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Motivation in an EFL Classroom through Gardner's Multiple Intelligences

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Abstract

Motivation is the key for learning development and the starting point for an education based on quality and respect between teachers and students. Hence, it must be taken into account in every school so as to awake every child's interest in learning. This fact emphasises the call for action at schools in the use of teacher's motivational strategies and attitudes to obtain learning success. Thus, the present term paper reports how students can be engaged in an EFL context through Howard Gardner's innovative theory of the multiple intelligences, and attempts to encourage EFL teachers that students have different learning styles that can be covered through activities which are not only based on books but also seek to develop children's creativity by the use of multiple intelligences. Furthermore, it provides examples of how traditional and innovative teaching can perfectly go hand in hand and create an excellent combination in any classroom.

Keywords: Multiple Intelligence theory, motivation, learning styles, intelligence and innovation.

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1. Introduction

Although some people are deprived from it, education, as we know it today, is a human right and is a crucial factor in the development of children. For this reason, teachers have always played an important role inside and outside the class as they have been, and still are, students' guides and models. As a result, it is determining for teachers to teach students what they need to know to get prepared for today's society, not only academically speaking but also to make them reflect on certain human values. Along these lines, motivation is the clue for teachers to obtain students' attention and to make them enjoy the lesson while they are learning. However, is motivation still present in today's classrooms or do we still follow a rather traditional teaching approach?

One of the biggest problems the Spanish educational system faces is that more attention is paid to the course syllabus and good grades than to try to make students' learning process more quality based. Thus, a change in our educational system should be made in order for students to take advantage of schools. Maria Acaso (Acaso, 2013) suggests that a new movement in education should be launched, the so called "rEDUvolution". Teachers must engage their students by enhancing passion for knowledge and encouraging them to learn because every human being, at certain degree, craves to learn.

Ken Robinson, one of the most inspirational educators nowadays, usually provides the same example about motivational goals when he gives a conference on "motivation in class". In a 6-year-old class in a primary school, there was a girl who was always isolated from the rest of her classmates and who was not interested at all in any of the subjects. She would sit at the end of the class in silence, avoiding the teacher's instructions. However, one day, in an art class, the teacher realised that she was very concentrated doing something and she asked her what she was doing. The kid's response was overwhelming

as she very sincerely told her teacher she was drawing God. The teacher asked her again how she could draw someone that nobody had ever described before or knew little about and she answered that she would know how God looked like once she had finished. This story serves as an example of Gardner's theory of multiple intelligences and how one single ability can expand students' creativity and motivate them in the learning process. If you enter a primary school class and ask the children to put their hands up if they think they are creative, most of them will raise them up. However, if you go to a university lecture and you ask the same question to the undergraduates, the probability that more than a half of the class thinks they actually are creative will be very low (Robinson & Aronica, 2009).

According to Acaso, teachers should raise awareness of their students' needs as it is not that obvious that what we teach is what they actually learn (Acaso, 2013). Every human being learns in a different way; the learning process is like reading a book, if we read the same book, we will find the same story but not everyone will interpret and mentally represent the characters, the setting or even the plot in the same way. Moreover, we have to bear in mind that what we teach in class is only a small part of what students actually learn. They do not only learn through theoretical concepts but also the teacher's tone of voice, the way we behave in class, whether the class is decorated or not or even the simple fact of leaving the door opened or closed. Teaching not only involves providing students with new information but also guiding students through examples, actions and what Acaso refers to as "microdiscursos" that compiled together will form a "macrodiscurso" (Acaso, 2013, p.41). What this author also claims is that we should stop trying to speak a "unique language" and start communicating with our students through "multiple languages" (Acaso, 2013, p. 14) as every student will "read the book" according to the type of abilities and imagination they own.

This leads us to Howard Gardner's theory of the multiple intelligences and how this theory can be also implemented in an EFL classroom. Thus, this

report addresses teachers of English as a foreign language, specially for Spanish students of English, and attempts to encourage them to make students feel engaged in an EFL classroom with activities that enhance their natural abilities in the learning context. If the children are motivated by means of dynamic and not regular based activities, they will enjoy their learning process. Furthermore, "motivation is one of the main determinants of second/ foreign language (L2) learning achievement and, accordingly, the last three decades have seen a considerably amount of research that investigates the nature and role of motivation in L2 learning process" (Dörnyei, 1994, p. 273).

The purpose of the present paper is, thus, to promote the incorporation of motivational activities focusing on MI based ones to create a more productive and engaging atmosphere in class. It will also try to prove that by identifying each student's needs and learning style, teachers could be able to cover the syllabus reaching every single student's abilities to learn the contents. Moreover, a further analysis of specific types of activities will be also provided by means of a proposed didactic unit which will include a final project where students will be assessed according to their top multiple intelligence previously assigned through an MI test.

2. Literature Review

2.1. What is intelligence?

A great deal of research has been done in the past years on the meaning of intelligence and how to measure the amount of intelligence one possesses. There is actually an "interest in new programs that seek to develop human intelligence for a whole culture, to train individuals in such general skills as "anticipatory learning", to help individuals to realize their human potential" (Gardner, 2011, p.4).

What is more, nowadays there is a test named the IQ (Intelligence Quotient) test that is used to assess and give an overall quotient of the individual's intelligence level by providing the examined person with a set of standardized tests. Although there are not many official tests, there is one, the Wechsler Adult Intelligence Scale (WAIS) which consists of a total of an average of 100 score and is supposed to involve the measuring of two major components - verbal and performance. However, we have to take into account that this type of test is not real because it has only been created by psychologists in an attempt to "describe a subset of human functioning they believe to be subjectively important in modern society" (Grohol, 2016).

Nonetheless, there is still a mishap in this alignment as it is only a theoretical scientific proposal. There is little research done in investigating whether the results obtained with this test are reliable or not. Actually, from a biological point of view, "the apparent bottom line concerning the human nervous system is that each of us is unique in our neural patterns" (Tucker, 1999) as each individual has its own interpretation of inputs as well as its behavioural outputs. Hence, a new belief has arisen; each of us has a different learning style and assimilation of information. What is more, only because a child that does not learn or does not process the information in the same way, it does not imply that we can classify him/her as "lacking".

A great number of neuroscientists agree that our intelligence is determined when we are born and that our brains possess all its neurones from birth. However, "only those connections which control autonomic functions such as breathing and heartbeat are fully established at birth" (Tucker, 2016). Thus, our brain is continuously functioning and developing its neurones in response to a set of stimuli in the environment, which has been renamed by Tucker as "plasticity"; the brain's capacity to expand when an environmental stimuli is given. According to this theory, all human beings, regardless of the age, can gain or improve mental abilities while they are growing and each of them will be

different from one another which brings on the importance of better early education.

Howard Gardner (Gardner, 2011) claims that there are two scientific beliefs conducted by two different groups; on the one hand, those who think that intelligence is stored in the brain as a whole, what he dubs as the “hedgehogs” and who are influenced by the British educational psychologist Charles Spearman on the other those who favour the fragmentation of the brain in multiple components, the “foxes”. According to him, the hedgehogs tend to believe that each human being is born with a given amount of intelligence and that we can actually rank-order each individual in terms of their intelligence level. In opposition, the foxes are those who believe that a rank-ordering cast of thought is possible but focused on intelligence as a different components of the human brain.

These days, the same currents of thought are developed but they receive different labels. Those who agree with the idea that the intellectual functions are established in the brain as a whole -the holists- and those who deem intellectual abilities to be stored in several portions of our nervous system -the localizers. Gardner positions himself in the latter’s group as he considers that we own autonomy in certain human intellectual competences, mainly the “human intelligences” or what Gardner refers to as the “multiple intelligences” (Gardner, 2011, p.9).

However, some criticism has also raised against Gardner’s attempt to demonstrate the diversity of intelligences because according to some critics, it has not yet been scientifically proven that the theory is trustworthy. Nonetheless, one of the most inspirational spokesperson in education, Sir Ken Robinson, provides an example for those who need proofs to rely on Gardner’s theory. He recalls a day when he had to meet a senior government official in northern Europe who was also skeptical about the diversity of intelligences and wanted some proof for it. He was sitting in an office where he started looking at

the decoration beautifully selected in the room. There was a mahogany table perfectly carved in an oak-paneled room, the type of architecture chosen to build the building was influenced by the seventeenth century architectonic styles, there were also modernist paintings hanging on the walls, two Apple computers positioned on a glass-and-steel desk and finally some shelves with novel, poetry and leather-bound books. He looked at the official; “ ‘Look around’ I said, ‘and listen. The diversity of intelligence is everywhere’ He seemed struck by a new thought” (Robinson, 2015, p. 87). This story perfectly exemplifies that no matter what an IQ test says, everyone is intelligent and has different abilities that can be used in learning and in the creativity sphere.

All those technological inventions, architecture, beautiful furniture and breathtaking decoration must have been created by different people who perhaps did not share the same interests regarding education. Thus, Gardner believes that it is possible to analyse and detect individuals’ potential or orientation of their intellectual profile and also that these abilities can be enhanced with time if we know the learning possibilities and problems that this person has. With his theory of the multiple intelligences the author tries to emphasise the importance of training and heightening our intellectual competences in order to foster them in diverse cultural settings.

2.2. Gardner’s theory of the multiple intelligences

2.2.1. The theory

Gardner (Gardner, 2011) claims that the word “intelligence” has been used throughout the time so much that people tend to believe that there is actually one single and unique picture of this term. What he wants to demonstrate is that the human brain does not function as a whole, as one intelligence, but as independent components that together form a unit. According to him, everyone is intelligent and is able to stand out in different type of activities or abilities.

