



Universitat
de les Illes Balears

Motivation and Multiple Intelligences in the EFL Classroom:
A Case Study of 4th of E.S.O Students in a High-School in
Majorca

Margarita María Socias Llabrés

Master's Thesis

Master's degree in Teacher Training
(With a speciality/Itinerary in English)
at the
UNIVERSITAT DE LES ILLES BALEARS

Academic year 2017 - 2018

Date 12th of February, 2018

UIB Master's Thesis Supervisor Karen Lesley Jacob Abad

Abstract

This study addresses different issues concerning teaching and learning at secondary education. Therefore, it encompasses a variety of active teaching methodologies such as Project-Based Learning (PBL), Multiple Intelligences (MI) and cooperative learning. First, it provides an overview of relevant concepts and authors that have set the path towards innovative teaching. Second, it attempts to determine the existence of a typical profile of intelligence in students who take their last year of compulsory secondary education, that is, 4th of E.S.O. The study was carried out during the academic year 2016-2017 in Beat Ramon Llull in Inca, a high-school where students are grouped according to the branch they take, that is, applied or academic. To do so, having analysed and considered the educational implications of Howard Gardner's Theory of Multiple Intelligences, a diverse number of students of each class completed a series of questionnaires which deal with different aspects that may have an impact on the student's acquisition of English as a Foreign Language (EFL). On the one hand, the questionnaires analysed the role that motivation plays in the EFL classroom. On the other hand, the research was narrowed down to establishing a common profile regarding multiple intelligences depending on the branch chosen by such students. Thus, the purpose of this study was to analyse and compare the results obtained in order to see if there is any correlation between the subjects taken and the intelligences that significantly prevail over the rest in each class. Apart from seeing the distinct profiles of intelligence exhibited, this research also led to see the main strengths and weaknesses of each group of students. Finally, a didactic proposal considering the main principles of Project-Based Learning, Gardner's Multiple Intelligences and cooperative learning strategies will be designed.

Key words: *Multiple Intelligences, motivation, English as a Foreign Language, Project-Based Learning, cooperative learning*

Resum

Aquest estudi aborda diversos temes sobre l'ensenyament i l'aprenentatge a l'Educació Secundària. Per tant, es farà referència a una sèrie de metodologies actives com ara el treball per projectes, les intel·ligències múltiples i l'aprenentatge cooperatiu. En primer lloc, l'estudi proporciona una breu descripció de conceptes i autors que han establert les bases de l'ensenyament innovador. En segon lloc, aquest estudi pretén determinar l'existència d'un perfil típic d'intel·ligència en estudiants que cursen el seu darrer any d'Educació Secundària Obligatoria (4t d'ESO). L'estudi es va dur a terme durant el curs acadèmic 2016 – 2017 al col·legi Beat Ramon Llull d'Inca, on els alumnes són agrupats segons la branca que elegeixen, és a dir, ensenyances aplicades o ensenyances acadèmiques. Així doncs, una vegada analitzades i considerades les implicacions educatives de la Teoria sobre les Intel·ligències Múltiples de Howard Gardner, un divers nombre d'estudiants de cada classe va completar una sèrie de qüestionaris, els quals tracten diferents aspectes relacionats amb l'adquisició de l'anglès com a llengua estrangera. D'una banda, els qüestionaris pretenen analitzar el paper que té la motivació a l'aula d'anglès. D'altra banda, l'estudi es redueix a establir un perfil comú en relació a les intel·ligències múltiples dels estudiants depenent de la branca que cursen. Per aquest motiu, l'objectiu de l'estudi és analitzar i comparar els resultats obtinguts per tal de veure si hi ha alguna correlació entre les assignatures cursades i les intel·ligències que predominen significativament sobre la resta a cada classe. A part de veure els distints perfils d'intel·ligència exhibits, aquesta investigació va conduir a definir les principals fortaleses i debilitats de cada grup d'estudiants. Finalment, l'estudi inclou una proposta didàctica dissenyada en funció dels resultats obtinguts i que, com a conseqüència, pretén aplicar el principi del treball per projectes, les intel·ligències múltiples de Gardner i l'aprenentatge cooperatiu.

Paraules clau: *intel·ligències múltiples, motivació, Anglès com a llengua estrangera, treball per projectes, aprenentatge cooperatiu*

Table of Contents

1. Introduction.....	1
1.1. Motivation for the Study.....	1
1.2. Objectives of the Study.....	4
2. Literature Review.....	4
2.1. Gardner’s Theory of Multiple Intelligences.....	5
2.2. Application of MI to the EFL Classroom.....	8
2.3. Project-Based Learning.....	11
2.3.1. Main Principles.....	12
2.3.2. Cooperative Learning.....	14
2.3.3. Examples of Active Teaching Methodologies in High-Schools.....	16
2.4. Evaluation by Competences.....	18
3. Putting Theory into Practice.....	20
3.1. Method.....	20
3.1.1. Teaching Context.....	20
3.1.2. Participants.....	21
3.1.3. Data Collection.....	22
3.1.3.1. Questionnaire to the EFL Teacher.....	22
3.1.3.2. Questionnaire to the Students.....	23
3.1.3.3. Multiple Intelligences Questionnaire.....	23
3.2. Discussion of Results.....	24
3.2.1. Results of the Teacher Questionnaire.....	24
3.2.2. Analysis of Motivation.....	25
3.2.3. Profile of MI in 4 th of E.S.O Students.....	30
4. Didactic Proposal based on MI and Project-Based Learning.....	33
4.1. Explanation of the Project.....	33
4.2. Applying the MI in the EFL Classroom.....	35
4.3. Lesson Plans.....	36
4.3.1. Session 1. Starting with the Project.....	39
4.3.2. Session 2. The Weather.....	40
4.3.3. Session 6. Cooking.....	42
4.3.4. Session 9. Riddles and Tongue-Twisters.....	43

4.4. Assessment.....	44
5. Conclusions.....	46
6. References.....	49
7. Appendixes.....	52
7.1. Appendix A. Questionnaire to the EFL Teacher.....	52
7.2. Appendix B. Questionnaire to the Students.....	54
7.3. Appendix C. Multiple Intelligences Questionnaire.....	55
7.4. Appendix D. Samples of the Material Designed for the Project.....	58

Index of Tables and Figures

Tables

Table 1. The seven intelligences.....	7
Table 2. Types and features of Gardner’s intelligences.....	11
Table 3. Correspondence between intelligences and key competences.....	20
Table 4. Overview of the lessons.....	38

Figures

Figure 1. Excerpt from the student questionnaire.....	23
Figure 2. What I like most in the EFL class is.....	25
Figure 3. I want to learn English well because.....	26
Figure 4. In the EFL class I am studying.....	27
Figure 5. The most important reason to study English is.....	27
Figure 6. What motivates me most in the EFL class is.....	28
Figure 7. What motivates me least in the EFL class is.....	28
Figure 8. What I like most about English is.....	29
Figure 9. My motivation in the EFL class is.....	30
Figure 10. 4 th of E.S.O. A (Applied Branch).....	30
Figure 11. 4 th of E.S.O. B (Academic Branch: Letters).....	31
Figure 12. 4 th of E.S.O. C (Academic Branch: Sciences).....	32
Figure 13. Comparison Multiple Intelligences in each class.....	32
Figure 14. Lesson Plan: Session 2.....	41
Figure 15. Lesson Plan: Session 6.....	43
Figure 16. Lesson Plan: Session 9.....	44

1. Introduction

Society is deemed to be subject to constant changes, especially social, economic and cultural. This somehow sets the framework of the basic skills and competences which should be taught at school (Toribio, 2010). Needless to say, the educational system goes hand in hand with the latest innovations, for example, as far as technology is concerned. In that sense, schools should attempt to be a reflection of the innovative methodologies so as to prepare students for real-life challenges. For this reason, education should never become obsolete. Consequently, teachers should not only try to focus on developing students' skills and competences but also to maximise their own potential and enhance them to think critically and develop creativity.

