the selected activities ought to favorably develop these two forms of intelligence in students.

There is no doubt that language teaching has significantly changed by the implementation of the multiple intelligences approach in the EFL classroom. The teaching-learning method has been modified over the years and a communicative approach has emerged and spread since it is considered an efficient methodology to acquire a foreign language at a greater degree. This involves the interaction of teacher-student and students-students as well (Messaibi *et al.* (2016: 40). Thus, the main characteristic of the communicative method is class participation, as Maznevski (1996: 1) affirms:

I want students to participate so they can learn from each other. We know that active involvement in learning increases what is remembered, how well it is assimilated, and how the learning is used in new situations. In making statements to peers about their own thoughts on a class topic, students must articulate those thoughts and also submit them to examination by others.

Maznevski (1996: 1).

This means that the English teacher has to utilize appropriate methods and strategies to attain the objectives concerning students' learning process. In fact, Ridwan (2015: 126-127) notes that an "effective strategy of teaching English will have a positive impact on raising students' attainment and achievement". In consequence, the English teacher has to take care of the needs of each student.

Consecutively, both the communicative approach and learners' participation give way to the importance of speaking in the EFL classroom, since it is one of the most significant aspects when obtaining knowledge of a foreign language. Brown & Paul Nation (1997, cited in Mohammad & Abdallah (2008: 45)) propose three dissimilar manners to improve speaking skills:

(1) Form-focused instruction, that is, attention to details of pronunciation, grammar, vocabulary, and so forth; (2) meaning-focused instruction, that is, opportunities to produce meaningful spoken messages with real communicative purposes; and (3) opportunities to improve fluency. Elements of all of the above items should be present throughout a speaking program, with emphasis on form-focused instruction at the elementary levels and, as the learners progress.

(Brown & Paul Nation, 1997 cited in Mohammad & Abdallah (2008: 45)).

Along these lines, how may these aspects be strengthened in the EFL classroom? This is where interpersonal and intrapersonal intelligences play a relevant role. When implementing them in students' learning progress, we should take into account the factors already described in the previous section. In order to explain this, Harmer suggests in his book *The practice of English Language Teaching* (2001: chapter 8) diverse ways of working that students carry out in the classroom and these, in turn, will be related with the personal intelligences.

❖ *Pair work, Group work, Whole class*

Although Harmer (2001: 114-117) describes each grouping pattern separately, they could be assembled in the same section due to the strong relationship of the three with the development of interpersonal intelligence in the EFL classroom. When language learners are working with other classmates, they improve their speaking skills, promote their autonomy and reinforce their self-esteem while sharing experiences and opinions. Indeed, Edge (1992, rephrased by Vodopija, 2003: 94) claims that "people learn by putting thoughts together and expressing themselves so somebody else can understand them".

Despite the fact that these grouping patterns foster interpersonal intelligence, they could be a challenge for the teachers since these interactions create noise in the classroom (Vodopija, 2003: 94), so students' attitude is quite significant to develop this form of intelligence as revised before.

Having said that, which kind of activities should the English teacher carry into effect in the EFL classroom to strengthen interpersonal intelligence? Ridwan (2015: 133) suggests several activities to achieve it which in turn I will associate with these grouping patterns:

Activities	Grouping patterns
Board games	Group work
Brainstorming	Pair work/Group work/Whole class

Project work	Group work
Writing stories	Pair work/Group work
Vocabulary games	Pair work/Group Work/Whole class
Intercultural awareness	Pair work/Group Work/Whole class
Conducting a meeting	Group work/Whole class
Practice giving and receiving feedback on	Pair work/Group work
Using technology to	Pair work/Group work/Whole class
Tutoring	Pair work
Cooperative learning	Group work
Role playing	Group work/Whole class
Information-gap activities	Pair work/Group work/Whole class

(Activities adapted from Ridwan, 2015: 133).

❖ *Individual work*

In contrast to those group interactions, individual work enables students to do English activities on their own to know their strengths and weaknesses when learning a foreign language so it is strongly related to intrapersonal intelligence (Marković *et al* 2016: 35). In the same way, “teachers are able to spend time working with individual students, or when students take charge of their own learning in self-access centres or other out-of-class environments” (Harmer, 2001: 115). Therefore, it allows educators to learn more about each student in an individualized manner.

Even though individual work has many advantages in order to discover the way a student acquires better English as a foreign language, Harmer (2001: 116) points out certain disadvantages of individual work:

- It does not help a class develop a sense of belonging. It does not encourage cooperation in which students may be able to help and motivate each other.
- When combined with giving individual students different tasks, it means a great deal more thought and materials preparation than whole-class teaching involves.

(Harmer, 2001: 116).

That is why the English teacher has to intersperse activities so that learners can develop the two forms of intelligence in the EFL classroom.

Then, which type of activities does the English teacher have to create to foster intrapersonal intelligence in the subject of English? Ridwan (2015: 133) proposes various activities to implement it favorably:

Activities
Tasks with self evaluation
Options for homework
Choice in assignments
Describing qualities you possess
Setting and pursuing a goal to
Describing one of your personal values about
Assessing your own work
Individualized instruction
Independent study
Teaching for achievement and success
Introspective and meta cognitive tasks
Self-study
Personal goal setting
Expressing feelings and emotions
Evaluating web sites

(Activities adapted from Ridwan, 2015: 133).

2.2.3. Are you an interpersonal or intrapersonal learner?

An empirical research will be carried out through questionnaires in order to check out the development of interpersonal and intrapersonal intelligences in language learners in a real classroom. It has been included in this section for the purpose of knowing the preferences of the students in 4th year of Compulsory Education (ESO) when learning English as a foreign language.

2.2.3.1. Participants

This questionnaire is aimed at a group of 28 students who are in 4th year of Compulsory Secondary Education, that is to say, teenagers from 15 to 17 years old int

the context of acquiring new knowledge in English as a foreign language. I generated a form on *Google Docs*² on 1 June 2019 and I sent it to them. I explained to them the reason why I had elaborated these statements and how they had to complete them and, finally, they completed it at home. It should be noted that every answer is completely anonymous.

2.2.3.2. Description of the questionnaire

The students have to answer 14 statements which will determine the type of intelligence they develop more in an EFL classroom: either the interpersonal or the intrapersonal intelligence. The statements have been designed according to a specific checklist Armstrong (2009: 35-38) created with multiple intelligences to help teachers “organize their observations of a student’s multiple intelligences” (Armstrong, 2009: 34). I have modified these items by only taking into account the personal intelligences adapted to the EFL classroom. The resulting data have been collected in graphs in order to classify the responses in four groups as follows: never, rarely, often and always.

2.2.3.3. Questionnaire

	Never	Rarely	Often	Always
I enjoy socializing with peers				
I prefer working alone to working with other classmates				
I enjoy participating in discussions to express my opinion in English				
I like to spend time thinking and reflecting about English activities I don’t understand rather than asking for help				
I enjoy informally teaching other classmates when they don’t understand something in the subject of English				
I am able to learn from my failures and successes when I study English as a				

² This is the link to access the online questionnaire: <https://docs.google.com/forms/d/e/1FAIpQLSf52oBRxh5xz7WmWsbeAhdIjb9FNxcgS5B3UGmpzoeAZLad2w/viewform?vc=0&c=0&w=1>.

foreign language				
I like to search for information about the subject of English (texts, vocabulary, grammar...) on my own apart from the activities the English teacher gives in class				
I have a good sense of empathy or concern for other classmates when working together				
I prefer doing an English activity in which I don't talk much				
I have better ideas when I work with other classmates because they help me to know my strengths and weaknesses in the subject of English				
I feel nervous when I have to work with other people because I like my inner privacy				
I learn new skills in the subject of English by developing them in groups rather than on my own				
I give advice to classmates who have problems when studying English as a foreign language				
I have a sense of independence or a strong will when learning English as a foreign language				

2.2.3.4. Collecting data

I left students a period of two weeks so that all them had time to deal with the questionnaire. After that period, I started collecting information so as to consider every student's answer.