Thus, this author classifies them in seven different multiple intelligences: linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic and the personal intelligences (interpersonal and intrapersonal).

In an article written by Mary Ann Christison, she reported that according to Gardner, there are seven separate brain systems that are related to different intelligences, the so called “multiple intelligences”. So when someone suffers any type of damage in the brain, depending on the side of the brain that is affected, the individual will be able to do certain activities such as, mathematical problems solving, dancing, singing, etc. but might have difficulties in others such as reading, listening, speaking (linguistic ones). Hence, everyone is able to grow each intelligence from the day they are born, however, it is significant to mention that some intelligences arise at an earlier stage than others as in the case of the musical intelligence and that others such as the linguistic intelligence take their time to develop. Nonetheless, according to Christison, we are able to develop all the intelligences to such an extent because intelligences are thought to be dynamic (Christison, 1996).

In order for Gardner (2011) to consider those intelligences, he has established some criteria to rely on to nominate them and determine whether they are MI intelligences or not. He basically sets eight different prerequisites that a competence must follow so that it can be grouped with his multiple intelligences:

Potential isolation by brain damage, the existence of idiots savants, prodigies, and other exceptional individuals, an identifiable core operation or set of operations, a distinctive developmental history, along with a definable set of expert “end-state” performances, an evolutionary history and evolutionary plausibility, support from experimental psychological tasks, support from psychometric findings and susceptibility to encoding in a symbol system. (Gardner, 2011, p. 67-70).

Having explained the two types of thinkings existing towards the definition of intelligence and what criteria this intelligence must follow in order to be considered on of the multiple intelligences, I will provide the readers with a

more accurate and detailed overview of each intelligence according to the psychologist, investigator and professor, Howard Gardner:

At first sight, the linguistic intelligence originates at a very early stage as from their birth, babies learn to babble, actually, even deaf youngsters learn how to start babbling and “during the first months, all infants will issue those sounds found in linguistic stocks remote from their home tongue” (Gardner, 2011, p.83). Later on, they will begin to use single words such as “mommy”, “doggy”, “cookie” and in a couple of months they will be able to reproduce meaningful short phrases such as “bye-bye mommy” or “eat cookie”.

However, the linguistic learning process might differ from one child to another one. Noam Chomsky proposed that the mastery of the linguistic competence involved a certain degree of acquisition and that they “must possess a part of their birthright specific hypotheses about how to decode and speak their language or any ‘natural language’” (Gardner, 2011, p.84). As mentioned above, each case is unique because it might be possible that one child starts uttering nouns and others favour exclamations instead. Some infants will be quicker than others in retaining what they hear and repeating it while another percentage will struggle at the earlier stages and will take more time to reproduce some words. What is more, some recognised scientists such as Albert Einstein, did have problems acquiring this intelligence as he began to speak very late, which might have permitted him to “view and conceptualize the world in a less conventionalized way” (Gardner, 2011, p.88) which would explain that scientists also rely on language to communicate their findings and inventions through scientific exhaustive research present on an essay.

Taking all these considerations into account, Gardner thinks that linguistic intelligence only involves syntax and phonology while semantics and pragmatics are slightly different types of utterances that are more related to other intelligences such as logical-mathematical and personal intelligences. So the focus is not on the language itself but on how we communicate the ideas;

whether through words or other types of communicative strategies such as pictures, diagrams, equations or other symbols. Thus, the linguistic intelligence can be detected by the choice of word an individual makes, such as writers and poets or on the other hand, how we use gesture or symbols to express an idea.

Concerning the musical intelligence, as well as with the linguistic one, babies unconsciously start producing and imitating the patterns and the tones that their mothers sing. What is more, it has been claimed by Mechthild and Hanus Papoušek that “infants as young as two months are able to match the pitch, loudness and melodic contour of their mother’s songs and that infants at four months can match rhythmic structure as well” (Gardner, 2011, p.115). Shortly after, they begin to sing spontaneously matching the pitch and tone by imitating what they hear. However, at the age of three approximately some kids start producing characteristic bits from songs or rhythms they have been hearing in the car for instance or in nursery-school such as “Old MacDonald” or “EI- EI-O”.

According to Bamberger, as cited in Gardner (2011), there are two significant ways of processing music, the *figural* approach and the *formal* mode. With the figural approach, the child obtains an overview of the general features of music such as the volume of the sound or the speed of a song which indicates that the process of decoding music is intuitive. The latter is detected in children who can analyse in more depth the timing of the song in terms of its beats per measure and the rhythmic patterns. Moreover, musical intelligence can also be perceived even in people who have autism and can be expressed as a mean of communication between them and those who surround them. Hence, music can be used in an educational context to express ideas and can be developed “through exploration and exploitation of the oral-aural channel” (Gardner, 2011, p.129)

While the two intelligences mentioned above originate from the auditory-oral sphere, the logical-mathematical intelligence is gained by the ordering,

reordering and assessing the quantity of objects. Thus, someone who owns this intelligence might be good at perceiving objects and establishing the relationships between them, questioning, wondering how someone has obtained the solution to a mathematical or logical problem and discovering his/her own limits trying to solve it in a completely different way. What is more, not only is the individual capable of solving problems by rapid calculation but of exploring, analysing, categorising and working with a set of patterns.

Gardner makes use of a quote by Alfred North Whitehead as his introduction to the explanation of what the logical-mathematical intelligence is to him and how the ability to work with abstract entities of numbers and the mathematical procedure is not found in the same degree in every individual:

The first man who noted the analogy between a group of seven fishes and a group of seven days made a notable advance in the history of thought. He was the first man who entertained a concept belonging to the science of pure mathematics. (Gardner, 2011, p.135)

Similar to the logical-mathematical intelligence, we find the spatial intelligence. Although there is not too much research done upon this field regarding children, Piaget conducted some studies concluding that the part of our body that relates to this intelligence is called the sensori-motor. He suggested that the sensori-motor, allows us to have a broader understanding of space and that once the sensori-motor stage is finished in early childhood, children are capable of creating a mental image of space (Gardner, 2011, p. 188).

Thus, children with this capacity or intelligence use their eyes to make a representation of the object in their minds. In other words, they visualise what they have in front of them and they mentally reconstruct that image, whether dimensional or tridimensional. People who have this specific skill are usually good at drawing, building, arts and crafts, solving problems like puzzles, etc. and can also interpret maps easily, usually known as having a “visual thinking” as they know all the figures, forms and shapes that can be found in them.

Furthermore, spatial intelligence leads to an ease in construction and engineering projects due to the capacity of pre-imagining what has still not been created.

Gardner also considered another type of intelligence that, as previously mentioned, can be seen as a way of communication -the bodily-kinesthetic. Imagine those people who have auditory problems and cannot even produce nor receive any sound. They are used to employ their body to communicate with others through, what is called, nonverbal communication. What is more, from a biological and historical point of view, humans have considered using their body's appendages such as claws, teeth or beaks as an instrumental fashion to do daily activities as they did not have any other tools to use. Although an evolution has taken place throughout the years, we still use our body as a tool - communicative or of usage.

Taking into account all the different types of bodily expressions possible such as acting, doing sport or dancing. The latter, for instance, is used as a means of expression in education, specially in lower grades. Dancing can be defined as the "culturally patterned sequences of nonverbal body movements that are purposeful, intentionally rhythmic, and have an aesthetic value in the eyes of those for whom the dancer is performing" (Gardner, 2011, p. 235). It was originated a long time ago in the Palaeolithic era and it was considered to be a reflection of social organisation in a tribe. Nowadays, the bodily-kinesthetic intelligence is not only seen in children as a way to communicate through dance but also the capacity to detect and recognise objects with our body, simply by touching them, smelling or hearing the sound produced when squeezing them.

Finally, the author considered assembling two more intelligences together to form what he refers to as the "personal intelligences" (Gardner, 2011, p. 251), the interpersonal and the intrapersonal. Both intelligences build on a core capacity of interpreting moods, temperaments and involve communication. However, the interpersonal intelligence denotes somehow an

interest in other people's feelings rather than yourselves' and allows the individual to see through somebody's intentions and desires even if they have not talked about them. Moreover, if a person is skilled at an interpersonal level, he/she is able to work with other people in teams because there is a will to learn from them, to exchange feedback, to express yourself with clarity and to converse and discuss ideas as a group. On the other hand, those who favour the intrapersonal intelligence tend to be more comfortable working alone and solving problems by themselves. They certainly understand how they feel and have their emotions under control in the sense that if they feel angry, for instance, they know exactly what the cause of their mood is. If they have made a mistake or feel regretful for something they have done, they will think on their actions and their consequences and they will apologise if necessary. Besides, these individuals, in opposition to the ones who favour the interpersonal intelligence, learn better independently, are intuitive but also a bit introverted.

To finish with Gardner's theory of the multiple intelligences, "in an interview with Checkley (1997, in Bas, 2008), Gardner added and described two additional types of intelligence" (Spirovska, 2013) which I will slightly introduce. However, they are still in the air as there is more research to be done in order to analyse the skills one has to possess to obtain these intelligences. Although there is no certainty yet on whether it could be considered an intelligence or not, Gardner suggested that there was another mental capacity to perceive nature and identify all the natural phenomena and living organisms such as planets, animals, climate, etc. This intelligence is named the "naturalistic intelligence" and those who possess it enjoy being surrounded by mountains, rivers and other topological figures. They also love going for a walk, camping and other activities that involve being in contact with nature. Furthermore, another intelligence would have been raised by the author - the "existential intelligence". This intelligence would have been based on the capacity to wonder about the human existence: Why are we here? Where do we come from? Why do we die? What is love? What will happen in the future? They are also very spiritual in the

sense that they like taking some time to reflect and meditate on existential questions (Shanon, 2013).