This section aims at paving the way for new contributions towards the current practice of English language teaching and learning at compulsory secondary education. Thus, it focuses on establishing the framework of this study and the reasons why it is important to approach the subject of how to deal with learners' individual differences and learning styles in the EFL classroom.

1.1. Motivation for the Study

Motivation in the language classroom has always been a subject of study. Many authors have investigated strategies to apply to the EFL classroom and, therefore, optimize student learning processes. Dörnyei (1994) claims that motivation is one of the main factors in determining the success of learning a foreign language. For this reason, it is vitally important that teachers have a deep understanding of motivational strategies that may work. Although there may be some limitations as far as the teacher's role to influence those students who find difficulties in being motivated, motivational strategies are an effective tool to engage students who seem to have no reason, intrinsic or extrinsic, to learn a language (Sakui & Cowie, 2011). Certainly, it is important for teachers to have a minimum knowledge on the nature of student motivation and on the strategies which may contribute to increase the students' interest towards the subject in question, in this case English.

Likewise, innovation in the classroom is at the core of today's educational concerns. Several authors agree on the application of different pedagogical approaches to engage and motivate learners. Taking into account that learning English as a Foreign

Language in the Spanish curriculum is compulsory throughout the years of secondary education, teachers should present a varied range of activities so as to reach all the students' learning styles. Furthermore, students should see the purpose of learning English and its potential use in their professional careers. Thus, activities should be varied and meaningful. Harmer (2001: 39) contends that “[t]eenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them.” Indeed, this is probably the key to a successful education. Bearing in mind the obligation of teenagers to attend compulsory secondary education, teachers should use motivating materials so as to make the most of the knowledge, skills and abilities acquired in these lessons. Robinson (2010a) suggests that the current educational model of learning should change and focus on promoting the students' creativity. Certainly, this would end up maximizing the students' learning opportunities and students would be as successful as possible. Harmer (2001) endeavours to show that it is the teacher's responsibility to engage students by means of relevant and involving resources. And he concludes that “students must be encouraged to respond to texts and situations with their own thoughts and experience, rather than just by answering questions and doing abstract learning activities” (Harmer, 2001: 39). In line with this, Robinson (2010a) uses the term ‘divergent thinking’ to refer to the diverse ways and multiple possibilities of interpreting a task and answering to a question.

Several authors agree on the benefits of implementing project-based work in the English as a Foreign Language classroom. However, Lasagabaster and Beloqui (2015: 55) suggest that “teachers should work on how to design projects that will motivate students more, as merely implementing PW is not a panacea.” According to Hutchinson (2010), “a project is an extended piece of work on a particular topic where the content and the presentation are determined principally by the learners.” In fact, in secondary schools, project work has not only a positive impact on students' motivation but also on their satisfaction (Lasagabaster & Beloqui, 2015). While they are working on a project, students gradually feel a sense of achievement because they can see how successfully they are achieving their goals. At the same time, a sense of group cohesion is created as students collaborate and take part in different social situations. Some authors consider that project-based work increases the students' self-esteem and motivation. This may

account for the fact that students feel that they have a role in the group and, as a consequence, they do their best so as to reach the highest results. Lasagabaster and Beloqui (2015: 55) conclude that “a possible way to arouse more positive feelings could be by negotiating with students about the project to be carried out. This would foster student autonomy and help to bolster their intrinsic motivation.”

According to Toste (2013), in order to motivate students to learn, it is important to personalize learning. For this reason, the need to adapt the teaching approach to the group in question is also an essential factor to guarantee the academic success of learners. Lasagabaster and Beloqui (2015: 46) endeavour to show that project-based work requires planning and a good organisation. This is, in fact, an important aspect because, otherwise, the attempt to carry out a project will end up being unsuccessful. As Lasagabaster and Beloqui (2015: 46) report:

[T]he teacher will prepare the students for the language demands that the information gathering process will have, as well as for the demands that the data compilation and the analysis of the information process will require. Once the data has been compiled and the information analyzed, the teacher will prepare the students with the necessary vocabulary and language demands to overcome the final task.

In addition to this, project-based work combines different skills and abilities that gather the contents studied during the school year together with the students’ previous knowledge and their capacity to solve problems. Thus, in that process, students become aware of their own level of English as well as their own potential:

Project work offers students the opportunity to use the language they have learned. As they share their work with others in the class, they will be exposed to the language in different contexts to communicate real information, usually about them and their experiences. The project will give them opportunities to reflect on the language they need. (Toste, 2014: para, 8)

Finally, teachers should be a guide in the students’ learning process and help them to be aware of their own abilities. In fact, this should be done by means of the adaptation of materials to the group of students, their level and their needs. Dörnyei (1994) states that while some materials may work with one group, the same activities may have a detrimental effect on another group of students. As a consequence, teachers should encourage students to participate actively, to engage in class discussions or share personal information. In line with this, Glasgow (1999: 88) claims that “when teachers give their students the freedom of personal response, those students develop autonomy, critical thinking, interpersonal relationships, and a sense of self-worth.”

1.2. Objectives of the Study

The overall objective of this study is to analyse Gardner's Theory on Multiple Intelligences, the role that these eight intelligences play in the English classroom and how they can be put into practice in Secondary Education through different materials and resources so as to boost the students' development in several skills and their own self-esteem.

Moreover, research will be done on the profile of students who finish their last year of compulsory education in Beat Ramon Llull (Inca) as far as motivation in learning English as a Foreign Language is concerned. Thus, the intelligences of students from three different classes of secondary education: 4th of E.S.O A, B and C will be examined. According to the current organic Law on the Improvement of the Quality of Education LOMCE (2013) – p. 5, 4th of E.S.O students can choose whether they want to take the applied or the academic branch. On the one hand, the applied branch (4th of E.S.O A) is for those students who want to take Professional Formation courses. On the other hand, the academic branch is divided into the students who take the path of letters (4th of E.S.O B) and those who go for sciences (4th of E.S.O C). Therefore, depending on the studies they want to course in their future, students will go for one path or the other. For this reason, one of the aims of this study is to see the most predominant intelligences in each class and, consequently, to determine whether there is a common profile of intelligence depending on the branch students take.

Finally, a didactic proposal will be designed. It will certainly be based on Gardner's Theory of Multiple Intelligences as well as on project-based work and cooperative learning. The results obtained will be used as a starting point to consider and try to cater for the different students' needs and learning styles, inasmuch as these will enable students to maximize their own potential.

2. Literature Review

An extensive number of authors have studied and analysed Gardner's Theory of Multiple Intelligences. Especially nowadays, the application of multiple intelligences has become increasingly influential in the field of pedagogy and education because of the numerous benefits that it has on the students' personal development and growth. Thus, this section attempts to analyse the origins of Gardner's proposal and the changes

that it has experimented from the very beginning up to the methodologies which are currently used in the school curriculum to innovate in terms of teaching approaches and, consequently, improve the effectiveness of the educational system.