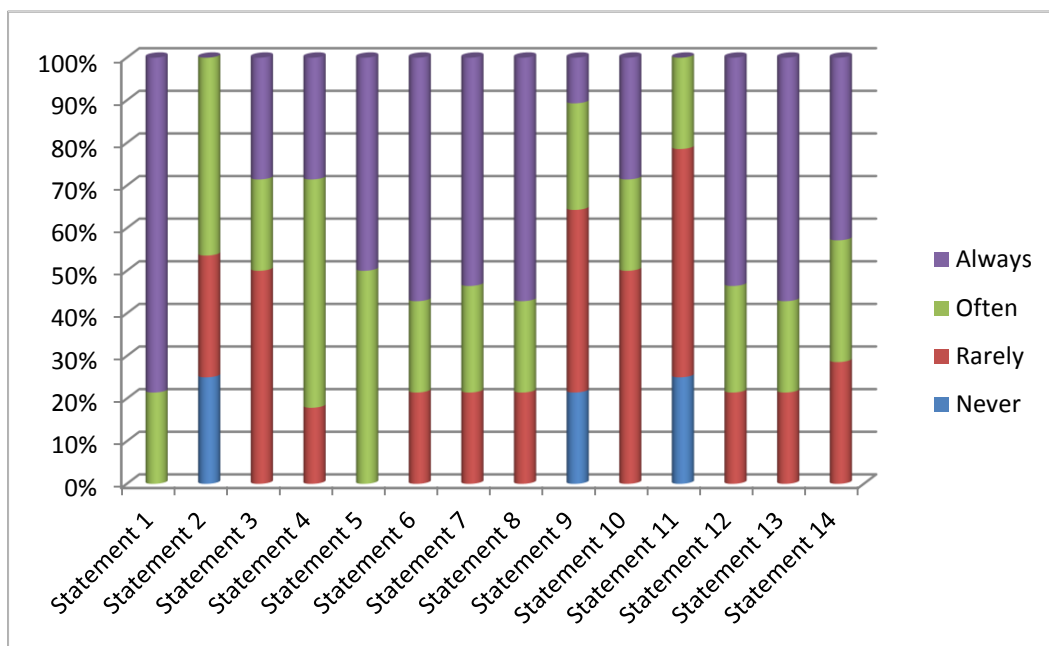
This chart shows the results of every statement expressed in percentages according to the students' choices:

	Never	Rarely	Often	Always
Statement 1	0 (0,00 %)	0 (0 %)	6 (21,43 %)	22 (78,57 %)
Statement 2	7 (25 %)	8 (28, 57 %)	13 (46, 43%)	0 (0,00 %)
Statement 3	0 (0,00 %)	14 (50 %)	6 (21, 43 %)	8 (28,57 %)
Statement 4	0 (0,00 %)	5 (17,86 %)	15 (53,57 %)	8 (28,57 %)
Statement 5	0 (0,00 %)	0 (0,00 %)	14 (50 %)	14 (50 %)
Statement 6	0 (0,00 %)	6 (21,43 %)	6 (21,43 %)	16 (57,14 %)
Statement 7	0 (0,00%)	6 (21,43 %)	7 (25 %)	15 (53,57 %)
Statement 8	0 (0,00 %)	6 (21,43 %)	6 (21,43 %)	16 (57,14 %)
Statement 9	6 (21, 43 %)	12 (42,83 %)	7 (25 %)	3 (10,71 %)
Statement 10	0 (0,00 %)	14 (50 %)	6 (21,43 %)	8 (28,57 %)
Statement 11	7 (25 %)	15 (53,57 %)	6 (21,43 %)	0 (0,00 %)
Statement 12	0 (0,00 %)	6 (21,43 %)	7 (25 %)	15 (53,57 %)
Statement 13	0 (0,00 %)	6 (21,43 %)	6 (21,43 %)	16 (57, 14 %)
Statement 14	0 (0,00 %)	8 (28,57 %)	8 (28,57 %)	12 (42,86 %)

As can be noted from the chart, this group of students in 4th year of Compulsory Secondary Education has generally well-developed interpersonal intelligence in the EFL classroom to a greater or lesser extent. Based on this analysis, we can deduce that these teenagers prefer interacting and establishing relationships with other peers in order to acquire English as a foreign language successfully.

2.2.3.5. Graphing

Finally, these data have been collected in a graph to show the difference between one answer or another in a clearer way:



Once again, this graph shows the preferences of the students in 4th year of Compulsory Secondary Education when working in the subject of English. Thus, the high level of answers related to interpersonal intelligence must be underlined.

3. Didactic unit: “Different strokes for different folks!”

3.1. Introduction

This didactic unit which is called “Different strokes for different folks!” is expected to be carried out in 4th year of Compulsory Secondary Education (ESO) with a heterogeneous group of 28 students (15 girls and 13 boys) aged from 15 to 17 years old. The title has been chosen because this is an expression which perfectly reflects the message the unit pursues: people have distinct ways of doing things as well as dissimilar interests and preferences. Therefore, the main purpose of this syllabus is to raise awareness about the wide variety of personalities and opinions there are in society, with reference to the interpersonal and intrapersonal intelligences mentioned in the theoretical background of this Master’s thesis. Hence, activities which aim at developing these two types of intelligences are elaborated in each session. The students will have to acquire the contents both individually (to determine the ability of processing their own information and to identify their strengths and weaknesses when learning a foreign language) and in groups (to determine the ability each student has when interacting with other people as well as to foster the students’ creativity when working in groups). This will help the teacher to know each person in the classroom and his/her effective way of learning a foreign language.

3.2. Justification

This didactic unit is part of the contents for the third term in the Course Plan for the 4th year of Compulsory Secondary Education. Regarding the curriculum, students are expected to learn specific vocabulary about the topic, interact with other classmates and develop values in order to coexist in a pluralistic society.

To determine the objectives and the competences this didactic unit pursues, three documents according to the Spanish and Andalusian legal framework have been taken into account, including the Royal Decree-Law 1105/2014 in the Official State Bulletin (pages 430 - 435), the Order 14th July 2016 (pages 238 - 244) and the Decree 111/16 14th June (page 29) in the Official Regional Bulletin. These official papers establish certain measures concerning cognitive styles and learning rhythms, attention to diversity and the assessment in the student’s learning process in order to achieve all the didactic objectives, the stage objectives and the key competences.

In the same way, as stated by the Plurilingualism Promotion Plan, the students in 4th year of Compulsory Secondary Education that take part in the Bilingual Program have to reach a B1 level of English (according to the ranking of the Common European Framework of References), so the teacher has to deal with diversity.

3.3. Background information and contextualization

This didactic unit will be carried out at “Santos Isasa” high school in Montoro, a town which is around 45 kilometres away from Córdoba (Andalusia, Spain). It is a bilingual public school in which there are students who, in general, come from middle class families. This implies that many of the students attend private lessons in the afternoons to improve their skills in various subjects. This building offers a variety of studies from Compulsory Secondary Education (both aimed to teenagers and adults in different hours of the day) to Non-Compulsory Secondary Education and Vocational Training. This high school took part in the network of ICT schools in 2008 and, later in 2009, became a bilingual English school. Moreover, since 2008, it shares facilities with the Official School of Languages of the town. This means that many students who study at this high school are more interested in obtaining a certificate in any language level the Official Schools of Languages offers, that is to say, English and French.

The organization of the school staff is as follows: principal, deputy headmistress, head of studies, head of studies E.S.P.A. – in Spanish, Educación Secundaria para Personas Adultas –, department head teachers of different subjects, education counselling department and PAS, that is to say, administration and services staff.

Regarding facilities and resources, this high school is divided into the following three different parts: places for teaching, places for PAS (administration and services staff) and places for practising sports and leisure³.

With regard to the projects the high school carries out, we find the Proyecto Bilingüe (Bilingual Project), the Proyecto de Integración de las TIC (ICT Project), the Plan de Sensibilización ambiental “KiotoEduca” (Environmental Awareness Plan) and the Proyecto Andalucía Profundiza (Andalucía Profundiza Project). The project that influences our teaching the most is the bilingual project.

In the first place, the bilingual project brings about a set of measures to enhance the teaching of English both in linguistic and non-linguistic subjects. In this school, this project implies the collaboration of a language assistant with the teachers in order to prepare useful teaching material so that students can improve their speaking and listening skills. Moreover, both the language assistant and learners participate in activities related to culture and costumes from an English speaking country.

In the second place, the ICT project is trying to promote the use of Information and Communication Technologies inside the classroom through the responsible use of electronic devices such as computers, tablets or smartboards when surfing the Internet.

³ For further information: Sitio web del I.E.S. Santos Isasa <http://www.juntadeandalucia.es/averroes/centros-tic/14004981/helvia/sitio/index.cgi?wid_seccion=7&wid_item=29>.

In the third place, the Environmental Awareness Plan expects to raise consciousness among students on issues such as global warming, emission reductions and energy saving at home. To do so, the high school suggests several activities and games as well as watching a video launched by KiotoEduca (Portal Andaluz del Cambio Climático) to explain global warming to students.

Finally, the Andalucía Profundiza Project consists in the realization of several tasks in different subjects so that the students are knowledgeable about them. It must also be noted that the high school organizes exchanges thanks to the Erasmus+ program which allows teachers and students to travel abroad and know people from different countries and cultures. They have already visited countries like France or Greece.