2.2.2. The MI theory applied in an EFL class

A lot of people study the theory of the multiple intelligences, they understand it and would be able to provide examples. However, little research has been done in how to apply the MI theory in an EFL curriculum and how to create lesson plans using them. As already mentioned in the multiple intelligences theory section, according to Gardner, there are seven separate brain systems that are related to different intelligences. So when someone suffers any type of damage in the brain, depending on the side of the brain that is affected, the individual will be able to do certain activities such as, mathematical problems solving, dancing, singing, etc. but might have difficulties in others involving reading, listening or speaking (linguistic ones).

Hence, in order to leverage the potential that certain activities would have in the expansion of students' multiple intelligences, more work should be done including the MI framework in EFL contexts. According to Elena Spirovska (Spirovska, 2013), the MI can be used in different ways in the classrooms and have several benefits. In pursuance of fostering the learning process, students must be enrolled in class in a dynamic and non-conventional way so that they realise their own capacities and abilities. Moreover, if teachers are acquainted with the different learning profiles in class, they will be able to adapt, create and innovate in other types of activities that can enhance each student in their own way.

To begin with, the multiple intelligences can be used as a tool for students to “develop a better understanding and appreciation of their own strengths and learning preferences” (Spirovska, 2013, p.6) as there is no need to be an EFL teacher to understand that students are different, have different strengths and learning styles. Moreover, the use of the MI in class will raise

students' awareness on the different types of learning profiles that there are and how everyone can be good at something even if it has nothing to do with the other's learning capacities or intelligences. This is also fruitful because it helps students understand that even if everyone has their lacks or is not good in all the fields, they can help each other as a group by merging everyone's intelligences. What is more, if students are aware of their strengths and weaknesses, they will be able to work more in what they struggle with and improve those intelligences that are innate in them to exploit them.

Regarding teachers' benefits of using MI in class, Spirovska claims that once they get to know their students' profiles and their weaknesses, they will be able to do other types of lesson plans that will take into account the MI. These lesson plans will be more effective, varied and engaging than a conventional class and will not be focused on any specific intelligence but will "enable students to use the best way for them to acquire knowledge" (Spirovska, 2013, p.6) . Avoiding the same types of lessons every day, innovating in the type of activities as well as adjusting or playing with different levels will be somehow new for students and will benefit them because they will learn how not to get used to the same learning strategies. Hence, Maria Acaso (Acaso, 2011) thinks that interlinking education with suspense, surprise and pleasure is the clue to fight against boredom in class and thus, will help students to gain knowledge through engaging and attractive activities .

Teaching English can be fun if we know how to combine traditional learning with innovative learning. English is one of the subjects that can take more profit in a n MI context as it is very dynamic and students need to learn it from practice. Let us now have a look at different type of activities that can be done in an EFL classroom in order to develop and potentiate the multiple intelligences:

So as to incorporate the linguistic intelligence in class, teachers could promote oral as well as written activities that enhanced their communication in

public. Story telling, reading, writing and linguistic games such as trivial quizzes or memory games can be a good choice to provide students with varied tasks. Regarding the musical intelligence, any activity related with music is certain to be useful, such as completing songs' lyrics, using drilling (although it is a rather traditional method) to learn new vocabulary and rhythmic activities so that they enjoy the lesson. From a mathematical point of view, problem solving activities as well as puzzles or the exploration of shapes and figures can engage those students who favour the logical-mathematical intelligence. With respect to the visual-spatial intelligence, any type of artistic activity (arts & crafts) such as drawing, painting or even decorating the class with English expressions or vocabulary learned in the unit could be useful for an unconscious learning process. In regard to the bodily-kinaesthetic intelligence, promoting activities that involve movement is perfect when learners are tired or need to have a break because they move themselves a little bit and oxygenate their brains. For example, some interesting activities would be moving around the class to do group work, touching objects to recognise them and describe them, or even running dictations. Moreover, to develop the interpersonal and intrapersonal intelligences, students must learn how to work in groups and accept other people's opinion and must also be aware that they need to be able to do individual activities when necessary to promote critical thinking and personal opinion. Finally, although they are still being analysed to belong to the group of multiple intelligences, the naturalistic intelligence can be very beneficial for students because they get to learn English concepts in a different environment that is not the school and this entertains them more because they become aware that learning "happens anywhere there are willing learners and engaging teachers (Robinson, 2015, p. 72). Taking the existential intelligence into consideration, it could be interesting to ask students questions that need a bit more time to think about them such as what is love? actually in an English class, it would be a very diverse activity as they would need to express the meaning of love through different methods such as the activities mentioned in the other multiple intelligences. For instance, a teacher at a school in Mexico called Juárez Correa, as cited in Robinson 2013, created lessons with open-

ended questions so that children had to reason and think critically on their answers instead of memorising long texts.

2.3. Motivation as the key for educational success

One of the biggest problems in education, reported by Robinson (Robinson, 2015) is that some students who attend school do not want to be there and do not want to learn what the teacher presents in class because they think it is not necessary and is actually very boring. Thus, there is a lack of interest in the learning process that leads to a loss of the intrinsic motivation, the one that students own and develop by themselves which makes learners urge for an extrinsic motivation which involves some kind of future rewards such as going to college, finding a good job, earn some money, etc.

But how can we motivate learners? This is the question that should arise when dealing with education. If students feel motivated they will want to go to school or go anywhere to learn more. Actually, there is no need for a physical place to start the learning process as it may occur anywhere unexpected; in a classroom, in an excursion, during the break time, etc. However, in agreement with Dörnyei (Dörney, 1994, p. 277-278), we should take into account three major motivational components that are the basis for engagement and quality-based learning. First of all, the *course-specific motivational components* that concern the syllabus, *the materials used in class*, the way the teacher develops the lesson and the learning activities. Secondly, the *teacher-specific motivational components* which involve teachers' behaviour in class, their attitude towards students and their relationship with them. What is more, in this group we can also include the teaching style as well as the methodological strategies that teachers use in order to catch students' attention. Finally, the *group-specific motivational components* that are present in the class and are developed by encouraging group activities and promoting team work. Although the group's goals will not be the same as the individual's goals, this last motivational component is very important to form a sense of unity in a class full

of different profiles and will be decisive to create cooperation between individuals.

2.3.1. Coarse-specific motivational components

In order for students to be engaged in the learning process, the curriculum as well as the activities selected must be varied and motivational. In the present paper I will attempt to provide EFL teachers with didactic proposal that includes different lesson plans with varied activities related to the MI. As teachers we need to be able to discern between the course contents and those which are not needed to be explained in too much detail; after all, students do not learn everything we teach but they learn much more from practicing than from memorising.

Another important aspect to take into account is the type of assessment we create for our students and even more essential the feedback we give them. Acaso (2013) suggested that schools should pay less attention to the evaluation process and more to whether students understand what is explained in class. Taking as Finland education system as a model where there are no standardised testing apart from an exam at the end of high school, Robinson claims that “Finnish schools give a high priority to practical and vocational programs and the development of creativity in schools” (Robinson, 2015, p. 60). The Finnish government encourages schools and teachers to promote collaborative work by sharing ideas, expertise and resources.

2.3.2. Teacher-specific motivational components

Rebeca Oxford expressed her amusement towards the changes in education stating: “ I am pleased to be living at a time when I can see theories growing and shifting before my eyes” (Oxford, 1994, p. 514) and those theories such as the MI theory by Gardner should be used by teachers in schools. Teachers are crucial in the learning process, they influence students and understand that it is

not enough to have a great knowledge of their disciplines, they do not have to teach subjects but students. It is significant to stress the importance of creating a nice atmosphere in class between students but also to have a good relationship with students.

According to Sir Ken Robinson, “expert teachers fulfill four main roles: they engage, enable, expect and empower” (Robinson, 2015, p. 104). He makes a comparison between teachers and doctors and students and patients as although you expect the doctor to have a lot of knowledge about medicine as well as some expertise in specific fields, you want him/her to take care of you and provide you with an individualised treatment with specific needs and this is what a teacher should do. A teacher should be able to detect learning problems, talk to students and make the learning process accessible and comfortable.

2.3.3. Group-specific motivational components

As previously mentioned, each student has its own learning profile, they learn in different ways and favour different subjects. With the MI theory, Gardner (2011) tries to bring all this knowledge together; there is not a single intelligence but diverse abilities or intelligences. Thus, schools should not only focus on the subjects that students fail but on those activities or fields in which students stand out because it helps them motivating them and expressing that you believe in them and you know they can do whatever they aim for.

Moreover, implementing the MI theory in class develops each student’s capacities and improve their best strengths. Actually, it also helps by creating a cooperative atmosphere in class as everyone can feel “important” if they teach and help their classmates with what they already know. All in all, as future educators, we should “develop more reflective teachers, guided less by our personal observations and emotional reactions and more by the multiple perspectives that collected data could provide.” (Talandis & Stout, 2015, p. 21).