2.1. Gardner's Theory of Multiple Intelligences

Robinson (2010a) makes a critique of the current educational system by stating that there has to be a change in terms of the traditional standardized curricula. Instead of continuing with the passive classroom structure in which students are sat in rows and attending lessons from different subjects separately, there should be a change in the paradigm. Thus, he claims that teachers “should be waking them up to what is inside of themselves.” Several authors agree on the fact of discovering the abilities that each student has. As Robinson (2010a) states, there are “lots of possible answers to a same question”. For this reason, the educational system should aim at developing the student's creativity and allow multiple answers and different ways to interpret a question.

Robinson (2010b) claims that sometimes students' talents are not appreciated in the school setting. He continues his speech acknowledging that “there is no a singular conception of ability.” For this reason, we should “reconstitute our sense of ability and of intelligence.” The main argument relies on the fact that every student has got capacities. The traditional school only accepted one answer to a certain question. It may seem logical unless more than one perspective is accepted. This implies having a broader view of education, which should be certainly addressed through the teacher's teaching approach. Robinson (2010b) concludes that “we have to think differently about human capacity”.

In 1983, Gardner proposed the Theory of the Multiple Intelligences in his book *Frames of Mind* by defining intelligence as “the capacity to solve problems” (Prieto & Ballester, 2010: 21). This meant a major breakthrough in the field of psychology as his definition of intelligence differed considerably from what it had been stated previously, that is, when the IQ tests had been given a significant importance in order to measure the learner's performance in a test (Prieto & Ballester, 2010). Thus, Gardner claimed that learners could show up to seven intelligences. These were the linguistic, logical-mathematical, visual, musical, bodily-kinaesthetic, interpersonal and intrapersonal (see

Table 1). They were further expanded and finally spread to eight by adding the naturalistic intelligence. Gardner said that, unlike the previous assumptions that had been made, intelligence was not an innate capacity, but it was subject to constant changes and, for this reason, it can be developed through the acquisition of competences (Prieto & Ballester, 2010).

Needless to say, in the same field of investigation, the Spectrum Project (Project Zero, 2016) arose from Gardner's Theory of the Multiple Intelligences and in the framework of Project Zero which was promoted by the University of Harvard. The main principles of this work are the following:

Project Spectrum offers an alternative approach to assessment and curriculum development for the preschool and early primary years. Project Spectrum's work is based on the belief that each child exhibits a distinctive profile of different abilities, or spectrum of intelligences. These intelligences are not fixed; rather, they can be enhanced by educational opportunities such as an environment rich in stimulating materials and activities. (Project Zero, 2016: para, 1)

The Spectrum Project was therefore based on Gardner's ideas and it attempted to evaluate the cognitive competence and to foster the development of knowledge, abilities and working habits (Prieto & Ballester, 2010). Moreover, although 50 years have already passed since the research on the changing conceptions of the mind, the different intelligences and Project Zero started, the Spectrum Project can still be applied to today's society. It can still be implemented in schools and, especially, in the English classroom so as to innovate and improve the educational system due to several reasons:

The Spectrum approach can be used in a variety of ways: as an alternative assessment technique, as a set of engaging curriculum activities [...] In a broader sense, Spectrum provides a theoretical framework that can help to bring about important changes in the understanding of children's growth, appreciation of children's strengths, and the creation of an optimal educational atmosphere for children's learning. (Project Zero, 2016: para, 4)

The New School movement, which comprises authors such as Decroly and Montessori, regards learning as an active and autonomous process (see Prieto & Ballester, 2010). They defend the fact that the curricular contents must be adapted to the individual and motivational differences of the students. In that sense, it becomes clear that the teacher's role is that of being an organizer, assessor, prompter and resource, which aims at guiding the students and facilitating their learning process (Harmer, 2001). For this reason, teachers have to be able to recognize the strengths and weaknesses of their students so as to adapt their teaching approach to the learners'

necessities. Furthermore, Montessori is an effective method to apply in the classroom since it is mainly concerned with the objective observation of students. This implies having to design materials and resources and using different techniques, which actually make the learning process more effective (Prieto & Ballester, 2010).

Gardner’s methodology mainly promoted a self-centered learning as well as an active implication of the students in their own learning process (Prieto & Ballester, 2010). Thus, today’s education focuses on the individual and on the multiple possibilities that may result from adapting the teaching approach to the profile of students in the classroom. According to Armstrong (2008), the best way to identify the intelligences that prevail in every student is by means of the observation in the classroom. Obviously, their spontaneous reactions will help to define their most predominant intelligences. However, teachers can also have feedback on their students’ abilities by talking with their parents or even asking them questions on what they enjoy doing. The following table shows the seven intelligences together with the professional careers they would be associated to as well as the main features of each intelligence:

Table 1: The seven intelligences

Intelligence	End-States	Core Components
Logical-mathematical	Scientist Mathematician	Sensitivity to, and capacity to discern, logical or numerical patterns; ability to handle long chains of reasoning.
Linguistic	Poet Journalist	Sensitivity to the sounds, rhythms, and meanings of words; sensitivity to the different functions of language.
Musical	Composer Violinist	Abilities to produce and appreciate rhythm, pitch and timbre; appreciation of the forms of musical expressiveness.
Spatial	Navigator Sculptor	Capacities to perceive the visual-spatial world accurately and to perform transformations on one’s initial perceptions.
Bodily-kinaesthetic	Dancer Athlete	Abilities to control one’s body movements and to handle objects skilfully.
Interpersonal	Therapist Salesman	Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people.
Intrapersonal	Person with detailed, accurate self-knowledge	Access to one’s own feelings and the ability to discriminate among them and draw upon them to guide behaviour; knowledge of one’s own strengths, weaknesses, desires, and intelligences.

Taken from Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences (Gardner & Hatch, 1989: 6)

It was not until later on that Gardner included the naturalist intelligence to indicate a special sensitivity to care for living things, experience and explore the natural environment (Prieto & Ballester, 2010).

2.2. Application of Gardner's Theory of MI to the EFL Classroom

One important aspect to bear in mind in applying multiple intelligences to the EFL classroom is the fact that projects allow students to be immersed in different activities that contribute to develop problem-solving skills, just like in real life (Prieto & Ballester, 2010). According to Robinson (2010a), project-based learning not only encourages students to think for themselves, but it also enhances the student's curiosity to learn. Thus, projects are an effective way to work cooperatively as they not only foster the interaction and exchange of knowledge among students, but they also boost motivation (Prieto & Ballester, 2010).

In any case, in the Spectrum Project, Gardner designed projects whose aim was to put the different intelligences into practice. He was certainly aware of the fact that working in a project enables students to use all the skills, strategies, knowledge and attitudes at the same time (Prieto & Ballester, 2010). In that process, students have to look for information through different sources, use the adequate material to carry out the project and to tackle any problems they may find during the development of the project (Prieto & Ballester, 2010).

Applying Gardner's Theory of Multiple Intelligences has certainly got a large number of benefits. Simeone (1995: 60) stated that "there are many learning styles in any given classroom." As in any sphere of life, diversity is very present in the educational system. This is reflected in the way every student acquires knowledge, assimilates the contents or retrieves vocabulary. For this reason, Simeone (1995: 60) claims that every teacher should "use a different set of tools to master the concepts in our curriculum."

Certainly, teachers tend to focus their teaching approach or methodology towards the most predominant intelligences. However, there should be an equal emphasis on the different learning styles. Simeone (1995: 60) reflects on this idea by saying that: "most of us plan lessons which accommodate both visual and auditory learners, but it is only recently that we have begun to consider our responsibilities to the

kinaesthetic learner.” In fact, this implies having learners moving around the classroom, touching and talking and, using body language (Harmer, 2001).