Teachers can communicate with families through two different ways: parents go to face-to-face meetings or access the virtual platform PASEN, which is created by the Junta de Andalucía, and they can access to various aspects related to their child's daily progress (absences or delays, marks, daily personal observation, etc.).

The group of students in 4th grade of Compulsory Secondary Education I have chosen to apply this didactic unit constitutes a heterogeneous group, since they have dissimilar ages, attitudes and capacities. It is a group of 28 students (15 girls and 13 boys) aged from 15 and 17 years old. Students may be on a difficult stage in their lives for the reason that they are experiencing emotional and physical changes so they are full of insecurities and fears, but full of goals and dreams too. As it is not a homogeneous group, the English teacher has to deal with different rhythms of learning and needs so that all the students can achieve the objectives this syllabus proposes.

Moreover, the teacher will take into consideration the way of learning and interacting the students have when acquiring a foreign language. In this respect, the personal intelligences are quite meaningful as I mentioned in the theoretical background. In addition, we must also consider that there are two students – one boy and one girl – who are retaking the year (this boy has also lack of attention) and a boy with Asperger syndrome, so we will also bear in mind their specific needs.

3.4. Objectives

This didactic unit focuses on the development of intrapersonal and interpersonal intelligences when learning a foreign language. Thus, the objectives this didactic unit pursues are determined by this as well as the ones included in the Royal Decree 1105/2014, pages 176-177 from Official State Bulletin and the Decree 111/2016, Order 14th July, pages 212-213 from Official Regional Bulletin. Below we can find a chart divided into the three different objectives stated in the current legislation.

Didactic objectives	Stage objectives	Foreign language objectives
1. To use gerunds and infinitives and recognize subject/object questions. 2. To recognize vocabulary words related to personality. 3. To promote critical thinking through reading and writing. 4. To improve their creativity and solidarity among peers. 5. To identify and develop their strengths and weaknesses when learn when acquiring	(Royal Decree 1105/2014 from Official State Bulletin, pages 176-177) a, b, d, e, g, i a. To develop tolerance, cooperation and solidarity amongst equals. b. To develop and consolidate discipline and study both in individual work and teamwork in order to complete learning tasks effectively for personal development. d. To strengthen socio-affective development in every aspect of their personality and the relationships with others. e. To develop basic skills in the use of	(Decree 111/2016, Order 14th July, from Official Regional Bulletin, pages 212-213) 1, 2, 3, 5, 6, 7, 8, 9, 10, 12 1. To listen and understand specific information in different communicative situations by adopting a respectful and tolerant attitude. 2. To interact in a comprehensible manner in order to resolve problems peacefully. 3. To read and understand texts according to preferences and interests of the students in order to develop critical awareness and acquire new knowledge. 5. To write simple texts with coherence and cohesion about different issues. 6. To use in an appropriate way the basis

knowledge individually.	technology in order to acquire new knowledge. g. To develop their entrepreneurship, their self-confidence, their critical thinking as well as their capacity to make a decision and to take responsibility for something. i. To understand and speak in one or more foreign languages in an appropriate way.	components of a foreign language such as phonetics and vocabulary. 7. To encourage autonomy in language learning, discipline, study, work and reflect on one's learning process. 8. To develop capacity of teamwork and reject sex discrimination and prejudices of any type. 9. To utilise learning strategies such as Information and Communication Technologies (ICT) in order to select and present oral and written texts of a foreign language. 10. To value a foreign language as a communication method among people from different cultures by fostering solidarity and respect. 12. To adopt a receptive attitude and self-confidence in learning capacity and improve creativity when learning a foreign language, take the initiative and use critical thinking in different communicative situations.
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3.5. Key competences

The Official State Bulletin Order ECD/65/2015, pages 1-16, establishes a total of seven key competences so that the students in Compulsory Secondary Education achieve full personal, professional and social development by adjusting to the needs of the globalisation and developing a lifelong learning process. According to DeSeCo (proyecto Definición y Selección de Competencias de la OCDE, 2002), a competence is “a mixture of practical skills, knowledge, motivation, ethical values, attitudes, emotions and other social components which are mobilised together so as to achieve an effective action”.

Throughout the subject of English as a foreign language, learners develop the following key competences including in the curriculum:

- a) *Competence in Linguistic Communication*. It refers to linguistic knowledge when an individual expresses ideas or interacts with others by using the language both in written and oral mediums. Besides, it is a significant competence by means of which attitude, motivation and personality influence students when expressing their opinions, creating innovative ideas or discussing with others by structuring their arguments with coherence and cohesion. Therefore, learning English as a foreign language contributes to improving students’ listening, reading, speaking and writing skills and approaching them towards an intercultural dimension.
- b) *Mathematical competence and basic competence in science and technology*. It involves the ability to reason and the use of necessary tools so as to describe, perceive and interpret mathematical, scientific and technological processes in specific contexts. Although the competence in Linguistic Communication has major relevance in the subject of English, this competence is also present in marking criteria or rubrics the English teacher uses to grade all students.
- c) *Digital competence*. It implies using electronic devices in order to analyse, create and obtain information both in formal and informal contexts. We live in the age of competence so the subject of English develops this competence through the use of computers or tablets when students do exercises or the teacher surfs the Internet to search for some content he/she wants to project in the classroom.
- d) *Learning to learn competence*. It makes students obtain knowledge in an autonomous way, so they make decisions on their own learning process including how they organize their work in order to acquire contents successfully both individually and in groups. Moreover, it implies interests, motivation and preferences of each student when learning, in this case, a foreign language.

Therefore, students use several resources in the subject of English and try to find out their own methods and strategies so as to achieve the aims proposed.

- e) *Social and civic competences*. It includes the ability of interacting or taking decisions so that individuals can participate in civic and social life. It is so significant when learning English as a foreign language, since the students interact with others by bearing in mind respect and tolerance in order to live peacefully together. Consequently, pupils have to understand dissimilar viewpoints when taking decisions and, if necessary, resolve a dispute. Thus, this competence is essential to accept students' stance on the personal intelligences in a foreign language classroom.
- f) *Sense of initiative and entrepreneurship competence*. It involves setting one's own goals and developing attitudes in order to plan, organize and manage projects by taking relevant decisions to that effect. Students develop this competence in English as a subject when presenting ability to work both individually and in groups, participation, critical thinking and responsibility. Hence, it favours the development of attitudes and values such as autonomy, initiative and leadership.
- g) *Cultural awareness and expression*. It implicates knowing, appreciating and valuing the different artistic and cultural manifestations. Thereupon, this competence requires specific knowledge to understand one's own culture and cultures from other countries so that individuals realize the diversity of the world. Through this competence, students know and respect the English culture by interpreting experiences and ideas with empathy among peers. Besides, they can compare their mother's tongue culture with other English-speaking countries in terms of costumes, traditions or other peculiarities.

3.6. Contents

The contents which are addressed in this unit have been established and adjusted according to the Royal Decree-Law 1105/2014 from Official State Bulletin, pages 430-433 and the Official Regional Bulletin' Decree 111/2016, Order 14th July 2016, pages 238-244.

- Oral comprehension (Listening):
 - a. Distinction of the different types of comprehension (general meaning, specific information, key points).
 - b. Initiation and maintenance of personal and social relations.
 - c. Description of physical and abstract qualities of people and activities.
 - d. Vocabulary related to personal information.

- Oral expression and interaction (Speaking):
 - a. Understanding the message clearly by differentiating the key points.
 - b. Expressing the message clearly and with coherence by adjusting to suitable formulas of each type of oral text.
 - c. Expressing opinion and explaining certain characteristics of people and their preferences and interests.
 - d. Expression of will, intention, promise, interest, approval, sympathy, satisfaction and their opposites.
 - e. Formulation of suggestions, wishes, conditions and hypotheses.

- Written comprehension (Reading):
 - a. Formulation of hypotheses about content and context.
 - b. Formulation of hypotheses about the meanings of words studied by understanding the different semantic, linguistic and paralinguistic aspects.
 - c. Knowing and using sociolinguistic aspects related to personal relationships in order to understand the main points of a text.
 - d. Description of physical and abstract qualities of people and activities.

- Written expression and interaction (Writing):
 - a. Coordinating the different communicative skills to complete the tasks successfully.
 - b. Using language resources in an appropriate way.
 - c. Expressing the message clearly by adjusting to suitable formulas of each type of text.
 - d. Description of physical and abstract qualities of people and activities.
 - e. Narrating specific and habitual past events, current situation and future events.

- Linguistic exponents: subject and object questions; gerunds and infinitives; vocabulary words related to personality; negative prefixed in order to create antonyms.

- Sociocultural and sociolinguistic aspects: developing entrepreneurship and solidarity among peers; promoting critical thinking and capacity for self-criticism; improving moral and civic values necessary for personal and community life; adopting a respectful attitude when learning a foreign language (its culture and costumes).