3. Development of the proposal

3.1. Teaching proposal

The following teaching proposal has been developed in an attempt to put into practice what has been learned about Gardner's multiple intelligences and also to take Robinson's suggestions on creativity and motivation into consideration. Thus, it consists of two main proposals; a number of lessons which form part of a didactic unit and that could exemplify the use of the MI in an EFL classroom through various activities, and a final project that is taken as the final assessment for that unit. Although in this report only a few sessions are devoted to grammar, the sessions selected try to serve as an example of the type of activities that could be done to promote the MI. With this teaching proposal, I also would like to encourage teachers to make a change in the way they teach because if students are engaged and feel motivated in class, they will want to go to school and if they attend the lessons, it will be one of the best rewards for teachers as we will perceive their enthusiasm in the learning process.

3.1.1. Participants

This proposal has been created ideally for a group of 16 students of 1st "bachillerato" although it could actually be re-adapted to any course. I have chosen this course because I think that the methodologies that are implemented in "bachillerato", as opposed to what schools in Finland do, focus more on the curriculum and the content they have to have learned by the end of the course rather than on practical and vocational programs. Moreover, I had the opportunity to be with a group of students in my internship in a school in Palma and I did some action research to understand what problems they faced in a daily basis. In this group there was a mixture of levels as some students came from other schools with lower levels of English. However, the fact that they start the course without knowing each other facilitates the learning process because

you can form different heterogeneous groups in every activity and they can get to know each other little by little.

In the group mentioned, in particular, there was no student with special needs, however, there was a student who struggled communicating in English and started stuttering every time he had to speak in front of their classmates. For this reason I think that applying Gardner's MI in their curriculum and promoting *group-specific motivational components* (Dörnyei, 1994) can be very beneficial to create a sense of belonging to a community in the class, not only between students but also between the teacher and the learners.

3.1.2. Method

My didactic proposal has been designed for a group of bachillerato students and is supposed to be carried out in the second term as they will have already acquired a lot of vocabulary and idioms to talk about the topic. The type of assessment employed, in an attempt to avoid traditional theoretical tests, will be divided in two parts; formative assessment (how students learn and work throughout the lessons) and summative assessment (with a final project). Both the didactic unit, which will be explained in 4 lessons, and the project, which will last 4 more lessons, will be developed through tasks that enhance Gardner's MI.

I decided to focus on the multiple intelligences after passing a survey on motivation around (see Appendix A) in several classes of bachillerato. I did it before I started teaching them because I was particularly interested in their strengths and weaknesses regarding English skills (speaking, listening, reading, use of English and writing) and how I could help them developing them. The survey also included some questions about the type of exercises and activities they were doing in class to promote the MI. To my surprise, a lot of students complained about the lack of practice of the oral skill in class which is something I did not understand at first, taking into account that this year, there

was a language assistant that helped every week preparing speaking activities for them. Some of the suggestions to improve the lessons were to do more interactive and audiovisual activities too because, from what the survey reveals, they tend to follow the book all the time and they do not have time to try new activities. Although books can be a very good guide for students and can provide them with a lot of readings and grammar exercises, they should not be the only tool used because they get used to the same typology of lessons and they do not have the opportunity to develop their creative skills with other type of activities. Regarding the multiple intelligences, I was delighted to find out that they all had chosen completely different intelligences which is very helpful in a class because they can help themselves if they need extra support or they do not understand some exercise. Most of them said that they were doing rather too many grammar activities individually and that they would prefer to do some dynamic games in groups with the grammar they had learned.

Thus, in the interest of getting to know the students' profile in advance, I will ask them to do an "MI online test" that can be found in <https://www.psicoadactiva.com/tests/inteligencias-multiples/test-inteligencias-multiples.htm> to see their top intelligences and those which need to be strengthened. Once they have done the test, I will try to use activities that potentiate each intelligence so that they work on them throughout the sessions. Once finished, in the final project they will have the chance to decide whether they want to stick to their top MI or change and try something new which I think will be very beneficial because sometimes you do not realise you are good at something until you try it for the first time.

3.2. Didactic Unit

3.2.1. Main objectives

I have designed a unit entitled "The Future in our Hands" which deals mainly with environmental problems such as pollution, climate change, animals'

extinction and recycling. Although the unit could last longer than four sessions, only a sample of some of the activities that could promote learning through the MI is provided. The main objectives in this unit are to learn all the vocabulary that deals with environmental problems, to learn the conditionals (1st, 2nd and 3rd), to promote critical thinking, to infuse human values, to enhance the multiple intelligences through varied activities, to promote individual as well as cooperative learning, to exploit their creativity and to develop a final project in groups.

3.2.2. Competences

As previously mentioned, one of the purposes of this unit is to let students identify themselves with different multiple intelligences. Thus, with the help of activities aimed at fostering those intelligences, a set of competences will be taught. Throughout the unit students will be able to work on the competence in linguistic communication, mathematics, science and technology, the digital competence, the learning to learn, social and civic competences, cultural awareness and expression and sense of initiative and entrepreneurship.

3.2.3. Sequence of activities by sessions

Although I have created a full lesson plan of all the activities, materials and timing that will be done in each session, in this term paper I will mainly focus on those activities that enhance each multiple intelligence. These activities will be explained in detail below and will be showed in attempt for future EFL teachers to serve as an example of varied tasks that can be done against the traditional ones which are mainly done individually.

Session 1

STAGE	MATERIAL	TIME	INTERACTION	PROCEDURES/STRATEGIES	TASKS /ACTIVITIES	AIMS	EVALUATION
1 Ice breaker. Guess the movie	Blackboard	15 min	S>S	T asks a student to perform in front of the class.	SS have to use body language to explain a movie that deals with nature	- To communicate with body language - To enhance the vocabulary previous to the unit	After each performance, T asks SS to talk a bit about the movie and writes the new vocabulary on the blackboard
2 Multiple Intelligences Test	netbooks	10 min	S>S	T will provide students with a netbook and the website where they can do the online test	SS will have to do an online test individually and they will then read the results and investigate in each of their top MI	- To provide SS with a general knowledge on MI and to show them their top MI	
3 Find someone who...	Questionnaire	10 min	S>S	T will provide students with a questionnaire on environmental issues	SS must find the person who fits each category and once completed the chart they have to sing bingo!	- To promote good values among Students - To enhance speaking in class	
4 Writing task	Paper	20 min	S> T	T will give a set of instructions for the writing task	SS will have to do a short report explaining what top intelligences they got, why they think they got them and what could they do with them	- To promote critical thinking - To improve their writing skills	T will pick all the writings up and will hand out one writing per student so that they are the ones correcting it

The first session will be mainly devoted to introduce the MI to the students. The teacher will explain a little bit what the multiple intelligences are and how the unit is going to be developed through activities that involve a specific intelligence. It is important that students understand how the unit is going to be conducted because they will need to do several activities that will potentiate certain intelligences and at the end of each task, students should be able to notice it.

First of all, as an Ice breaker, the teacher will ask some students to come to the front of the class and play the game “Guess the movie!”. A student uses body language to interpret a movie while the rest of the students have to guess which movie it is. The tricky part here is that the teacher will ask them to represent movies that somehow relate to nature, natural disasters or animals. Then, at the end of each representation students interpreting the movie will be asked to tell their classmates what the movie is about and the teacher will note on the blackboard all the new vocabulary about the unit they say and any new word he/she considers relevant. Moreover, all the unknown vocabulary will be

explained by another student or by the teacher (in case nobody knows what the meaning is).

One of the main activities in this session is the writing task because it is a metacognitive activity that promotes critical thinking among students and evokes a positive reinforcement. They will be asked to write a short informal report which should answer the following questions: What are your three top intelligences? Do you think they stick to the reality? What do you think you can use them for? Could you help anyone with these abilities? With this task, which will last around 20 minutes, students will learn through their own experiences and will realise what strengths they have and how they can help with these aptitudes. Hence, the main competence that will be taught in this task will be the linguistic communication because students will have to write a short composition in English in class. They can do it in class because it is not a formal academic piece of writing but an informal reflection instead. Moreover, they will also learn to learn through their own experiences and will improve their sense of initiative and entrepreneurship as they will have to consider possible uses of their intelligences in the present and also in their future working sphere.

Regarding the material needed, they only need a piece of paper which will also be recycled. Actually, in an attempt to promote recycling at school I would propose all the teachers to ask their students to bring all the materials or objects that have at home and they do not need to the school. I think it is a very good way to take advantage of those things that are left behind such as magazines that could be a good idea to do recycled collages. Old books, articles or reviews in English could be kept in a box in a corner which would be very useful when they have to do writing tasks because they can go to the books and check grammar structures or expressions in English.

The main objectives of this activity are to promote critical thinking and to potentiate their writing skills. As it is an informal activity that they do not need to hand in as part of any mark, they will feel more comfortable or at least less

pressured to write it in class. This is only for them to see what positive aspects has owning a certain intelligence. Once they have finished writing the report, they will have some minutes to check their grammar, spelling and structure mistakes in their books, dictionaries, articles and any other resources they have. They will have to highlight the errors and write them down on their notebooks, this way, they make sure they know what mistakes they have committed and avoid repeating them again. At the end of the lesson, the teacher will pick up all the reports and will read them at home. In my opinion, it is a very good way to get to know your students' interests, their strengths and their weaknesses.

Regarding Gardner's multiple intelligences, they will be practising two of them, the linguistic intelligence as they have to use the language to transmit some ideas or to explain how they feel and the intrapersonal intelligence that would be mainly to get to know one's strengths and weaknesses, realise what they can do with those aptitudes and reflect on their own personal experiences.