In order to obtain the best results from all the students, teachers should try to combine the different intelligences. Smagorinsky (1995) states that real life requires an effective combination of several intelligences. In that sense, the educational system should also try to offer lessons that entail the combination of several intelligences at the same time. This can be done through group work. Smagorinsky (1995) concludes that project-based learning allows students to engage in their educational process, to promote their most predominant intelligences and to develop the other intelligences.

One important aspect of having a meaningful learning is not simply to listen to the teacher’s explanations but to put into practice the knowledge acquired. Simeone (1995: 60) considers that “students need to get off their chairs and to be active participants in the educational process.” Thus, in the case of having a kinaesthetic learner in the class, the teacher should make more dynamic lessons so as to contribute to a better acquisition of knowledge. Although it is one of the challenges of education to adapt the teaching approach to the different learning styles in the class due to the complexity that it entails, Simeone (1995: 60) claims that:

Kinaesthetic learners learn by "doing," and many language arts activities are passive. The challenge lies in providing these learners with bridges to conceptual awareness. Obviously, we cannot realistically provide this with every classwork or homework activity, nor should we. Kinaesthetic learners need to develop their paper and pen skills.

In that sense, it is clear that students have to maximize their most predominant intelligences. Nevertheless, they also have to develop other skills. For this reason, it is obvious that teachers will not always be able to design materials that stimulate the different learning styles and accommodate to the variety of intelligences. This might somehow be one of the limitations of having a wide range of intelligences in the English classroom. Harmer (2001: 48) exemplifies this idea in the following statement:

Although we cannot teach directly to each individual student in our class all of the time, we can ensure that we sometimes give opportunities, during our language programme, for visualization, for students to work on their own, for sharing and comparing, and for physical movement.

In line with this, Simeone (1995: 61) contends that he is “always struck by the talent of some of [his] students who often are the least talented with paper, pen, and word but are outstanding with picture conceptualizations.” This reflects the visual

intelligence that may serve as a useful tool for students who better acquire vocabulary by seeing the image of what the concept entails or makes reference to. For this reason, when providing the explanation to some words, teachers should use a great variety of strategies that help students to better acquire knowledge. It is essential to provide definitions, create images in the students' minds that illustrate the concept or even offer lessons which focus on having a playful learning through games.

Several authors deal with the role of games and projects as an effective way to use all the intelligences and developing several skills by means of performing a wide range of activities in the English class. This idea is illustrated very clearly in Smagorinsky's statement:

My rationale for emphasizing multiple forms of compositions was that the students were, almost without exception, highly engaged in the projects they would undertake, often far more so than they were when being evaluated through conventional writing. In particular, students who were low achievers were often among the most enthusiastic and productive workers on these projects. (Smagorinsky, 1995: 19)

Traditionally, the linguistic and the logical-mathematical intelligence were the most predominant when analysing an individual's intelligence (Smagorinsky, 1995). However, with the passing of time, Gardner emphasized the fact that all the intelligences have the same importance and are equally valid (Prieto & Ballester, 2010). Certainly, Gardner meant a breakthrough from the way intelligence had traditionally been approached and analysed:

The emphasis on linguistic and logical capacities was over-whelming in the construction of items on intelligence, aptitude, and achievement tests. If different kinds of items were used, or different kinds of assessment instruments devised, a quite different view of the human intellect might issue forth. (Gardner & Hatch, 1989: 5)

Finally, teachers should consider the diverse learning styles and intelligences when designing the materials for their lessons. This would certainly contribute to changing the education paradigm and maximize the students' potential. Thus, teachers should take into account the eight intelligences as well as the activities or methods that would work more successfully depending on the students they have. According to Harmer (2001), the teacher's role is to offer a varied range of activities which satisfy the students' individual differences as well as assess the student's progress through in-class observation. This will certainly end up having successful results because the teacher

will have a deep knowledge on the different learning styles and the kind of feedback they should be given to improve and reach the curricular goals and objectives.

The following table illustrates the different types of intelligences and student learning styles that might be encountered in the EFL classroom:

Table 2: Types and features of Gardner’s intelligences

TYPE	LIKES TO	IS GOOD AT	LEARNS BEST BY
Linguistic Learner ‘The word player’	Read, write, tell stories	Memorizing names, places, dates and trivia	Saying, hearing and seeing words
Logical/Mathematical Learner ‘The questioner’	Do experiments, figure things out, work things out, work with numbers, ask questions, explore patterns and relationships	Maths, reasoning, logic and problem solving	Categorizing, classifying, working with abstract patterns/relationships
Spatial Learner ‘The visualiser’	Draw, build, design and create things, daydream, look at pictures, watch movies, play with machines	Imagining things, sensing changes, mazes/puzzles, reading maps, charts	Visualizing, dreaming, using the mind’s eye, working with colours and pictures
Musical Learner ‘The music lover’	Sing, hum tunes, listen to music, play an instrument, respond to music	Picking up sounds, remembering melodies, noticing pitches/rhythms, keeping time	Rhythm, melody, music
Bodily/Kinaesthetic Learner	Move around, touch and talk, use body language	Physical activities, (sport / dancing / acting)	Touching, moving, interacting with space, processing knowledge through bodily sensations
Interpersonal Learner ‘The Socialiser’	Have lots of friends, talk to people, join groups	Understanding people, leading others, organizing, communicating, manipulating, mediating conflicts	Sharing, comparing, relating, cooperating, interviewing
Intrapersonal Learner	Work alone, pursue own interests	Understanding self, focusing inward on feelings/dreams following instincts, pursuing interests/goals, being original	Working alone, individualized projects, self-paced instruction, having own space

Taken from Harmer, 2001: 47.

2.3. Project-Based Learning

Project-based work is a teaching approach that promotes active learning. As mentioned before, it focuses on the students rather than on the teacher as the centre of the lesson. Moreover, students work together in small groups to achieve a goal, which is finally

presented to the class. The most relevant aspect of project-based learning is that multiple answers are possible. In that sense, each group may interpret the project differently. For this reason, it is interesting that the students do an oral presentation at the end of the project so that all the students in the class can learn from the ideas and contents of their peers. In addition to this, the students' motivation tends to increase as they approach meaningful and authentic problems and they become highly engaged (Bender, 2012).

According to Hutchinson (2010), project-based learning is not a recent methodology. It was implemented in language lessons many years ago. However, some teachers are still introducing this new methodology into their teaching approaches as a way to innovate in the educational sphere. Wilden (2013) considers that project-based work "is coming back into fashion as a result of what a tablet and its apps can do." Certainly, nowadays, many schools incorporate the use of new technologies as an educational tool in the classroom, which somehow replaces the traditional textbooks or even dictionaries.

Project-based learning was implemented in the Spanish curricula, and especially in the English classroom not long ago (Lasagabaster & Beloqui, 2015). "In Spain, few research projects have analysed the effect of PW on motivation" (Lasagabaster & Beloqui, 2015: 45). For this reason, there is still some uncertainty in the way project-based work has to be implemented and whether it really has an influence on motivation and on the communicative skills of learners. It is, therefore, one of the aims of this section to analyse the role that project-based learning has achieved in the current educational system and how it has gradually developed in the last few decades.