3.7. Methodology

As far as methodology is concerned, this didactic unit follows a communicative approach, since real communication is considered an effective way to acquire a foreign language, even more when working with the personal intelligences in an EFL classroom. The Strategic Plan for the Development of Languages in Andalusia, Horizon 2020, (Regional Official Bulletin, 24th January, 2017, page 26) states that traditional teaching methods should change into others that include innovative activities by taking into consideration the Common European Framework of Reference for Languages and opting for a communicative approach. In this way, communicative language teaching promotes interaction between students as well as between teacher-student in order to develop the learner's own competence. Accordingly, tasks are carried out individually, in pairs and in groups. According to Piepho (1981: 8, cited in Richards & Rodgers (1982: 73)) these would be the levels of objectives the communicative approach pursues, which in turn are essential in this didactic unit:

1. an integrative and content level (language as a means of expression);
2. a linguistic and instrumental level (language as a semiotic system and an object of learning);
3. an effective level of interpersonal relationships and conduct (language as a means of expressing values and judgement about oneself and others);
4. a level of individual learning needs (remedial learning based on error analysis);
5. a general educational level of extra-linguistic goals (language learning within the school curriculum).

(Piepho, 1981: 8).

Likewise, the role of the teacher has changed because he/she acts as facilitator of the learning process e.g. he/she explains the contents the students don't understand, in other words, input before output, or resolves students' doubts, but he/she encourages them to speak aloud and share their knowledge, so encouragement and motivation are significant when speaking English as a foreign language. The activities proposed should be authentic, realistic and varied so that the students can realize the benefits of studying a foreign language to face real life contexts when going deep into a different culture. The teacher gives feedback to the students when doing the exercises, by highlighting the way they interact and connect their ideas as well as they evaluate their own learning process. This will make the pupils know their strengths and weaknesses when exchanging personal experiences and developing communicative skills.

As a result, this approach enables the students to improve their fluency and to be more easy-going when speaking a foreign language. Thus, English language will be used in the

whole session, despite the fact that the teacher could resort to the mother tongue momentarily if necessary.

3.8. Attention to diversity

According to the Official State Bulletin, Royal Decree-Law 1105/2014, 26th of December, page 176, Compulsory Secondary Education teachers, in this case, have to deal with attention to diversity in order to respond to the students' specific needs so that they can achieve the objectives proposed by Compulsory Secondary Education as well. As I referred above, the 4th year of C.S.E. is a heterogeneous group with dissimilar ages, attitudes and levels of knowledge, so their interests, learning process and motivation are totally different. There are two students who are retaking the year – a boy and a girl – by highlighting that the boy has lack of attention, and a boy with Asperger syndrome. Apart from the measures the teacher takes into account to deal with diversity, he/she will frequently keep in touch with their families. Moreover, the students will complete a questionnaire of interpersonal and intelligences in the classroom so that the teacher can learn about the development of these two forms of intelligences when creating the activities.

The student with lack of attention will be placed closer to the teacher. He is given an individualised explanation during the session and also, the rest of the students may participate as informal teachers by developing interpersonal intelligence. Furthermore, the teacher will ask him constantly so as to check if he has understood the contents taught that day just as the teacher solves his doubts by emphasizing which contents are the most important to study. The student will have more time to do the work proposed in this didactic unit and when the teacher corrects his activities he/she will take into account the essential to achieve the objectives successfully.

At the same time, the teacher will pay more attention to the girl who is retaking the year by struggling against her lack of motivation and encouraging her. In this case, the teacher will have a document in which he/she makes a note of her learning progress.

The student with Asperger syndrome will take into consideration not only the same needs as the boy with lack of attention, but also the teacher will give him extra notes, as far as possible, for the purpose of avoiding any confusion the student may have when acquiring the contents of the unit.

Regarding slower learners, they are allowed to use dictionaries if necessary, including in the exams, and also to take longer time to carry out tasks. Likewise, in order to develop interpersonal intelligence, some students will help slower learners with specific contents of the syllabus they do not understand. These "informal teachers" will ideally be fast finishers.

Concerning fast finishers, the teacher will ask them to do other exercises to complement the activities they have already done. This will improve their creativity and capacity to think about contents related to the didactic unit. This will also lead them to the development of intrapersonal intelligence. Besides, they will act as teacher's assistants to help their classmates with any problem they may have, so intrapersonal intelligence will be built up. This will provide motivation to learn a foreign language, and will raise interest in them.

3.9. Cross-curricular elements

Cross-curricular elements are relevant in each subject and even more when learning and teaching a foreign language, since the students have to learn about other costumes and cultures and treat them respectfully. According to the Official State Bulletin Royal Decree-Law 1105/2014, article 6, pages 173-174, and the Official Regional Bulletin (Junta de Andalucía), Decree-Law 111-2016, Order 14th July 2016, pages 110-111, the cross-curricular elements in Compulsory Secondary Education are the following:

- ❖ Information and Communication Technologies (ICT) skills
- ❖ Moral and civic education
- ❖ Cultural awareness
- ❖ Environmental education
- ❖ Gender equality
- ❖ Entrepreneurship
- ❖ Physical activity and balanced diet
- ❖ Road safety education
- ❖ Sex education

As far as this didactic unit is concerned, moral and civic education is integrated, since it includes respect and tolerance both towards English as a foreign language and the students when living together and sharing their opinions without prejudices. Furthermore, cultural awareness plays an important role in this unit for the reason that the students have to acquire knowledge in English as a subject by avoiding any kind of discrimination and racism. Another element treated in this unit is entrepreneurship in order to promote creativity, autonomy, teamwork, self-confidence and critical thinking when doing these activities which improve intrapersonal and interpersonal intelligences through these aspects. Finally, the students will develop ICT skills by using electronic devices such as computers or tablets.

3.10. Interdisciplinarity

In terms of interdisciplinarity, this didactic unit is related to the subject of Ethics and Morals for the reason that the students will learn about the wide variety of people there are in society and how they choose their preferences and make decisions which are determined by their personality. This is due to the personal intelligences, so empathy and respect are significant as well. The subject of Technology is also addressed in this unit by the use of computers, tablets, Internet connection and a smartboard, which are the so called Information and Communication Technologies (ICT).

3.11. Temporalization

This didactic unit will be carried out in the third term (from the 20th of May to the 28th of May). There will be six sessions and each one will last approximately 50 minutes. The sessions will be distributed in the following manner:

Monday (20 th of May)	Tuesday (21 st of May)	Wednesday (22 nd of May)	Thursday (23 rd of May)
13:55h. – 14:55h. (Session 1)	10:30h. – 11:25h. (Session 2)	10:30h. – 11:25h. (Session 3)	12:00h. – 12:55h. (Session 4)
(27 th of May)	(28 th of May)		
13:55h. – 14:55h. (Session 5)	10:30h. – 11:25h. (Session 6)		

3.12. Materials and resources

In order to carry out the exercises developed in this unit, both the English teacher and the students will need the following materials and resources, and these, in turn, may vary and change according to the needs at a given moment.

Traditional materials	Technological facilities	Resources
Cards Notebooks Worksheets	Computer Internet connection Projector Radio Smartboard Speakers Students' tablets Whiteboard	Lyricstraining Mentimeter Storyboard Creator – Comic Strip Maker Youtube

3.13. Assessment

The assessment of this didactic unit consists in three different parts: a self-assessment worksheet where the student will check if she/he has achieved the contents this unit pursues by being honest with herself/himself; evaluation criteria so that the teacher determines whether the student is able to obtain full knowledge of the contents studied – it should be noted that these criteria are related to the didactic objectives mentioned above; and, finally, marking criteria in which participation or homework are assessed, among other aspects, fixed through balanced percentages which will be the average of the final mark. Besides, the teacher could take notes about the relationships among peers to improve or modify, if necessary, the exercises provided in order to develop the personal intelligences.