By the end of the unit, the teacher will give the reports back to the students so that they can read them and check whether they still think the same regarding their MI or have changed their minds. What is more, it would be very good practice as an error mistake activity as they will be supposed to have learned more grammatical structures and other structure strategies so that they can correct those mistakes that they did not see at the beginning when they corrected the report for the first time. Thus, they will learn to learn and they will also learn how letting some time go by when doing a writing activity is very important. They need to learn that sometimes when we do a writing task and we want to correct it right after we finish, it is not a good idea because you still have the same text in your mind and do not realise something is wrong. Hence, having a look at it a few days later will help you detecting new possible mistakes and seeing the writing in another perspective that might bring up new ideas.

Session 2

STAGE	MATERIAL	TIME	INTERACTION	PROCEDURES/ STRATEGIES	TASKS / ACTIVITIES	AIMS	EVALUATION
1 Restorative circle	None	10 min	S>S	T asks students to make a circle and asks the following question: What would you do if you won 10.000 euros?	SS will have to take turns to answer the question	<ul style="list-style-type: none"> - to express themselves in English - to promote sense of unity by explaining everyone's desires 	
2 Reading Comprehension	Pieces of paper	15 min	S>S	T will hang different pieces of text in the wall. Each text will be numbered from 1 to 7.	SS will be divided in different groups and assigned one number each. They will have to order the text by reading one piece each member	<ul style="list-style-type: none"> - to comprehend the text - to focus on the importance of communication in the group 	
3 Post-reading activity	Reading text	20 min	S>S	T will ask students to produce two questions about the reading each group	SS will then have to answer their classmates' questions	<ul style="list-style-type: none"> - to learn how to skim and scan the text 	
Research	Netbooks	10 min	S<S	T will provide SS with some presentation programs such as powerpoint, press and genially	SS will be asked to create a slide summarising the 8 intelligences by Gardner	<ul style="list-style-type: none"> - to learn how to work with the digital support (for their project) 	

Before starting the main task, the teacher will ask students to make a circle so that everyone can see each other. Restorative circles are a very good method to keep the class united as everyone is at the same level and can share any experience they want in turns. This ice-breaker is a nice activity to do when students are still sleepy in the morning and need some time to connect with the class. Especially in the proposed lesson, we will use the restorative circle to share experiences but also including a bit of grammar, so students will be asked to answer the question: "What would you do if you won 10.000 euros?" so that they have to take turns to explain their decisions. In this pre-task, the speaking will be the main skill used through the linguistic intelligence as they will have to communicate in English and also the interpersonal one because they will have to share feelings and desires with their classmates. At the same time, everyone will have to listen to each other's answer and try to put themselves in the other people's shoes. Although it is not a dialogue, the main objective in this activity is to facilitate communication between members of a same community, the school.

The next activity, although at first sight it appears to be only a reading exercise, involves the intrapersonal, interpersonal, linguistic and logical-mathematical intelligences which attempts to demonstrate that by using

unconventional methodologies, such as the one is going to be presented now, students can learn as effectively or even more than by only doing the traditional individual reading in class. First of all, the teacher will have selected a text, in this case, a reading about Walt Disney (a biography) and will divide the reading in six sections so that each of them has a short paragraph or a long sentence. Then the pieces of texts will be printed or paper will be written on different pieces of recycling paper folded in two parts. At the top of each paper, a random number will be placed and to finish with, they will be hung on the classroom's walls.

Students will be divided in groups of 6 and each member of the group will be assigned a number from 1 to 6 so that each of them has a text to read. They will have 5 minutes to go to the number they have been given, read the text, understand it and try to remember as much information as possible. With this exercise they will learn the difference between skimming and scanning a text as in this case they will have to scan it so as to understand it and retain as many details (dates, names or numbers) as possible. This first stage enhances their interpersonal intelligence as they will have to do the activity alone, learn their capacities to work individually and overcome any problems they might have on their own. Here there is an example of the type of short text that could be used to promote reading and how it has been separated in parts (they are in order):

Walt Disney began developing his skills as a cartoonist as a young kid. Stuck on a farm in Missouri, he didn't have many subjects, but delighted in drawing cartoon pictures of his
Disney dropped out of high school at age 16 in hopes of joining the Army. He was rejected for being underage, but was able to get a job as an ambulance driver with the Red Cross in France
Disney's very first animation studio was Laugh-O-Gram, where he began telling modernised fairy tales based on Aesop's Fables (a trend Disney continued) before the studio quickly went bankrupt (good thing he didn't quit back then!).
From 1928 (the birth of Mickey Mouse) until 1947, Disney himself did the voice of Mickey
At the 1938 Oscars, Disney was presented with one normal-size statuette and seven miniature ones for Snow White and the Seven Dwarves
The last film Disney personally oversaw was The Jungle Book, before his death from lung cancer in 1966.
Disney is not cryogenically frozen, despite the persistent rumours. He was cremated, and his ashes were buried at Forest Lawn Memorial Park in Glendale, California.

As soon as they finish reading their texts, they will have to return to their initial places till everyone in the group arrives and then they will have to take a piece of paper and start writing ideas, numbers and dates to try to put the sequences of Disney's biography in order. They can go to one paper at a time to check whether they have understood it correctly or in case they have forgotten important information. To end with the activity, they will have to use their logical-mathematical intelligence and their interpersonal one to speak to their team and try organising ideas and datas so that they write down the numbers in order of appearance.

The next activity will be a comprehension of the text but instead of giving them some questions to answer about the reading, they will be in charge of creating questions themselves. This way they realise that questions can be tricky even if it students, and not teachers, who create them and that there are a lot of things to take into account and that can be analysed in a text. They will be asked to form two questions about the text itself and then two more questions regarding use of English, no matter whether they ask questions about synonyms, verbal structures, vocabulary or syntax. In my opinion, a text can be worked in different ways so that we take advantage of it.

With these two reading activities, we will promote cooperative learning and enhance the interpersonal intelligence too as they will have to use communication, in English, to solve the "puzzle". They will also learn the difference between skimming and scanning a text which is very important when doing a reading comprehension.

To finish with the lesson and let them potentiate their natural creativity, in the last 10 minutes of the class, they will start a new activity and use their netbooks to create a short presentation (1-2 slides) about the multiple intelligences. They will be provided with a list of programs they can use in order to do nice and different slides, such as powerpoint, press, google presentations or genially. It will be a short activity that will let them develop their visual-spatial

intelligence and that will benefit them for the final project as they will have to give a short presentation using digital support. If they do not have too much time to this in class, they will be able to finish it at home.

What is more, these slides will be printed and will be used to decorate the class while they are working on the final project so that they visualise the different types of intelligences there are with their own creations. As it has been mentioned as part of the theory, motivation can also be enhanced through the attitude of the teacher and his/ her behaviour in class so if they see that the class is more than a place to study but also somewhere where they can expose their creativity, they will benefit from it and be more comfortable in the learning process.

Session 3

STAGE	MATERIAL	TIME	INTER ACTION	PROCEDURES/ STRATEGIES	TASKS / ACTIVITIES	AIMS	EVALUATION
1 Pre-task Revision of conditionals	- Projector - Books - Laptop	15 min	T<Ss	T will revise conditionals (1st, 2nd, 3rd)	SS will do some grammar exercises from the student's book to revise what they already know	- to revise the grammatical structures of conditionals - to learn to differentiate the three types of conditionals	T will correct them
2 ADventure!	- Laptop - Projector - Speakers - Netbooks	30 min	Ss>T	T will ask SS to form groups of 3 and search on the internet famous advertisements whose songs contain conditional sentences. After that they will have to do a debate.	SS will have to look for the songs and play the ad to their classmates so that they have to guess which song it is and which conditional is used. Afterwards a debate on an ad chosen by the teacher will be done.	- to put the theory of the conditionals in practice - to start introducing advertisements (for the project) - to learn new vocabulary - to enhance speaking - to learn to respect each other	T will consider all the advertisements selected and will chose now whose topic can open a debate according to the unit's theme.
3 For & Against Essay	- Cardboard - Pens	10 min	T>Ss>T	T will spread some cardboards around the class with some titles on them.	SS (in groups of 3) will have to write down all the ideas they have about their part of the writing	- To cover the structure of a for & against essay - to work as a team - to learn how to write in formal style	

In this session students will work first of all the linguistic, the interpersonal intelligence, then the musical and finally the interpersonal. The teacher will start the lesson by the use of English part, revising a little bit the conditionals seen in the previous class and the vocabulary which will be inserted in the exercises they will do. When I was doing my internship I realised that students are very

visual and instead of reading the grammar rules in the book, they prefer to have short and understandable bullet points followed by an example, so I decided to do a powerpoint presentation about grammar points. Besides, with this activity the linguistic as well as the intrapersonal intelligences will be promoted as they will have to work on their own, looking at their notes, trying to understand why they put one conditional and not the other and reflect on their own choices.

Thus, the teacher will show students the powerpoint and will ask them to do some exercises from the students book and the workbook. I favour the use of the book in class, actually I think that it is a very helpful tool that can serve as a guide. Nonetheless, what I have been suggesting throughout my teaching proposal is to be more creative designing activities instead of using the book every day because students get used too quickly to the same lesson plan and will never develop any other creative skills that might be hidden or not enhanced enough.