2.3.1. Main Principles

Project-based learning is usually presented as an innovative method and, consequently, contrasted to the traditional use of textbooks. The effects of implementing project work at secondary education have been widely discussed in studies by authors such as Ribé and Sierra, who claim that project work has a positive impact on secondary education students' motivation (In Lasagabaster & Beloqui, 2015: 47). Hutchinson (2010) stated that using project-based work in language classrooms has many benefits for students such as motivation and educational values. One of the main advantages of project-based

learning is that it “allow[s] students to use their imagination and the information they contain does not always have to be factual” (Hutchinson, 2010). For this reason, working on a project entails the combination of sharing personal data and ideas together with the justification by means of arguments, facts and evidence:

Each project is the result of a lot of hard work. The authors of the projects have found information about their topic, collected or drawn pictures, written down their ideas, and then put all the parts together to form a coherent presentation. (Hutchinson, 2010)

In addition to this, creativity is one of the key factors of project-based learning in the sense that students have to do their best to be original and produce a distinctive piece of work. As Hutchinson (2010) puts it, “the projects are very creative in terms of both content and language. Each project is a unique piece of communication, created by the project writers themselves.” And he concludes by saying that: “this element of creativity makes project work a very personal experience. The students are writing about aspects of their own lives, and so they invest a lot of themselves in their project” (Hutchinson, 2010).

Furthermore, project-based work is opposed to the traditional teaching approach which focuses on the teacher as the centre of the lesson. Instead, project-based work is an enriching process for the students as they work together, and, at the same time, they learn from their peers through the constant interactions and sharing of knowledge. As Lasagabaster & Beloqui (2015: 45) put it, “its methodology is student-centered and boosts cooperativeness between students in order to develop a final task or project integrating all their skills.” In that sense, all the students play an important role in the development of the project. Each student can specialize in a certain field which will somehow increase their motivation and their autonomy. Toste (2013) suggests that “using project work can give learners a basis to use the English they are learning.”

Nevertheless, project-based learning might have certain drawbacks in the English as a Foreign Language classroom. Inasmuch as students are involved in the constant communication with their classmates and they may want to express their ideas with clarity and precision, “at this point we may find ourselves in a situation where the students, wanting to complete the task in hand, revert to their mother tongue” (Ribé & Vidal, 1993: 36).

Another point to take into account is that it is sometimes unavoidable to make mistakes when communicating or expressing ideas in the EFL classroom. Hutchinson (2010) suggests that since “project work encourages a focus on fluency, some errors of accuracy are bound to occur.” However, mistakes do not have to be seen as an entire negative point as if they are corrected by the teacher and, as a consequence, students are aware of them, mistakes are the perfect occasion to learn and progress in the acquisition of the foreign language. In any case, Toste (2014) advises that “as the projects are meant to be shared, students are careful about mistakes, motivated to correct them before the project is presented to others.”

Finally, one of the most important requirements of project-based learning is assessing and evaluating the project by means of summative evaluation, that is, continuous assessment. In the process of producing the final product, students can be assessed through different variables such as relevant contributions, creativity, capacity to solve problems and fluency, among others.

In conclusion, project-based work is constantly based on the student’s decisions. As Hutchinson (2010) puts it, “the project writers themselves decide what they write and how they present it.” In that sense, students are constantly thinking for themselves. What is more, projects “help to develop the full range of learners’ capabilities” (Hutchinson, 2010), which is certainly the main aim of education.

2.3.2. Cooperative Learning

Cooperative learning is still very recent. Consequently, teachers are somehow uncertain about the way cooperative learning should be implemented in the school curriculum. Nowadays, different approaches such as Multiple Intelligences or Differentiated Instruction have emerged. It is in this context that cooperative learning plays a vitally important role (Kagan & Kagan, 2009).

One of the main principles of cooperative learning is that learners have got an active role in their own learning process and, therefore, they construct their own knowledge by developing metacognitive structures (Kagan & Kagan, 2009). Moreover, they “interact with each other and with the world to assimilate new learning into their current cognitive schemes” (Kagan & Kagan, 2009: 13.1).

Among the main benefits of cooperative learning, we find several aspects such as the improvement of the academic results as well as a positive impact on the student's self-esteem (Kagan & Kagan, 2009). Certainly, working on a project is interesting and motivating for many reasons. On the one hand, "cooperative learning tasks stimulate interest in part because they are an opportunity for most students to do what they most want to do -interact with their peers." (Kagan & Kagan, 2009: 4.16). On the other hand, "cooperative learning tasks are far more intrinsically motivating [...] because students find it more enjoyable to work with others, interact, feel part of a team, experience the pleasure of working together to reach a common goal" (Kagan & Kagan, 2009: 4.16). As Kagan & Kagan (2009: 13.1) put it,

Cooperative teams are ideal for social learning, language use, and cognitive development. Students discuss, elaborate, and debate ideas as they work together, each making an important individual contribution toward a group goal.

Nevertheless, grouping students in order to create groups for groupwork is a complex task. According to Harmer (2001: 121), "[i]t demands constant monitoring to make sure that students are not in inappropriate groups." Moreover, Harmer (2001: 121) explains that "much discussion centres round whether students should be streamed according to their ability." He suggests that "groups should have a mixture of weaker and stronger students." For this reason, in order to carry out the project effectively, students will be put into small groups. Harmer (2001) claims that, generally, working in small groups contributes to a greater involvement and participation. Students are deemed to have an active role in the whole project. In that sense, the teacher, who is meant to have a deep understanding of the abilities of the students in the class, will select the participants so as to arrange the different groups properly. Thus, the teacher will form heterogeneous groups, in other words, each group will consist of a student whose area of expertise is different from their classmates:

In such groups the more able students can help their less fluent or knowledgeable colleagues; the process of helping will help such strong students to understand more about the language themselves. The weaker students will benefit from the help they get. (Harmer, 2001: 121)

Therefore, groupwork will allow students to benefit from the knowledge and the intelligences of the other students. This is one of the main principles of cooperative work which promotes "all students helping each other regardless of level" (Harmer, 2001: 121). Last but not least, "cooperative projects align instruction with students'

natural desire to interact, play, experiment, and create” (Kagan & Kagan, 2009: 13.2). Thus, cooperative learning strategies resemble real-life in the sense that a combination of skills and abilities are required so as to work and deal with a certain task.

2.3.3. Examples of Active Teaching Methodologies in High-Schools

Throughout the students’ learning process, there are several factors that may intervene and affect the learners’ motivation. In that sense, teachers should bear in mind that some “classroom processes actually diminish the motivation that learners initially bring with them” (Lamb, 2017: 5). In order to enhance the students’ interest and motivation, it is essential to incorporate active teaching methodologies and a varied range of activities. This will certainly improve not only the classroom atmosphere but also the academic results of the students as students will be involved actively in their own learning process (Harmer: 2001).

Project-based learning in the English class is an enriching approach as students learn not only the contents to be studied in the English subject but also to work cooperatively as a team and to deal with moral values such as respect and empathy, among others. Likewise, Toste (2013) states that “the project gives everyone an opportunity to show what they have learned. Making it personal and sharing the information with others in the class will engage them in their learning and make the language real.” In line with this, Kagan & Kagan (2009) state that project-based learning somehow represents the challenges that students will face in the real world. It is mainly for this reason that project-based learning prepares students for their future professional careers. According to Kagan & Kagan (2009: 13.2), “teamwork in the classroom equips students with life skills students will need to succeed in the workplace.”