3.13.1. Self-assessment worksheet

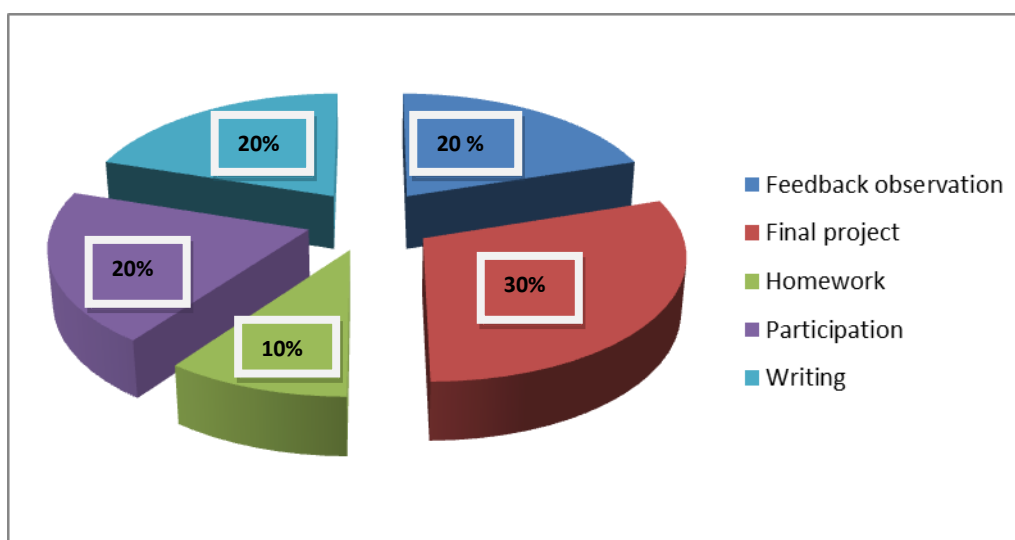
	 SELF ASSESSMENT WORKSHEET			
	Put into practice vocabulary related to personality	YES	NO	NOT YET
	Use prefixes to form negative personality adjectives	YES	NO	NOT YET
	Understand a text about the differences between being extrovert or introvert	YES	NO	NOT YET

I can...	Recognize subject and object questions	YES	NO	NOT YET
	Make statements with gerunds and infinitives to write about preferences and interests	YES	NO	NOT YET
	Write an opinion essay with coherence and cohesion by using useful expressions	YES	NO	NOT YET
	Interact with other classmates when doing an exercise (discuss, games...)	YES	NO	NOT YET
	Describe how I feel in a situation	YES	NO	NOT YET

3.13.2. Evaluation criteria

EVALUATION CRITERIA		 
If the student can use gerunds and infinitives to write about preferences and interests		
If the student understands the difference between object and subject questions		
Whether the student recognizes vocabulary words about personality		
If the student understands a text related to extroverts and introverts		
Whether the student is able to write an opinion essay with coherence and cohesion with appropriate expressions		
Whether the student has interacted with other classmates and shared their opinions when doing an exercise		
If the student has developed self-criticism and identified their strengths and weaknesses when learning a foreign language		

3.13.3. Marking criteria



3.14. Lesson plan: step-by-step

The didactic unit “Different strokes for different folks!” has four sessions with a variety of activities related to the topic studied plus two sessions which will be the final task. These activities focus especially on the development of interpersonal and intrapersonal intelligences in an EFL classroom and which intelligence is more present in each student according to their choices. Having said this, the topic proposed is about the personality and the preferences of people, by winking at these personal intelligences. Each session lasts approximately 50 minutes and the interests and motivation of the students have been taken into consideration to achieve successfully the main goals of the unit.

There are activities which have been created by me and others which have been adapted by following two student’s books.

SESSION 1

1. **Warm-up!** Watch the video “A matter of perspective: everybody got their own opinion” without and with subtitles. Then, answer the questions in your notebook and share your results with the whole class.



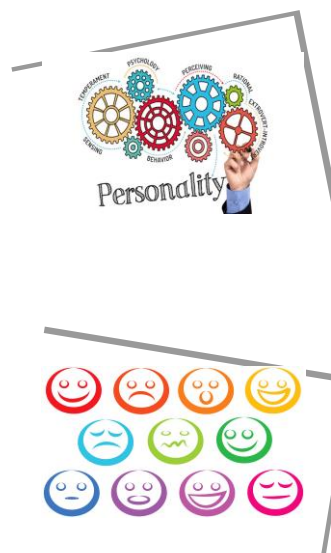
https://www.youtube.com/watch?v=MEt2exDk_el

- 1- What is the main message that this video is trying to transmit?
- 2- In your opinion, what are some aspects people have to take into consideration in order to live in society?

Timing	Fostered intelligence	Materials and resources
10 minutes	Intrapersonal and interpersonal	Computer, projector, screen, speakers, Internet connection, Youtube, notebooks, pencils, rubbers, pens
Grouping pattern	Skills	
Individual work and whole class	Reading, listening and speaking	
Description		
The students have to focus their attention on this introductory video about the topic. First, they will watch the video without subtitles in order to try the student's capacity of understanding the main points of the video. If necessary, the teacher will play the video a second time with subtitles so that the students can understand the message better. Second, once this is done, each student writes down their answers in their notebooks to exploit their creativity when thinking about an appropriate response to these two questions. Finally, these answers will be shared with all the class.		

2. **Vocabulary.** Unscramble these adjectives about personality. Which ones define you?
Choose three adjectives and make sentences with them explaining why.

SENBSLEI										
HYS										
DYOMO										
SEVTIISEN										
TAVTIELAK										
HUUFHTOGL										
HASTICTEUSIN										
TIYD										
HERCEUFL										
SYMSE										
UVNOSREDAU										
SERERVED										
DILFYERN										



E.g. I consider myself so tidy because I love organising my stuff and having everything cleaned.

Timing	Fostered intelligence	Materials and resources
8 minutes	Intrapersonal	Pieces of paper, notebooks, pencils, rubbers and pens.
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		
The students have to guess each word provided in this double puzzle in order to learn several adjectives about personality. After that, they have to choose three adjectives which describes themselves and make sentences with them. This will make that each student knows herself/himself and be able to make statements by describing the characteristics and the feelings she/he has as well as having knowledge about her/his capacities when writing in English.		

3. **Reading.** Read the following text. In groups of 4, summarize each paragraph in a sentence in order to understand the key points of the text.

EXTROVERTS AND INTROVERTS

Everyone has a different personality. It is what makes people individuals and unique. However, there are some shared personality qualities which let us talk about personality “types”. One of the most basic personality differences is between extroverts and introverts. These terms are used in many theories of personality types. They were made popular by the important Swiss psychiatrist Carl Jung (1875-1961), although he did not invent them. Extroversion and introversion are ways of describing a person’s attitude to the world: do they move towards it or away from it?

Extroverts are people who are friendly, sociable, talkative, enthusiastic and self-confident. They are interested in a range of experiences and enjoy spending time with other people. They tend to act first, then think later. When extroverts feel bad, unmotivated or without energy, they look outside themselves. This means they might go shopping, call friends or have a party.

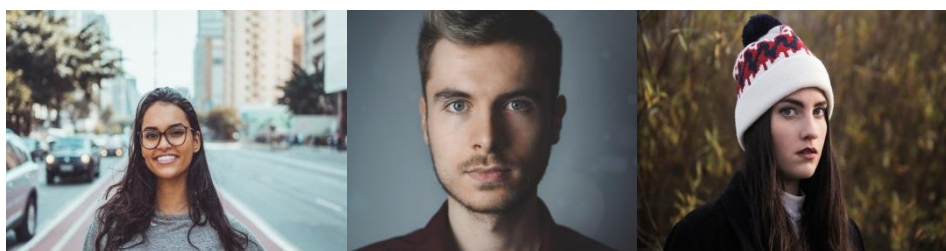
Introverts, on the other hand, feel more comfortable alone and enjoy ideas and thinking. They are reserved, quiet, thoughtful and may be shy. They like to think and consider before taking action, and will often analyse before speaking. In contrast to extroverts they value fewer, but deeper experiences. When feeling bad or stressed, introverts look inside themselves for energy and motivation.

Although the types are different, most people have both extrovert and introvert characteristics in their personality, but often they are more one type than the other. There has been some interesting research into why people are basically extroverts or introverts. Some people say that extroverts and introverts are born not made.

GLOSSARY	
-	attitude: actitud
-	move away from: alejarse (de)
-	deep: profundo/a, hondo/a
-	move toward: acercarse a, aproximarse a algo
-	unmotivated: desmotivado

Timing	Fostered intelligence	Materials and resources
12 minutes	Interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens.
Grouping pattern	Skills	
Group work	Reading, writing and speaking	
Description		
The students will be divided in groups of 4 and they have to read the full text about extroverts and introverts. After that, each component of the group has to summarize in a sentence each paragraph and explain to the rest of the group the key points of the text. A glossary is provided with the words that students may not know and also they may complete it with other words. This will help the students to understand the topic by teaching each other when working in groups.		

4. **Listening.** Look at the pictures. How could you define each person by using the adjectives previously learnt? Then, listen to the three people talking. Was your description right?



Timing	Fostered intelligence	Materials and resources
10 minutes	Intrapersonal	Computer, radio, speakers, pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Individual work	Listening and writing	
Description		
The pupils have to look at the pictures and describe the personality of each person according to his/her facial expression, by using the adjectives they learnt in previous activities and checking if they have acquired well the vocabulary. Next, they will listen to a recording about these people, so they will have to concentrate and focus their attention on it in order to comprehend if their descriptions agree on the reality of the characters.		