The main task in this session will be a game called “ADventure” in which they will be working on listening and later on, speaking. Students will have to form groups of three and to do them, the teacher will make the groups by giving each student a piece of paper with five different colours and all the colours will have to be together in the same group. Once the groups are created, they will have five minutes to find an “ad” (advertisement) which can be take from youtube or from any other website they find and whose principal song contains a conditional in its lyrics. I think they will enjoy this activity because most of the students have a preference for the musical intelligence, even though not all of them can play instruments, because they feel it and they feel identified with the lyrics or the rhythm. After they have finished, they will show the “ad” to their classmates and they will have to try identifying the conditional sentence in the song. Meanwhile the teacher should be looking at the meaning conveyed in the advertisement so as to use it for the next activity. After having all the sentences with the conditionals written by each group on the blackboard, they will have two minutes to classify the sentences according to the type of conditionals they

find. To do this, they will need to work as a team and ask the group members their opinion regarding the answers.

Regarding the first part of the activity, the main objectives of these exercises are to start learning about advertisements (that will be very helpful before starting the final project), to promote team work as they will have to work together to find an advertisement and to analyse the lyrics of the main song and to understand the difference between the three types of conditionals by providing examples in the songs. As far as the debate is concerned, students will learn to have critical thinking, personal opinions, to communicate in English and above all, to respect their classmates while having the debate.

Finally, when the previous exercise is corrected the teacher will play one of the advertisements again and will ask a question to their students. For instance if the advertisement is about cars, the question would be: "Do you think that cars' gases could cause diseases? Do you agree or disagree?" So the class will be divided in two teams those who are in favour of cars, even if they could cause health problems and those who are against the use of cars. This debate will promote cooperative group work as well as unity in class because within the groups, they will need to give support to their colleagues. The teacher will act as the mediator and will score the teams taking into account different items such as respect (one point can be taken out for disrespectful answers or actions), the use of conditionals in their opinions, the formal language, the connectors used and the vocabulary seen in the unit (extra points).

Moreover, the teacher will be noting on a pdf file, which will be projected on the screen, all the ideas mentioned in the debate. This will be done in order for students to have some guidelines for their homework. The pdf file will be uploaded in moodle so that everyone can have access to it at any time. They will have a week to write a formal for & against essay about the topic they have spoken in class but the correction will be very harsh because they would already have all the ideas written down, some vocabulary and also connectors

and structures which will make the writing process easier as they have some steps to follow.

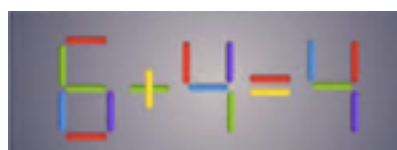
Session 4

The last session of the didactic unit will consist on a gymkhana which has been entitled “Indiana Jones and the quest for knowledge”. This session could last approximately two hours because they might need some time to complete all of the tasks so it could be a good idea to work with another teacher and do it together (perhaps joining the PE class with the English one). What is more, the gymkhana could be done by the two Bachillerato English groups (around 30-35 students) so that it can be more motivating for students and there are more teachers to help in each of the activities.

Students will have to do groups of 5 or 6 which must be formed by a representative of each multiple intelligence because they will need to work together to achieve the main goal which is to pass the 7 stations (musical, bodily-kinaesthetic, visual-spatial, linguistic, intrapersonal, logical-mathematical and naturalistic). The interpersonal intelligence will be promoted through team work in each of the labours as they will have to help and to trust each other to pass the tests prepared by the villain “teacher”. After completing each test, they will be given an envelope with a riddle that will guide them to other places inside or outside the school.

The first station is the logical-mathematical one in which they will have to solve out 5 logistic questions. Some of them will be solved by calculation and others by reasoning. Two examples of the type of questions asked are provided below:

1. Remove only one stick to correct the equation:



Solution: by taking one stick of the plus sign to put it in the first number to form:
 $8-4 = 4$

2. How can you add eight 8's to obtain the number 1.000?

Solution: $888+88+8+8 = 1.000$

3. If a rooster lays an egg at the top of a slanted roof, which side is the egg going to roll off on?

Solution: Rooster can not lay eggs

Another station will be the linguistic intelligence in which they will have to complete three activities. The first one will be a "fill in the gaps" activity in which they will have to complete the blank spaces with one or two words so that the sentence makes sense such as in " If I _____ (do) my homework yesterday, I _____ (be allowed) to go to the party today". Here, they will revise what has been taught about conditionals and mixed conditionals. The next activity is to order the letters given to form a word (there will be different letters in an envelope) and they will have to work together to find the missing word which will be a word seen through the unit that has to do with environmental issues. Finally, in the last task, they will be given a definition in English and they will have to guess the word which it is referring to with the help of all the team members.

Moving to the musical intelligence workshop, a very short piece of a song is going to be played (perhaps 3 seconds) and they have to try to guess which song do those sounds belong to. As it seems to be sometimes difficult, it will be a famous song and if they still do not know the answer, another piece of the track will be played. Then to take advantage of this activity, they will have to create a choreography of the main chorus of the song so as to pass the labour. With this activity, they will have to use their bodily-kinaesthetic intelligence and

try to do some interesting moves which they might have seen in acrosport in PE, so they will have to use their strength and flexibility to create figures with their bodies.

In the visual-spatial activity, there will be some pictures on the floor of the station. They will have to pick all of the small pictures and try to reorganise them in a way that with the help of the whole team, the joining of the pieces creates a bigger picture. Once they have finished, they will have to guess what the name of the picture is and who the author who painted it was. With this activity, we promote cooperative work as well and the development of the visual intelligence.

Finally, the naturalistic intelligence section will consist in making pictures to any living creature (a plant, an animal, a person). They will have to upload the picture on the school's twitter with the hashtags #nameoftheteam, #nameofthepicture, #nameoftheactivity and #nameoftheschool. They will have to search on the internet with their electronic devices the official and scientific name of the plant, animal or even the name of the person they find and their work in the school (English teacher, cook, director, helper, etc...).

At the end of the session, all the groups will gather in the playground and will provide "the villain" with the answers of the questions. To finish with, each of the groups will have to rehearse the choreography they have prepared for the bodily-kinaesthetic activity so that the rest of the students can enjoy it. Teachers will be scoring each of the activities and with the help of the students, who will be giving one point to the group who has danced better, they will choose a "winner" for the "Indiana Jones and the quest for knowledge". The winners will be given a voucher that will be able to exchange at the Cafe for a sandwich and a juice during the break.

3.3. Project

3.3.1 Explanation

In order for students to be assessed in the unit, I have designed a final project that will encompass all the objectives mentioned in the “main objectives” section. Moreover, considering that traditional tests should be complemented with other assessment tools, students will be evaluated by means of the amount of work they do in class, how they have worked with their classmates and the final performance. The project consists in creating an advertisement in an attempt to call for action to make the world a better place and to persuade younger generations to treat the environment respectfully. The last session will be devoted to the final performance of the advertisement in front of lower grades. The fact that they have to perform in front of younger students will make them feel as they are important in the school because they need to transmit a very important message and try to convince the other students that something should be done so as to improve our life conditions.

The advertisement will be done by different teams (2-3 students per group) and each of them will have to do a task so as to cover all the objectives. Hence, after having done the MI test at the beginning of the unit, students will have already worked in all the intelligences. In the project, they will be given the possibility to stick to their top intelligence and join their mates who also share that intelligence or change to another team. With this option, I try to teach them that although they might have strengths, they can also improve their weaknesses with the help of the other classmates and they understand that they are the only ones who decide what they want to do and achieve.

Regarding the materials, students will be asked not to buy extra materials but to use recycled ones to promote recycling and to teach the little ones how to use recycled objects to interpret a song, for instance. They can also learn how to do hand-made recycled paper to use for their pamphlets.

Hence, the only materials they will need from the school will be some netbooks to do the research and to create the visual support, a projector and some speakers so that they can listen to music while they work in class in a more relaxed atmosphere.

3.3.2. Groups distribution and activities

In the first session (out of 4) students will be divided in teams according, or not, to their top MI. Along these lines, and also taking into account Gardner's last multiple intelligence, the groups will be the linguistic, logical-mathematical, musical, bodily-kinaesthetic, visual-spatial, naturalistic and intrapersonal. I will not isolate the interpersonal intelligence because it will be worked as a group . All of them will need to communicate between them so that they solve any possible problems, transmit ideas and above all, give positive as well as negative (constructivist contributions) feedback to their classmates. What is more, each team will choose a "leader" who will be in charge of going to the other teams and make sure he/she explains them what they are doing in their own teams and provide help when needed. Thus, in the first session I will provide students with some guidelines so that each group know what they have to do. Below there is an example of the situation as well as a chart of what they will have to do:

Situation

You work for Greenpeace and your boss has asked you to carry out a project against environmental problems. You have to create an advertisement together with a visual support about the topic. Each of you must form part of a team and work together to raise awareness in the world of what is happening. At the end of the project, you will show the advertisement to the younger generations and will perform in front of them.

Requirements

- You must divide your group in smaller groups of 3 according to your MI
- You have to work as a team and provide feedback if necessary
- The performance must be 10- 15 min
- You have only 4 days to work on your objectives

Project

Team	Task
Naturalistic	Top 10 endangered animals and environmental problems
Visual-Spatial	Digital support and drawing
Linguistic	Text in English in the presentation and help with the poem
Logical-Mathematical	Graphic for the visual support
Musical	Advertisement Soundtrack
Bodily-Kinaesthetic	Dance or short theatrical performance
Intrapersonal	Poem

This session will be devoted to the planning and organisation of work in each team as well as the research of extra information and materials they could need. In the following two sessions students will be asked to develop their tasks and show them to the “leaders” of each team so that they can give their opinion to their classmates.