In addition, project-based learning can be very motivating if students are given the necessary tools to work with. For example, it is important to have a look at useful language, the steps that they should follow and even worksheets which are useful to work with each of the main aspects. As Kagan & Kagan (2009: 13.2) put it, “[y]oung students and students without good teamwork skills need a step-by-step teacher-led project to be successful. As they become more skilled, they require less direction and structuring from the teacher.”

Moreover, nowadays students can take advantage of the use of technology in the classroom. Introducing new technologies in the English classroom can certainly make lessons more enjoyable and dynamic. As Wilden (2013) puts it, tablets, or new technologies in general “used effectively, and at the right moments in a lesson, (...) can help overcome what many teachers see as the difficulty of teaching mixed ability students.” Nevertheless, there should be a balance in the extent to what they are used, that is, devoting just half of the lesson to the use of technology seems to be enough.

Fortunately, all these theoretical principles on teaching methodologies are a reality that is becoming increasingly applied to the current educational system. Agora Portals is an example of a school in Majorca whose methodology is actually based on several learning approaches. On the one hand, they work with the ‘flipped classroom’ approach, which as specified in the schools’ website “increases the commitment and involvement of all students” (Agora International School). The ‘flipped classroom’ approach is one of the current methods in language teaching that has become increasingly well-known due to its benefits such as “increase[ing] student engagement, leverage technology and provide greater opportunities for active learning in class” (Institute for Teaching and Learning Innovation, 2018). The main aim of the flipped classroom methodology is that it “requires students to prepare learning before they meet and engage with peers in purposeful activities” (Institute for Teaching and Learning Innovation, 2018). In fact, this is a helpful strategy especially when teachers need their students have common knowledge on a certain topic in order to carry out several tasks. The use of online resources is, therefore, an advantage for both teachers and students who can have a look at the basic contents in advance.

Moreover, Agora Portals introduced Problem-Based Learning (PBL), “a style of learning in which the teacher poses a problem and pupils present a solution through working on a project” (Mallorca Schools, 2016). In addition to this, Challenge-Based Learning (CBL) focuses on “motivat[ing] pupils to collaborate and make use of new technologies to solve real-world problems” (Mallorca Schools, 2016). The main aim of the school is to present varied teaching methods such as cooperative learning, active participation and digital literacy (Agora International School, 2016).

In conclusion, by attempting to meet the students’ individual needs, teachers will end up having successful and effective lessons. Kagan & Kagan (2009: 4.17) endeavour

to show that “not only do learners differ in their intelligences, they differ in their learning styles.” For this reason, they claim that “when the teacher uses a range of cooperative learning methods, different learners each receive instruction in the way they best learn” (Kagan & Kagan, 2009: 4.17).

2.4. Evaluation by Competences

According to the OECD Program Definition and Selection of Competences (DeSeCo), the education by means of competences plays a vitally important role in the life of individuals. The term ‘key competence’ makes reference to the capacity to use the knowledge acquired so as to solve problems in a specific context. For this reason, by means of competence, we refer to skills, talents or abilities. Competences should be developed not only during the years students attend school but also throughout one’s life. What is more, the professional future demands a combination of skills, knowledge and competences (Toribio, 2010). Thus, since competences enable the educational system to make the students’ progress more visible, “the question of assessing and measuring the output of educational processes is a discussion topic that triggers keen interest all over the globe” (OECD, 2017).

The Royal Decree 1105/2014 as well as the Decree 34/2015 establish the seven competences that must be developed throughout the students’ learning process. Indeed, working in a project enables students to develop both their strengths and weaknesses. Clearly, there is a strong connection between the key competences and the intelligences, in other words, the evaluation by competences goes hand in hand with the evaluation of the students’ intelligences. In that sense, learning English as a Foreign Language facilitates the incorporation of Gardner’s Theory of Multiple Intelligences in the English classroom.

Thus, one of the advantages of learning English as a Foreign Language in the Spanish curriculum is that it does not only entail the acquisition of the competence in linguistic communication, that is, communicate both in written and in oral form, interact, express their opinion about current issues through essays and formal texts or explaining and asking for information.

In addition, students are encouraged to develop the competence in mathematics through situations which require problem-solving capacities. In this sense, students will

apply mathematical and logical thinking in the attempt to make a correct usage of syntactical structures and grammatical patterns. Indeed, learning English allows for multiple possibilities to acquire a good command of the language. Certainly, English in the school curriculum is aimed at developing a wide range of competences.

The digital competence is also very present in the teaching of English. There is a wide range of resources and applications which enable English teachers to make lessons both educational and entertaining. It is one of the main principles of today's education to innovate and make lessons more dynamic in order to contribute to the increase of the students' motivation.

Moreover, English fosters the development of the social and civic competences by means of sharing the students' own opinions and accepting different values and beliefs by getting to know different cultures and establishing links and contrasts with their own reality. This obviously promotes the development of the students' cultural enrichment and personal growth, which is in fact comprised by the cultural competence.

Learning English in secondary education is also a process in which students assume their own responsibilities, make decisions, and apply their previous knowledge to different contexts. Thus, English allows to engage students in debates and to involve them in having an active participation. The learning to learn competence is of vital importance taking into consideration the fact that students are aware of their own learning process by developing metacognitive skills.

Last but not least, the English subject also promotes the students' self-autonomy and initiative. Students have an active role in their own learning process by facing new challenges as well as learning to be critical and creative, an aspect that is considered vitally important not only for their learning process but also as a long-term goal.

In conclusion, combining a diverse set of competences in the EFL class will certainly be positive as students will be developing different skills. In fact, lessons will be more dynamic by designing varied tasks. Harmer (2001: 50) contends that "some lessons (or parts of lessons) will be more useful for some students than for others. But if we are aware of this and act accordingly, then there is a good chance that most of the class will be engaged with the learning process most of the time." Thus, any EFL class can incorporate a diverse set of intelligences and competences because students will hopefully find their own way to interpret and respond to the task in question.

The following table illustrates the correspondence between the different intelligences and key competences:

Table 3: Correspondence between intelligences and key competences

Intelligences	Key Competences
Linguistic	Linguistic Communication
Logical-mathematical	Mathematics
Musical	Cultural Awareness and Expression
Bodily-kinesthetic	Learning to Learn
Visual and Spatial	Cultural Awareness and Expression
Interpersonal	Social and Civic
Intrapersonal	Self-autonomy and Initiative
Naturalist	Learning to Learn

3. Putting Theory into Practice

3.1. Method

In order to collect the data for this study, some written questionnaires were administered to the EFL teacher and to three groups of 4th of E.S.O. students in Beat Ramon Llull. The EFL teacher questionnaire (see Appendix A) aimed at getting to know her teaching approach, among other aspects. Questions to the students asked about their opinion on the quality of the activities done in class, their motivation as well as their preferences in the EFL class (see Appendix B). There was also a Multiple Intelligences questionnaire, addressed to the students and, whose aim was to analyse the profile of multiple intelligences of each class (see Appendix C).

3.1.1. Teaching Context

The school chosen for this research is Beat Ramon Llull, a private school receiving state subsidy. Located in the centre of Inca, it belongs to the group of religious schools Franciscans TOR which offer a religious education. The school provides education to different levels, from Kindergarten to *Batxillerat*. Therefore, students can take Primary Education and Compulsory Secondary Education there, which makes it more familiar for the students who embark in their academic journey from the very first years of their learning process. Moreover, the school offers two branches of *Batxillerat*, which are science and technology and, social sciences and humanities.