5. **Miming game! Which emotion am I?** Choose an emotion and represent it in your group. Can your partners guess which emotion it is?

E.g. (the group has chosen *messy*)

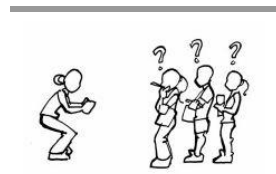
-*Person 1*: You have to start the performance by sitting on the table and thinking about where your flasdrive memory is.

-*Person 2*: Then, you open your bag and pick your pencil case. You throw all the pencils and pens on the floor because you don't find it.

-*Person 3*: After that, you put your hand in the pocket and you throw a lot of napkins.

-*Person 4*: You get nervous and you open your folder, but you have a lot of pieces of paper.

-*Person 5*: Finally, you remember that it is at home!

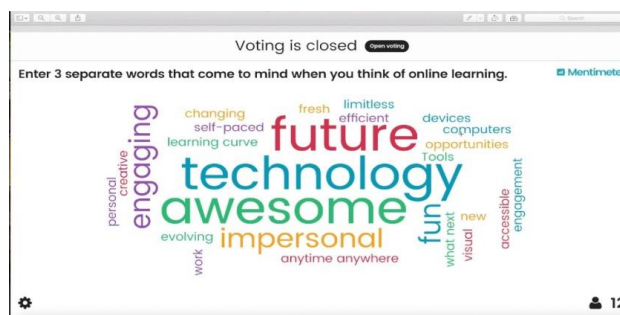


Timing	Fostered intelligence	Materials and resources
10 minutes	Interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	

Individual work	Reading, writing, listening and speaking	
Description		
The students will be divided in groups and they have to choose an adjective studied before. Then, they have to write some sentences which describe the adjective and the procedures that one person of the group has to follow in order to perform it. Once this is done, this game will bring the groups together so that they can guess which emotion is. Through gamification and work in groups the students review the adjectives learnt by promoting cooperation between them.		

SESSION 2

1. **Brainstorming.** Which are the most important words we learnt yesterday? Use *Mentimeter* to check it out!



An example of how Mentimeter works

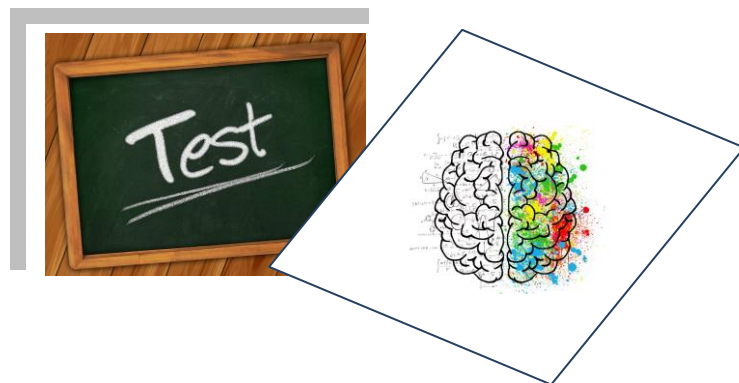


Timing	Fostered intelligence	Materials and resources
8 minutes	Interpersonal and intrapersonal	Projector, screen, computer, tablet, mobile phone, Mentimeter and if necessary blackboard, pieces of paper, pencils, rubbers and pens.
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		

The teacher will ask the students to review the contents studied the previous day. To do so, they will use Mentimeter, an interactive presentation software, where they can write as many words as they remember. First, they will write them individually to check the progress of each student and his/her capacity to memorize and then, the whole class will share their results and discuss the importance of every word each student has chosen in order to give and receive feedback. If the Internet doesn't work or certain electronic devices are forbidden, the teacher will ask the students to write down the words in pieces of paper and he/she will write the results on the blackboard.

2. **Reading.** Read the following text and answer the questions. Then, with the help of the language assistant, read the text in order to practice both intonation and pronunciation.

- When were the first personality tests created?
- What does the Myers-Brigg Type Indicator measure?
- According to the text, are all personality tests accurate? Why?
- Have you ever done a personality test? If so, for what purpose?



Why personality tests?

Since the beginning of time, people have been trying to find themselves, so taking personality tests can be a great way to learn more about yourself and others. In many cases, your personality will influence relationships with your family, friends and classmates and, also, contribute to your health and well-being.

With a history that reaches back to the eighteenth and nineteenth-centuries during World War, personality tests have become popular since their creation. An example of this period is the Myers-Briggs Type Indicator (MBTI), created by Katharine Cook Briggs and her daughter Isabel Briggs Myers, with the purpose of indicating differing psychological preferences such as how introverted or extroverted someone is, and how someone interacts with the world. Nowadays, this test is not as trendy as it has been in the past although it is considered one of the most accurate tests available.

Personality tests can often take up a lot of time with their pages of questions and it can be an useful tool to determine who you are, but remember that personality tests should not be considered a replacement for psychological assessment, and of course, there is a margin of error in any type of testing.

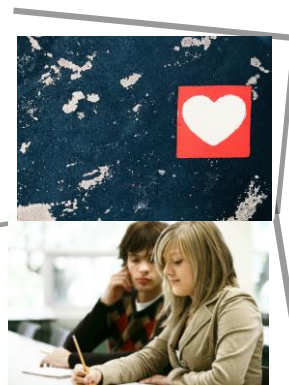
Timing	Fostered intelligence	Materials and resources
15 minutes	Intrapersonal	Pieces of paper, notebooks, pencils, rubbers, pens and the language assistant
Grouping pattern	Skills	
Individual work	Reading, writing, listening and speaking	

Description

Each student has to read a text about personality and answer several questions in order to check if she/he understands every paragraph. Also, one of these questions will use to reflect and exploit her/his capacity of transmitting information according to his/her experience, so the student could put into practice grammar and vocabulary studied before. Furthermore, there will be pupils who practice their intonation and pronunciation with the help of the language assistant, so that they focus their attention on this issue and they will know their limits when reading aloud in English.

3. **Grammar.** Put in order the words to make questions related to personality. Then, answer the questions in pairs according to your preferences.

- you / phone / who / do / sad / when / you / are / ?
- about / do / worry / what / you / the / most / ?
- best / advice / who / you / gives / the / ?
- what / you / happy / makes / ?
- influenced / you / most / who / life / in / ?
- with / discuss / do / you / who / emotions / your / ?



Timing	Fostered intelligence	Materials and resources
10 minutes	Intrapersonal and interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Individual work and pair work	Reading, writing and speaking	
Description		

After explaining the grammar concerning this day (object/subject questions) (12 minutes approximately) each student has to put the words in order so as to make questions by using “who” or “what”. This practice will help the teacher check if learners have understood this part of the unit. After that, they will work in pairs and answer these questions according to their own preferences and help each other make appropriate sentences.

GRAMMAR EXPLANATION

Subject questions

When *who* or *what* is the subject of the question, we use the affirmative form of the verb.

E.g. Who gave you the money?

Object questions

When *who* or *what* is the object of the question, we use the interrogative form of the verb.

E.g. What did Mark give you for your birthday?

(If necessary, the teacher will write down more examples).

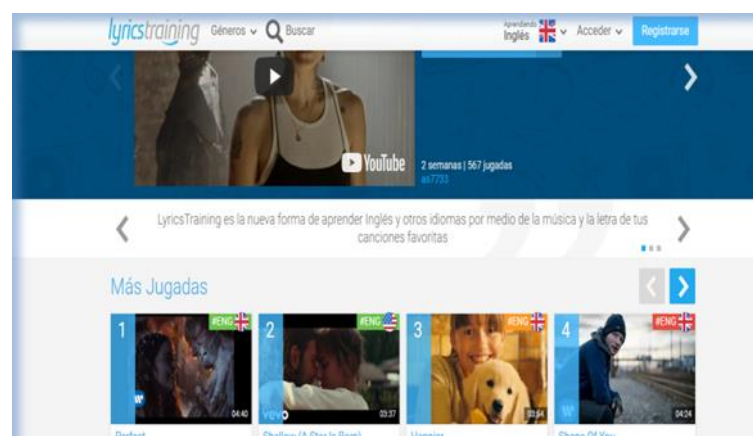
Source: <<https://mercigd.files.wordpress.com/2015/12/05-subjobquestions.pdf>>

4. **Learn through music.** Go to Lyricstraining and complete the gaps of the lyrics of the song.

Florida Georgia Line – People are different

https://www.youtube.com/watch?v=pkp5uKTr_UU

(a proposal)



Timing	Fostered intelligence	Materials and resources
5 minutes	Interpersonal	Projector, screen, computer, smartboard, speakers, Youtube
Grouping pattern	Skills	
Whole class	Reading, listening and speaking	
Description		
After this session explaining the grammar and reading a comprehension text, the students will be tired and they probably won't be up to do more exercises, so the teacher has to look for an interactive resource which attracts the students' attention to continue learning English. The whole class help each other to complete the gaps which are related to grammar and vocabulary used in the song while improving their listening comprehension.		