The naturalistic, visual-spatial, linguistic and logical-mathematical groups will be creating and supervising a visual presentation that will be done with powerpoint, prezi or any other programs they know. On the one hand, the naturalistic intelligence group will do a research on the top ten endangered animals and will give an overview of the causes and its perpetrators. Then they will also introduce the concepts of “deforestation” and “climate change” and provide a few examples of their consequences with pictures or short videos. With respect to the visual-spatial group, they will have to create the slides of the powerpoint using their creativity to make it look nice and engaging through funny fonts, colourful boxes and figures and make sure the presentation follows a correct structure and is clear and comprehensible enough for lower levels. Moreover, they will also create a drawing that expresses the urging need to act against environmental dangers. The linguistic group will be in charge of writing

the text in English in the presentation and help with the poem that someone in the interpersonal group will have done for the pamphlet. Finally, a graphic with real data will be worked out by the logical-mathematical intelligence team. They will create a statistic that shows real problems or consequences in the world such as the decrease or even elimination of some animal species or the amount of forests cut every year, for instance.

To assist the digital support, an execution of the advertisement will be done via a theatrical or musical representation by the musical and bodily-kinaesthetic intelligences. They will have the chance to choose what they want to do, whether a theatrical performance or a dance and they will have to decide it as a group so that all of them can take part in it. The bodily-kinaesthetic group will have to perform in front of the younger students as actors/actresses or dancers and will have to give sense to what they do to convey the message that nature is in danger and we need to do something to improve the conditions. Meanwhile, the musical group will be in charge of creating a soundtrack with recycled objects or anything that can be found in nature as branches or rocks to promote recycling among students. To do this, they can ask for help to the naturalistic group if they run out of ideas to create the sound. Again, if they decide to do a song, for instance, the lyrics will have to be written in English which means that they can go to the linguistic group and ask for help or correction of mistakes.

Finally, a group of two or even one person alone will have to create a short poem that reflects the importance of nature. This poem, once checked by the linguistic group will be given to students and teachers the final day as a pamphlet with the drawing that the visual-spatial group will have already created. Once they have all finished, they will rehearse it in class so that everyone can see it and give feedback to the other groups.

The last session will be used to assess students in their project first of all in the class and then in other lower grades classrooms. They will have to go to

different courses in ESO to show them what they have prepared. The whole performance will last between 10-15 minutes so that they can do it in at least four different courses. This way, they will also realise that the audience (depending on the age) is completely different in each class and that they may have to adapt it in order for younger students to understand it. Moreover, as they are older than their public, they will feel motivated to be able to be “the teachers” for one day and will see the difficulties they might find in an EFL class. To finish with, students will have to write a short report assessing themselves individually, explaining what role they have taken in the team, what they have done and what they think the rest of the colleagues in the group have done. With this report, I will make sure that they understand what they have done, if they think they could have done more and if there has been team work.

3.4. Assessment

In order to assess students I have divided the assessment in different parts as observed in the following grid:

Assessment Grid

Evaluation Criteria			Percentage %
Didactic Unit (40%)	Formative Assessment	Class diary	40 %
Final Project (60%)	Formative Assessment	Auto evaluation	10 %
	Summative Assessment	ESO Students' feedback	10 %
		Final performance	40 %

Students will be told at the beginning of the course that participation in class is very important and that a 40% of the final mark will be given to attendance, participation and implication in class. As a future teacher, I believe it is imperative to establish some rules in class so that students get used to them. For instance, they will know that instead of reducing the mark for the mistakes they do, more punctuation will be given to those who contribute in the lessons by giving their opinion, help other students who are struggling with the activities, are respectful with their friends, etc. What is more, in the class there will be a spot called the “Did you know?” corner where they will be able to bring their own materials or findings about what has been done in the previous class. At the beginning of the next session, anyone who would like to share their ideas will do it in front of their classmates. A detailed explanation of this section is provided in the “Appendix B. Assessment” by means of a binary analytic scale that will be given to the students at the end of the term. In my opinion, an analytic scale is clear enough for students to understand what they have to improve and the most important thing, those features that the teacher has considered as being very positive. I believe that given positive feedback instead of stressing those concepts or actions that have been done incorrectly can strengthen the relationship between the teacher and the student because this way, the students perceive that the teacher knows how much effort they are doing in the course and shows the students that he/she believes in them.

As far as the project is concerned, it will count as a 60% of the final mark and two types of assessment will be considered. On the one hand, the formative assessment, this time it is not going to be the teacher who assesses them but themselves. A 10% of the final mark will be devoted to auto evaluation, that is, students will be asked to write a short report about the opinions they have regarding the production of the project. Here, they will have to give themselves a mark from 1-10 and explain why they think they deserve that mark (what activities they have done in class, how they have organised themselves, what extra work they have done if any, etc.). Moreover, they will also need to give the rest of the participants in their teams a mark and explain the same

information about them. With this type of assessment, I pretend to make them think critically and be honest with themselves to see if all of the members of the group have the same opinion or they differ among themselves.

So as to assess their final product (which will substitute a possible final unit exam) two marks are going to be given by means of a summative assessment. This way they will be provided with a real mark given from an objective point of view. What is more, they will be evaluated by the audience they are going to perform in front of through their feedback. At the end of the performance, all the children will have a few minutes to take a piece of paper and write down any comments they have about the performance and the actors, no matter if it is positive feedback or negative feedback (10% of the final mark). Once the students of Bachillerato have performed in front of all the courses, they will come back to class and have some time to write their reports as well as to get to know their lower grades students' feedback (the teacher will read the other students' feedback to their students and will take notes of what has been said). Finally, the teacher will assess one of their students' first performance in front of the kids through an analytic rubric (See Appendix B). They will be evaluated according to their team's objectives.

Hence, I have chosen this type of rubric because it divides the whole task in different components that must be fulfilled in order to get a high score. The rubric has been divided in different teams and each team has different goals to achieve. Besides, an analytic rubric is clear for students as they can go to the part they struggled with and read the instructions to understand what have they done wrong. What is more, he/she will have been given the rubric in advance so that they know exactly what they are going to be evaluated from and what is expected from them and if they feel lost while working on the project, they can always go to the rubric who serves as a guideline to see how they should do each task.

3.5. Conclusions and discussions of results

I have not been able to put the proposed unit and project into practice because I could not choose the unit I wanted to do as the curriculum was already established and the unit on environmental issues was already done. However, I do have had two possibilities of exploiting the multiple intelligences to motivate students, one of them was with “ciclos formativos” (training cycles) while they were working on a training course on multiple intelligences, and the other was by applying some of the activities proposed in the didactic unit in class.

On the one hand, I was involved in the training cycles’ as part of my internship, on Gardner’s multiple intelligences and it lasted three days. Actually, this program was the starting point for my decision to write the present paper as I comprehended that Gardner’s theory can be implemented in schools and students take profit from it while they have fun. I was also very interested to see that they do not only work in lower levels but you can apply them at any grade. What is more, it was very pleasant to see that a school dedicates so much time to teach their students about these theories because it means that they care about their needs. The training course’s objective was to teach students that no matter how good or bad they are in certain subjects, all of us have a special skill that must be exploited and shown to the rest of the students because it can also serve as a helping tool for other classmates that struggle with that intelligence.

What is more, through the participation of the teachers in the training, there happened to be a very good relationship between students and teachers because students could see another side of the teacher in the sense that they also had to do the test and to join one of the groups as a “leader”. However, this term did not actually make a separation between them but they were only guides in the activities. At the end of the training program, all of the teams had to take part in a dancing performance to finish it with the bodily-kinaesthetic intelligence which was a very good decision because it was very nice to see the teachers’ rapport with their students.

Regarding the didactic unit, I implemented activities such as the proposed in the didactic proposal in a bachillerato class enhancing some of the multiple intelligences and doing a lot of speaking activities with my students as they had previously asked me to do more speaking tasks in the surveys I had passed around at the beginning of the unit. I also put into practice what I knew about restorative circles at the beginning of some of the lessons and I asked students whether they liked that type of activities and the answer was that it was very relaxing to start the lesson with a little bit of speaking instead of going straight to the grammar exercises.

I did a lesson about Walt Disney as the unit they were looking at was about cinema, music and media. I realised that in their free time most of them were talking about movies so I decided to take advantage of that and insert some movie or songs' exercises in the unit. One of them was the one proposed in the didactic proposal which is the Walt Disney reading. At first, when students saw the papers on the walls they were very surprised when I told we were going to do a reading because they were not used to work on texts that way. However, when they were doing the activity I saw that they were very enthusiastic and wanted to participate and work with their classmates. If they did not understand a word, they were asking the other members of the group. A second activity was a kahoot quiz about Disney movies, characters, actors/actresses and Walt Disney himself. It was very delightful to see their faces showing interest in the activity even if they could not understand every single word in the questions.

As far as I have seen, one of the problems that could have introducing this methodology is that although more and more schools are implementing innovative methodologies in lower levels, if students in higher levels are not used to work like this, they might be a bit lost at the beginning because they are not used to this type of activities. However, from the analysis of the teaching proposal I saw that although it might be difficult for some students to work with the MI, they prefer doing different types of activities that are not traditional.