A vast majority of teachers at this school have been working there for over twenty years, a fact that enables them to follow the academic progress of their students. There is a lot of coordination among teachers as well as the different departments. They are actually working in several projects. The school is very concerned about the students' success and education.

There are three classes especially for 4th of E.S.O, which are divided according to the path students want to follow in their future studies. 4th of E.S.O A is for those students who take the applied branch whereas 4th of E.S.O B and C are specifically grouped according to the academic branch into letters and sciences.

According to the *Conselleria d'Educació* of the Balearic Islands, English lessons must be split into two groups. Thus, English is taught in groups of approximately fifteen students. This is definitely a great advantage taking into account the fact that by having a reduced number of students in the classroom, lessons can be more interactive and dynamic. Certainly, this makes lessons more effective as teachers can easily cater for diversity in the class by using different strategies to reach all the learners' needs and learning styles. English lessons consist of 55 minutes and they take place three times a week. However, working in interdisciplinary projects creates a connection between subjects by tightly interweaving the contents. Thus, the school promotes the acquisition of English as a Foreign Language by teaching some content subjects in English. Moreover, the school has a language assistant that helps students improve their communicative skills.

3.1.2. Participants

The study focuses on half of the students in each class bearing in mind that the split groups comprise a maximum of 16 students. English lessons are split into two groups so as to facilitate the acquisition of English as a Foreign Language. Thus, a total of 39 students of the three different classes of 4th of E.S.O responded to the corresponding questionnaires. The students' age ranged from 15 to 17 years old.

As it can be appreciated from the observation of different lessons of these groups, the level of English differs significantly from one class to the other. However, all of them are supposed to achieve between a B1 and a B2 level by the end of the academic course.

Moreover, a questionnaire was addressed to the EFL teacher (see Section 3.1.3.1.) who was in charge of these three groups and who was, at the same time, giving English lessons to different courses of secondary education at the high-school.

3.1.3. Data collection

Data has been collected through a series of questionnaires addressed to three groups of students who course 4th of E.S.O. in Beat Ramon Llull, a school located in Inca during the school year 2016-2017. Moreover, observation of the different groups of students was carried out during the second and third terms while doing the Master in Teacher Training Practicum, which is a great advantage taking into account that information is not solely based on the answers of students who responded to the questionnaires on motivation and multiple intelligences. The activities are therefore designed to be put into practice in a school of such characteristics and with students who share a similar academic profile.

The Multiple Intelligences questionnaire was adapted from Armstrong (2009) (see Appendix C). It consisted of a set of questions corresponding to each of the intelligences. Students had to answer ‘Yes’ or ‘No’ to the set of questions. There were a series of 10 sentences for each of the eight intelligences. In order to count the amount of positive and negative answers obtained in the questionnaires, each answer containing ‘Yes’ counted one point. Finally, the total was made by counting the number of ‘Yes’ answers obtained and adding the results to the Excel Programme. Thus, several graphs consider the intelligences that prevail and the main motivations of this selected group of students.

Needless to say, the highest and lowest punctuations reflected in the multiple intelligences’ graph are the most relevant scores. Finally, this will help us to show whether there is a correspondence between the branch selected by 4th of E.S.O students and the intelligences which are highly developed in that class in particular.

3.1.3.1. Questionnaire to the EFL Teacher

There was a questionnaire addressed to the English teacher who was in charge of teaching to the three 4th of E.S.O groups during the academic year 2016-2017 (see Appendix A). This female instructor has 11 years of teaching experience at the high-

school. The EFL teacher's questionnaire attempted to be a guide that helped understand some of the answers obtained from the students' comments and opinions. The results can be seen in 3.2.1.

3.1.3.2. Questionnaire to the Students

The questionnaires to the students consisted of multiple choice questions. The main aim was to get to know their motivation. They included some statements so as to get to know their main motivation in learning English, their satisfaction with the methodology and teaching approach used in the English class as well as their opinion on the activities done in the EFL class on a daily basis. Questions presented different items dealing with motivation in the English subject, as it can be seen in the following example:

- 6. El que menys em motiva de la classe de llengua anglesa és...**
a. com s'ensenya b. les activitats que feim c. la quantitat de feina que feim d. el treball en grup e. la nota
- 7. El que m'agrada més de l'anglès és...**
a. com sona b. com s'escriu c. la cultura dels països de parla anglesa d. la gent de parla anglesa e. les coses que puc fer amb aquest idioma
- 8. La meva motivació a la classe d'anglès és...**
a. molt alta b. alta c. regular d. baixa e. molt baixa

Figure 1: Excerpt from the Student Questionnaire

The questionnaire was given to the students during class time so that they could ask any questions or doubts. It took approximately 15 minutes. And, although it was answered by the students in the English lesson, the questionnaire was presented in the student's first language, that is, Catalan so that they could provide an accurate and precise answer to the questions given. The questionnaire can be seen in full in Appendix B.

3.1.3.3. Multiple Intelligences Questionnaire

The Multiple Intelligences questionnaire aimed at reflecting the students' profile in terms of their most predominant intelligences. It consisted of ten questions related to each of the eight intelligences. The purpose was to analyse the data obtained from the answers of the students and see whether there was any correlation between the intelligences students showed and the branch (i.e. academic –letters and sciences– or applied) they took. The questionnaire can be seen in Appendix C.

3.2. Discussion of Results

The data obtained from the questionnaires (i.e. the questionnaire on motivation and multiple intelligences test addressed to the students and, the questionnaire addressed to the EFL teacher) show a realistic portrait of the educational system at this high-school, which is worth analysing.

3.2.1. Results of the Teacher Questionnaire

The EFL teacher's reflection and comments on her own teaching practice are regarded as significant for the development of this study. For this reason, this section attempts to present the salient points of her responses clearly and concisely.

Regarding the aspects of her teaching that in her opinion promote students' learning most, she commented on the fact that students can practice any aspect that has been taught in class. Moreover, she is very familiar with students' capacities and their specific needs.

The teaching style that defines her best is working with projects and doing group-work in class. She also encourages the use of Information and Communication Technologies (ICT). Moreover, she likes designing new materials for her teaching and she uses material of different levels to deal with the students' diversity. In addition to this, she considers of vital importance the teaching of grammar and vocabulary. However, she tries to work on the four skills equally. In that sense, she values more communication than accuracy.

Furthermore, she believes that the best way to catch the students' attention is by doing dynamic lessons. This implies presenting a wide range of activities and make students have an active role in the classroom.

Finally, she considers that motivation is essential in the EFL classroom in order to have a meaningful learning. Indeed, the fact that students can use the language in a real context makes them realize that learning English as a foreign language is useful. Specially, bearing in mind that Majorca is a tourist destination, having a good command of the English language provides a lot of future professional possibilities.

3.2.2. Analysis of Motivation in 4th of E.S.O students

The results obtained from the answer to what students like most in the EFL class (Figure 2) show a clear preference for doing speaking over writing, which is somehow positive as students are likely to develop communicative skills effectively. Their first preference is followed by listening to English audios. It must be said that at this high-school, students are used to watch a film with English subtitles at the end of each term. For this reason, they are quite familiar with different English accents and registers. Then, they like doing vocabulary and grammar exercises and reading while only a tiny percentage enjoy writing.