SESSION 3

1. **Guess the secret message!** Write a word of this unit in the hand of your partner. Can they guess it? How is it spelt? Write it down in your notebook.

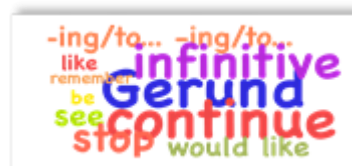


Timing	Fostered intelligence	Materials and resources
8 minutes	Interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Pair work	Reading, writing and speaking	
Description		

In this game, two people have to remember the words they have studied before. To do so, a student will write a word in the palm of their partner's hand with a finger and this learner has to guess which word is it. After that, they will write down all the words in the notebook and share their results in order to remember vocabulary from the previous lesson.

2. **Grammar.** Choose the correct answers related to the gerund or infinitive form.

- I don't mind **listening** / **to listen** to other people's problems.
- Most teens enjoy **to talk** / **talking** on the phone for hours.
- My mother wants **buying** / **to buy** a new car for the reason that, in her opinion, it is hard **driving** / **to drive** her old car.
- **Surfing** / **To surf** the Internet is my favourite free time activity.
- I am tired of **to study** / **studying**. There are a lot of units for this exam!
- You need **changing** / **to change** your life. It is so messy and you don't deserve it!
- She is happy **to have** / **having** this new computer because she really loves **to work** / **working** with it.
- My friends prefer **using** / **to use** Whatsapp more than Facebook.



Timing	Fostered intelligence	Materials and resources
8 minutes	Intrapersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		

After explaining the second part of the grammar related to gerunds and infinitives (15 minutes approximately), each student has to do an exercise where she/he has to choose the correct answer depending on the verb which is in the sentence. This exercise will be done individually so the students have to think about it in silence in order to check and evaluate if they have understood this grammatical point.

GRAMMAR EXPLANATION

Infinitives

*After an adjective

E.g. The new computer is easy to use.

*After certain verbs: agree, decide, help, hope, learn, prepare, want, would like, choose, wish, afford.

E.g. I want to come with you.

Gerunds

*As the subject of a clause

E.g. Cycling is good for your health.

*After a preposition

E.g. I did my homework before going to the cinema.

*Verbs followed by gerund: admit, avoid, allow, can't stand, enjoy, dislike, suggest, deny.

E.g. I enjoy cooking.

(If necessary, the teacher will write down more examples).

Source: <<http://vslicey.cv.ua/attachments/article/213/Gerund%20or%20Infinitive.pdf>>.

3. **Grammar.** How many answers in B can you find for each question in A? Let's check! In pairs, could you add other answers to these questions?

A	B
1. Would you like to meet for dinner?	a. That is a great idea! b. I feel like seeing a film. c. How about 9.30 p.m.? d. Let's go to the park!

2. What do you feel like doing?	e. I don't mind going to this place.
3. How about the cinema?	f. I prefer going to the disco.
4. When should we meet?	g. Yes, it is fine. See you later!
5. Where do you want to go?	h. Sorry, I am tired of studying.
	i. I'd rather go to the shopping centre.



Timing	Fostered intelligence	Materials and resources
10 minutes	Intrapersonal and interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Individual work and pair work	Reading and writing	
Description		
The students have to relate each question with an answer or several answers so as to continue practising infinitives and gerunds through plans and suggestions, all depending on likes and preferences. Once this is assimilated individually, the pupils have to work in pairs, therefore they have to create other answers to these questions by putting into practice this part of the grammar. Also, they could help each other to comprehend gerunds and infinitives.		

4. **Speaking.** In pairs, use gerunds and infinitives to ask and answer questions related to preferences and interests according to your personality. Write down at least five questions and answers.

E.g. – Student 1: Do you prefer working in groups to meet new people or are you a reserved person?

– Student 2: Actually, I prefer working in groups to meet new people and discover new personalities.



Timing	Fostered intelligence	Materials and resources
9 minutes	Interpersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Pair work	Writing and speaking	
Description		
In pairs, the students have to work in order to make questions and answer them according their personality and to know more about themselves. To do so, a student will be the interviewer and the other one the interviewee, and after that, they will change the roles. Both questions and answers must contain gerunds and infinitives, thus each learner could practice it speaking aloud with her/his partner as well as writing down their interview in their notebooks to show it to the teacher. If it were possible, the students could share their questions with other pupils in order to compile other answers.		

HOMEWORK!

Search for information about a famous person you like and write about his/her preferences and interests. These websites may help you:

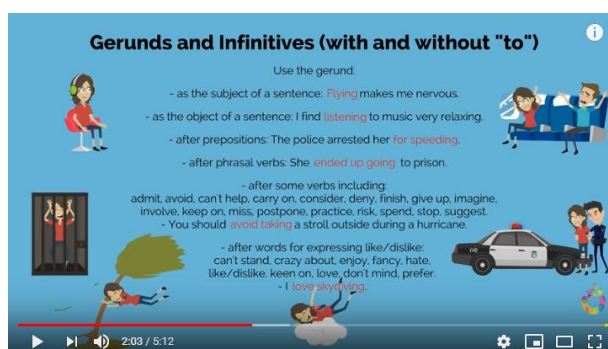
- ❖ <https://www.biography.com/people>
- ❖ <https://www.thefamouspeople.com/>
- ❖ <https://www.biographyonline.net/people.html>



Timing	Fostered intelligence	Materials and resources
-	Intrapersonal	Notebooks, pieces of paper, pen, rubber, pencil, Internet, computer, tablet, mobile phone
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		
As homework, each student has to search the Internet for information about a famous person she/he likes in order to write about his/her personal preferences and interests. Each pupil will check her/his schedules to do this task at home. The teacher will provide several websites so that each learner can investigate and simplify the information relevant to this exercise. Once this is compiled, she/he has to write it down in the notebook by using gerunds and infinitives studied this last session. Through this activity, the students can acquire knowledge and experiences about other peoples' lives. The following day, the teacher may request the homework which will be used as a writing mark of learning standards.		

SESSION 4

- Teacher for one day!** Do you dare to explain the grammar about infinitives and gerunds to the whole class? This video may help you!



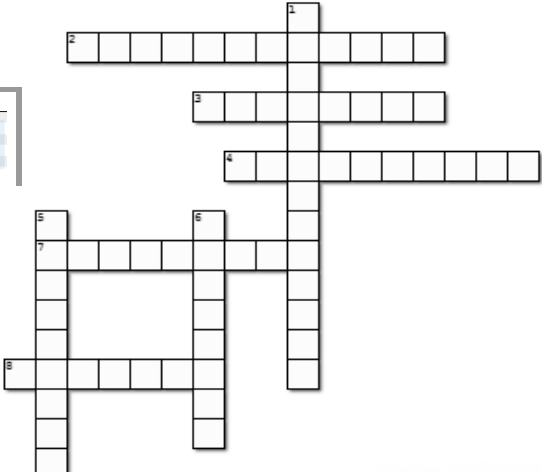
Gerunds and Infinitives (Verbs): Fun & humorous ESL video to peak your students' engagement!

<https://www.youtube.com/watch?v=PaXNVF7W2Aw>

Timing	Fostered intelligence	Materials and resources
7 minutes	Interpersonal	Computer, projector, screen, speakers, Youtube
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		
Some volunteers will go up to the blackboard and she/he/they will explain the grammar they studied the previous lesson with the help of the whole class in order to teach each other to solve their possible doubts working all together. If necessary, the teacher will play a video in which gerunds and infinitives are explained through examples which may help the student or students to acquire a perfect role as a teacher's apprentice.		

- 2. Vocabulary.** Complete the crossword puzzle with negative prefixed before adjectives according to the definitions of the Cambridge Dictionary. Could you guess the antonyms?

Prefix + Word = New Word



ENGLISH
DICTIONARY

Horizontal

- 2. not good at planning or organizing things
- 3. synonym of rude
- 4. showing dislike and no sympathy
- 7. easily annoyed because you have to wait
- 8. sad or not satisfied

Vertical

- 1. not feeling pleasant and comfortable
- 5. not honest
- 6. not supporting someone that you should support

Timing	Fostered intelligence	Materials and resources
8 minutes	Intrapersonal	Pieces of paper, notebooks, pencils, rubbers and pens
Grouping pattern	Skills	
Individual work	Reading and writing	
Description		
Each student has to complete individually the crossword puzzle with adjectives with negative prefixes (un-, dis-, im-), so this will be the second part of the vocabulary the teacher will provide (around 3 minutes of explanation). Once this is done, the student has to guess the antonym of these adjectives which are the adjectives of personality that they studied on the first lesson of this unit. This will help both the teacher and the students to remember other contents and to evaluate her/his own learning.		