Moreover, at the end of my unit I also gave students some questions regarding their learning with my unit proposal so that they could give me some feedback. Some of the questions were: Did you like the activities you did? Which activities did you like the most? What mark would you give to the teacher from 1 to 10? What did you enjoy the most? and most of the answers were quite similar. They were very happy to have been able to work the grammar part without the need to use the book, they liked practising speaking in class and also that the relationship between the teacher and the students was very good because, according to them, I was also young and I could understand exactly how they felt.

All in all, teaching is one of the most wonderful jobs you can have regarding that you do it as a vocation and you show passion when you teach. Sometimes we forget that students need more than providers of information; they need someone who understand how they feel so that they can adapt the lessons depending on their needs. By applying new methodologies such as using the multiple intelligences in an EFL class, students understand that they can learn English by doing activities that are not only linguistic but that deal with subjects or intelligences that they are good at. What is more, teachers also learn through the difficulties they go through when teaching, the activities they do in class and above all the students' reactions in class and their feedback.

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Appendix A

EFL SURVEY

Please circle the answer that suits you the best and feel free to give your personal opinion or provide any possible suggestions you may have.

1. Do you like English?

1 2 3 4

2. Do you think English is useful nowadays?

1 2 3 4

3. Do you practice English outside the classroom?

1 2 3 4

4. Which skill do you find more difficult to acquire?

- a) Speaking
- b) Listening
- c) Use of English
- d) Writing
- e) Reading

5. Which skill do you find easier to acquire?

- a) Speaking
- b) Listening
- c) Use of English
- d) Writing
- e) Reading

6. If you had to choose the kind of activities you do in an English class, what would they be like? (choose up to 3 activity types you like)

- a) music activities
- b) visual activities (videos, films, flashcards, pictures...)
- c) verbal-linguistic activities (communication, speaking, scrabble, writing, grammar activities...)
- d) bodily-kinesthetic activities? (role plays, activities that imply movement, sports...)
- e) naturalistic activities (excursions, countryside trips, activities related with nature)
- f) interpersonal activities (activities in group)
- g) intrapersonal activities (individually)

7. Which of the activities in question 6 do you do in Bachillerato?

a) b) c) d) e) f) g)

8. Do you find the English lessons attractive? (You like how they are organised, they are useful and interesting at the same time) Would you like to focus more in a specific topic? (conditionals, phonetics, vocabulary, speaking, etc.)

1 2 3 4

9. Do you practice English outside the classroom? If so, explain how.

1 2 3 4

10. When you have to give a presentation or you have to work on a project, do you like the topic you have to talk about? If not, what kind of topics would you more interested in?

1 2 3 4

11. Overall, are you satisfied with the English lessons in the school?

1 2 3 4

12. What do you like the most about the English lessons?

13. What do you think could be improved?

Appendix B:

Analytic Rubric: (Final project 40%)

Team	Task	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Linguistic	Vocabulary	Little variety in vocabulary or very poor, grammatical structures are bumpy and incorrect and the style is informal	Poor, grammatical structures are not accurate and use of informal speech rather than formal style	Use of vocabulary from the unit, correct grammatical structures and communicates in formal style	Use of vocabulary from the unit as well as extra new vocabulary, use of proper grammatical structures and the style used is formal.
	Coherence & Cohesion	The ideas expressed have no coherence and make the audience feel confused	The information is misleading and it is somehow boring for the audience	The information used is expressed clearly but there are some punctuation mistakes and bad structure	There has been a deep research on the topic, clear text structure and well punctuated
	Information	Boring, not innovative and not clear enough	Banal and is somehow old-fashioned. Not a lot of research has been done	Some research has been done. Information is clear and engaging but can be improved	A clear idea is being conveyed. Perfect structure and use of the punctuation in the text
Naturalistic	Vocabulary	Little variety in vocabulary or very poor, grammatical structures are bumpy and incorrect and the style is informal	Poor, grammatical structures are not accurate and use of informal speech rather than formal style	Use of vocabulary from the unit, correct grammatical structures and communicates in formal style	Use of vocabulary from the unit as well as extra new vocabulary, use of proper grammatical structures and the style used is formal.
	Visual Support	No visual support has been included in the presentation	Some pictures have been used but there is no correlation between the explanation and the images	Some material has been used to show their explanation. Nice pictures	Use of extra material such as pictures, comics, videos has been used and the are engaging for lower levels
	Information	Boring, not innovative and not clear enough	Banal and is somehow old-fashioned. Not a lot of research has been done	Some research has been done. Information is clear and engaging but can be improved	A clear idea is being conveyed. Perfect structure and use of the punctuation in the text
Visual-Spatial	Slides Transition	No nice progression techniques have been used. The time spent in each slide is not the adequate	Correct timing between slides but there is no nice progression techniques used	Correct timing between slides. Some techniques have been used to show a smooth transition	Perfect timing between slides. Very innovative transition techniques used. It catches the audience's attention and it's engaging
	Visual Support	No visual support has been included in the presentation	Some pictures have been used but there is no correlation between the explanation and the images	Some material has been used to show their explanation. Nice pictures	Use of extra material such as pictures, comics, videos has been used and the are engaging for lower levels
	Drawing/ Picture	Very bad executed, the idea expressed has nothing to do with the topic	It is correct but could be improved with more details, colours, etc. The idea conveyed sticks to the topic	Some research has been done. Information is clear and engaging but can be improved	A clear idea is being conveyed. Perfect structure and use of the punctuation in the text
Logical-Mathematical	Sources	The data collected is invented. Statistics are not real	The data is real and some research has been done. However, not very clear	The data is real and has been explained by the members of the group	Statistics are coherent with the data showed. Information used is based on real facts. Nice choice of topic
	Visual Support	No visual support has been included in the presentation	Some pictures have been used but there is no correlation between the explanation and the images	Some material has been used to show their explanation. Nice graphics	Use of extra material such as graphics, grids or tables has been used and the are engaging for lower levels
	Calculation	The mathematical operations are incorrect or non-valid	The calculus made are correct but they are not relevant for the message that wants to be conveyed	Well done calculation. The operations are clear and correct	The operations are well calculated. The results are shown in a way that children can understand. Nice graphics

Team	Task	Beginning 1	Developing 2	Accomplished 3	Exemplary 4
Bodily-Kinaesthetic	Script	Poor lexicon, the structure is unclear. Very vague plot. The interaction between characters is not smooth	Structure is not correct. The plot is not clear. Interaction between characters is smooth but needs improvement	Correct structure. The plot is clear and correlates with the topic of the project. The interaction between characters is good	The plot is engaging and innovative. The structure of the script is precise and clear. The interaction between characters is perfect.
	Content	The ideas expressed have no coherence and make the audience feel confused	The information is misleading and it is somehow boring for the audience	The information used is expressed clearly but there are some punctuation mistakes and bad structure	There has been a deep research on the topic, clear text structure and well punctuated
	Performance	Boring, not innovative. Little movement in the room. No decoration at all	Although there is an intention, it is not engaging. Not too many decorative ornaments have been used	The actors move smoothly and entertain the audience. Nice decoration has been used	Nice choreography/ scenography. Actors clearly engage students. Make students participate. Nice decoration
Musical	Instruments	No instruments have been used. Only a song is played	Real instruments have been used. Not recycled ones.	Recycled objects have been used to create the instruments. Nice ideas. Sound is ok	Very innovative. Unconventional materials have been used. The sound is very nice
	Coordination	No coordination between musicians nor between them and the dancers/ actors	Little coordination between musicians and dancers/actors	Good coordination between musicians and dancers/actors.	There is a clear sequence of sounds and perfectly combines with the dance/ theatrical performance
	Song	Does not match the dance/ theatrical performance. No lyrics used	Although there are some lyrics, they do not make sense. The rhythm of the song does not fit with the topic	Nice song and lyrics choice. They convey a clear message to the audience	The song and the lyrics used are very catchy. The audience is engaged by it and a clear message is conveyed
Intrapersonal	Vocabulary	Little variety in vocabulary or very poor, grammatical structures are bumpy and incorrect and the style is informal	Poor, grammatical structures are not accurate and use of informal speech rather than formal style	Use of vocabulary from the unit, correct grammatical structures and communicates in formal style	Use of vocabulary from the unit as well as extra new vocabulary, use of proper grammatical structures and the style used is formal.
	Coherence & Cohesion	The ideas expressed have no coherence and make the audience feel confused	The information is misleading and it is somehow boring for the audience	The information used is expressed clearly but there are some punctuation mistakes and bad structure	There has been a deep research on the topic, clear text structure and well punctuated
	Rhyme & literary figures	No rhyme between verses. Little innovation regarding style	There is rhyme but no literary figures are used	Very creative poem in terms of literary figures and rhyme	The poem shows the author's intention through the rhyme and poetic figures. Nice use of metaphors, similes, etc.

Binary Analytic Rubric: (Class diary 10%)

Class diary (10% of the total mark)	Yes/No
Has attended most of the lessons throughout the unit	
Participation in class is voluntary and abundant	
Pays attention to the teacher's lessons	
Behaves correctly in class and does not interrupt the lessons	
Has done all the activities proposed during the unit	
Initiative to do some research on the activities that have been explained in class and brings material to explain it to their classmates.	
Shows interest by asking the teacher those concept that have not been understood	
Attitude towards his classmates is correct (does not annoy nor argue with them)	
Helps their classmates whenever they need a bit of extra help	
Helps with the creation of a nice atmosphere in class	
Corrects the exercises when the teacher or any other students is doing the correction in class	
Takes notes when the teacher explains new concepts or gives grammar explanation	
Reflects on what he/she has done if they have had a problem with their classmates	
Communicates with the teacher for anything he/she needs	