3. Writing. How could you define extrovert and introvert people? How can you know their preferences, interests or attitudes? Write an opinion essay by putting into practice all the vocabulary and grammar learnt in this unit. Give reasons for your opinion.



Remember you can use



- In my opinion
- From my point of view
- I think / I don't think
- I agree / I disagree
- I believe / I don't believe that...
- Firstly, / Secondly,...
- On the one hand / On the other hand

Timing	Fostered intelligence	Materials and resources
20 minutes	Intrapersonal	Pieces of paper, notebooks, pencils, rubbers and pens.
Grouping pattern	Skills	

Individual work	Reading and writing	
Description		
The pupils have to do an opinion essay individually in class so that the teacher can check if they are able to put into practice all the aspects related to this unit (grammar, vocabulary, reading...) instead of sending this task as homework to avoid that they can use Google Translate or other similar websites. Also, the teacher will provide useful expressions so that the students can organize the paragraphs of an essay, therefore to achieve coherence and cohesion. This will help each learner to have an own learning record, focus her/his attention on the issue she/he has studied in this unit and know her/his weaknesses and strengths when remembering contents and writing in English.		

4. **It is Taboo time!** Divide the class in two. Take a card and describe the word in bold to your group without using the three words written on the card.

Impolite	Sensitive	Extrovert	Cheerful	Disloyal
Rude Bad Insulting	Delicate Cry Feeling	Sociable Outgoing Friendly	Happy Funny Joyful	False Untrue Lie
Tidy	Adventurous	Unpleasant	Introvert	Enthusiastic
Organized Order Clean	Brave Unafraid Excitement	Disagreeable Annoying Uncomfortable	Shy Reserved Quiet	Animated Excited Motivation

Timing	Fostered intelligence	Materials and resources
8 minutes	Interpersonal	Cards
Grouping pattern	Skills	
Group work	Reading, listening and	

	speaking	
Description		
The students will be divided in two groups and they have to play a game called Taboo. This game will get each group a set of cards with adjectives of personality, so the group will choose a spokesperson. Once the roles are assumed, the spokesperson has to describe them the adjective without using the three words written on the card. Through gamification, the students will have fun learning and reviewing the vocabulary studied in this unit by working in groups and helping each other.		

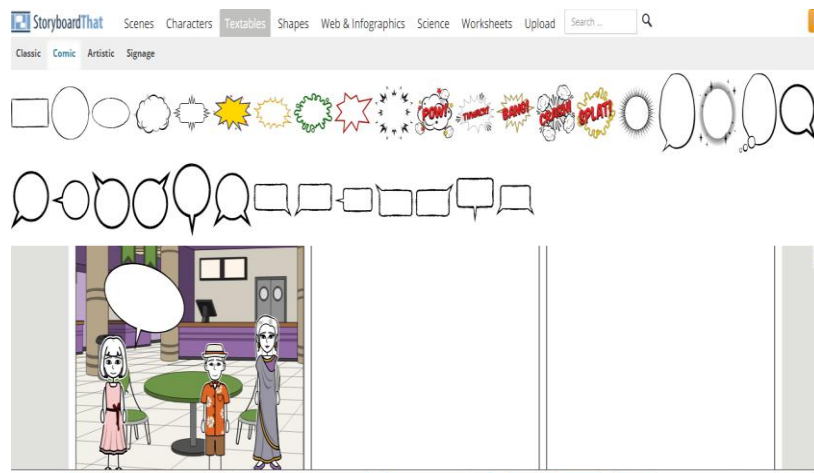
SESSIONS 5 AND 6: FINAL TASK

Timing	Fostered intelligence	Materials and resources
5 th and 6 th session	Interpersonal and intrapersonal	Computers, tablets, <i>Storyboard Creator – Comic Strip Maker</i> , sheets, pencils, pens
Grouping pattern	Skills	
Group work/Individual work	Reading, listening, writing and speaking	
Description		
The students will be divided in heterogeneous groups of 4 and they have to work together in order to create a comic strip. To do so, they will use <i>Storyboard Creator – Comic Strip Maker</i>, which is a comic strip maker website. They have to choose the views, the characters and they also have to create the dialogues by putting into practice their knowledge in all the aspects learnt in this unit. It is expected that the students create situations with completely different people to raise awareness about the characteristics related to the development of interpersonal and intrapersonal intelligence. This project aims to foster cooperative learning. Therefore, they will work together in		

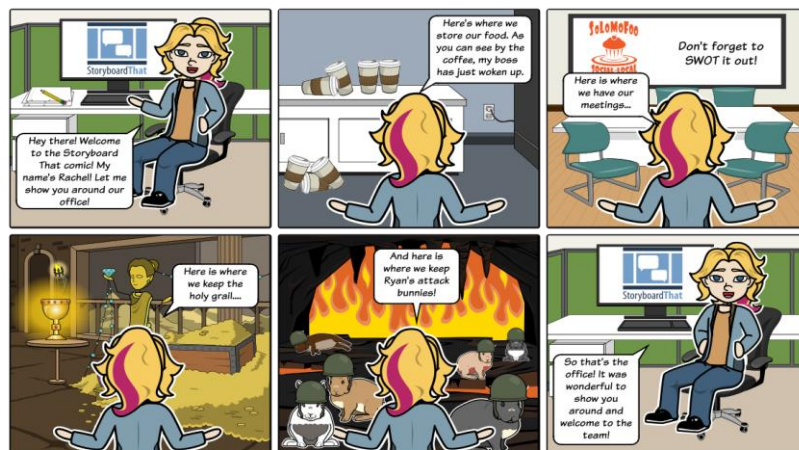
order to share their ideas and improve their creativity.

Moreover, they will have to give the teacher a conclusion both individually and as a group (they way in which they work, arguments, how well they have acquired the contents...). This will help the students to have a learning record based on their own progress and observations as well as the interactions with other classmates by developing interpersonal and intrapersonal intelligences.

Finally, the students will show their comic strips to the rest of the class and also, if possible, they will mix the strips with other groups.



<https://www.storyboardthat.com/storyboard-creator>



4. Conclusions

When I had to choose the topic of this Master's thesis, I was quite sure about the fact that I wanted to work on Multiple Intelligences, particularly those intelligences that concern the personal development of teenagers when learning English as a foreign language, that is to say, the personal intelligences. I strongly believe that knowing the way language learners work and acquire new knowledge as well as the relationships they establish among peers are significant issues that the English teacher has to take into account when designing the activities in the EFL classroom.

Provided the factors that trigger the development of interpersonal and intrapersonal intelligences in students, the English teacher must be aware of the fact that pupils in high school are put together in heterogeneous groups in which students have dissimilar skills when learning a foreign language. Hence, the English teacher could help learners by providing them with strategies so as to resolve the problems they have when doing certain tasks in the classroom and by encouraging them to pursue and achieve the objectives proposed in every unit.

Still on this issue, and in order to teach the contents according to interpersonal and intrapersonal intelligences, the English teacher should act as a facilitator. In other words, he/she must be ready to solve students' doubts or explain certain parts of the unit they do not understand. However, he/she should let students play a greater role in the EFL classroom to know their own strengths and weaknesses and interact with other classmates when studying the subject of English.

Although the fact that students develop one intelligence over another is true, the English teacher should create diverse activities which enhance both interpersonal and intrapersonal intelligences. It is noteworthy that a learner can discover himself/herself and his/her way to tackle the challenges English has in its learning so that they can apply their own knowledge and ideas when communicating and practising this foreign language with their classmates.

Furthermore, educators perform a significant role when dealing with teenagers, in this case in the EFL classroom. The principles which perfectly define a great teacher are: capacity of understanding, ability to create innovative activities, promotion of integration, motivation to learn, respect and tolerance.

In this regard, language learners are also expected to boost the latter aspects when doing the activities proposed in the didactic unit of this Master's thesis, since they have to contribute towards the creation of positive work environment based on respect to develop the personal intelligences successfully. They have to realize that in the classroom there are different experiences, opinions and ways of thinking as in society in general, so the

strengthening of interpersonal and intrapersonal intelligences will contribute to the achievement of a tolerant coexistence among them.

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[%2C%20bossy\)%3B%20SOCIABILITY%20\(outgoing%2C%20sociable%2C%20talkative\)%3B%20EXPRESSIVENESS%20\(adventurous%2C%20outspoken%2C%20noisy%2C%20show-off\)%3B%20and%20POSITIVE%20EMOTIONALITY%20\(enthusiastic%2C%20spunky\).&f=false>.](#)

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