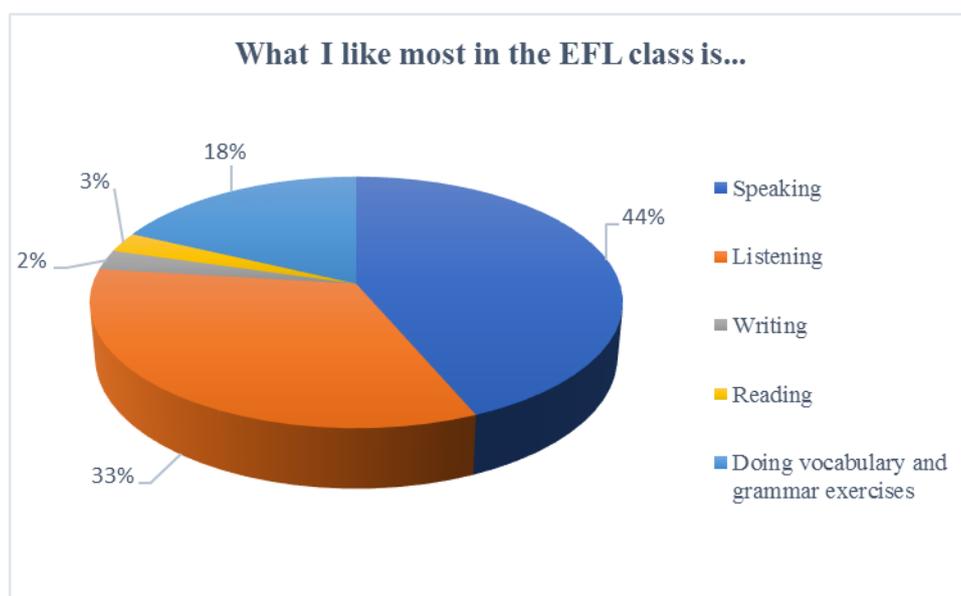


Figure 2: Question 1

As far as their motivation for learning English is concerned (Figure 3), a vast majority of students firmly believe that thanks to the English language, they will be able to communicate with people worldwide. This may be one of the reasons why they showed a greater preference for speaking activities and, as a consequence, students mostly prefer speaking in class.

Some of the students think that all the options together make the right answer. That is why they responded to the question by marking the option 'other reasons'. It makes sense to think that English leads to have a good job taking into account that Majorca is a great tourist destination and most job offers require having a good command of the English language. Moreover, 15% of students state that they really

enjoy learning English because they like the language. And just 8% of students claim that the main reason to study English is because it is a requirement of the school curriculum.

As it can be observed, there is a wide range of opinions and motivations, being both intrinsic and extrinsic. Lasagabaster & Belouqui (2015: 45) consider that “those students who have stronger intrinsic motivation rather than extrinsic will be more motivated and more engaged in Project Work.” In any case, the teaching methods or techniques used by the teacher can somehow enhance the students’ motivation and their academic success in the English subject as activities are presented not only in multiple ways but also in a way that aim at different students’ needs (Lamb, 2017).

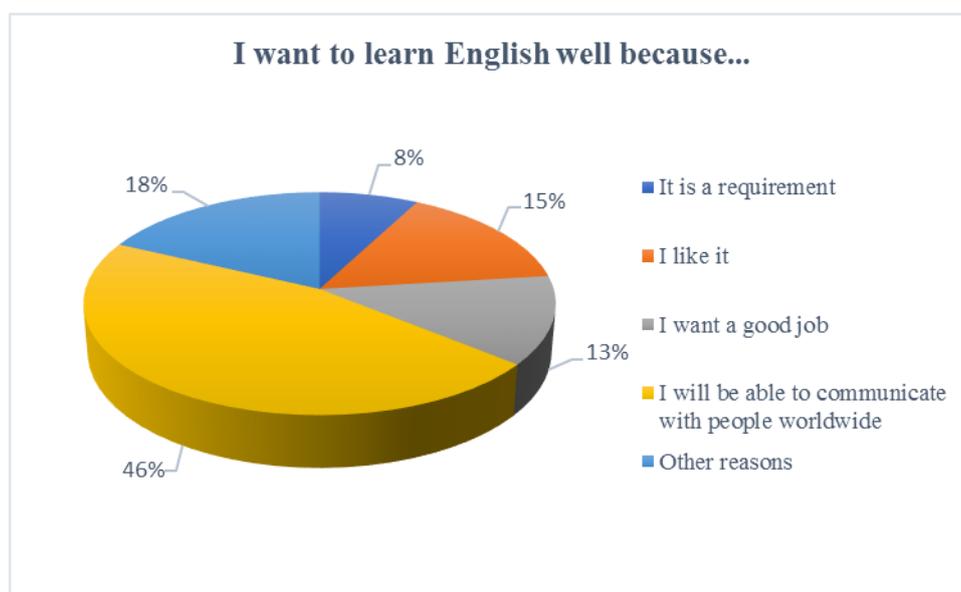


Figure 3: Question 2

The following graph (Figure 4) shows that there is a balance between those students who study a lot and those who do not study at all. At the same time, it can be seen that the most chosen option is ‘neither a lot nor little’. This may be due to different reasons; there are some students who might have a good command of the language and, consequently, they do not have to spend much time studying English. In fact, learning a language is an everyday process. For this reason, the English subject does not entail having to memorize a lot of contents except for the grammar points. Instead, learning English requires practice and a great immersion into the language.

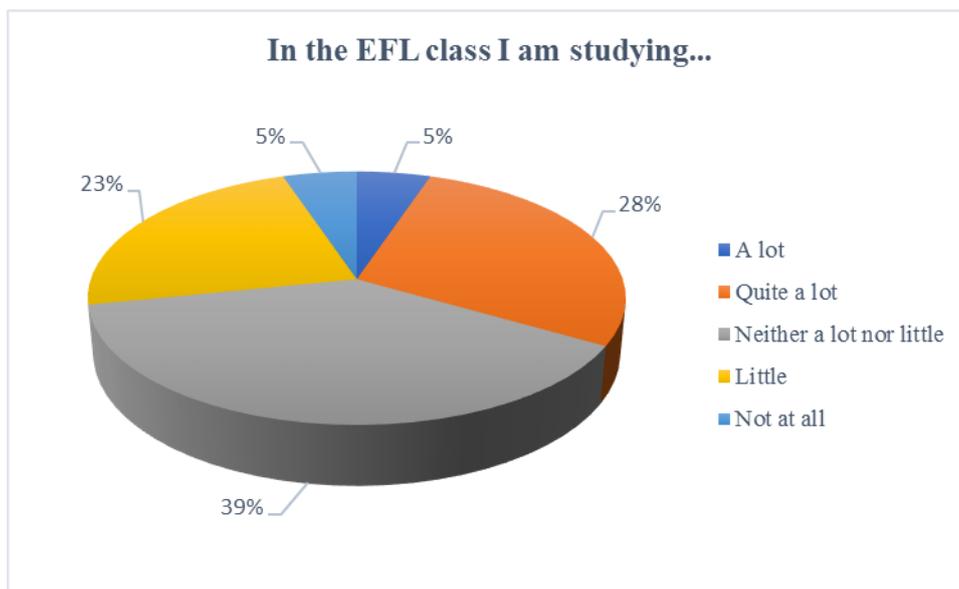


Figure 4: Question 3

Figure 5 exemplifies the fact that 44% of students state that the most important reason to study English is knowing the language. Indeed, English is a lingua franca and this globalized world requires citizens to have a minimum knowledge of English. Quite significantly, just 3 % of students consider that the main reason to study English is to fulfil the requirement. Certainly, they give preference to the fact of finding a good job or getting to know the culture of English-speaking countries through the acquisition of English as a Foreign Language.

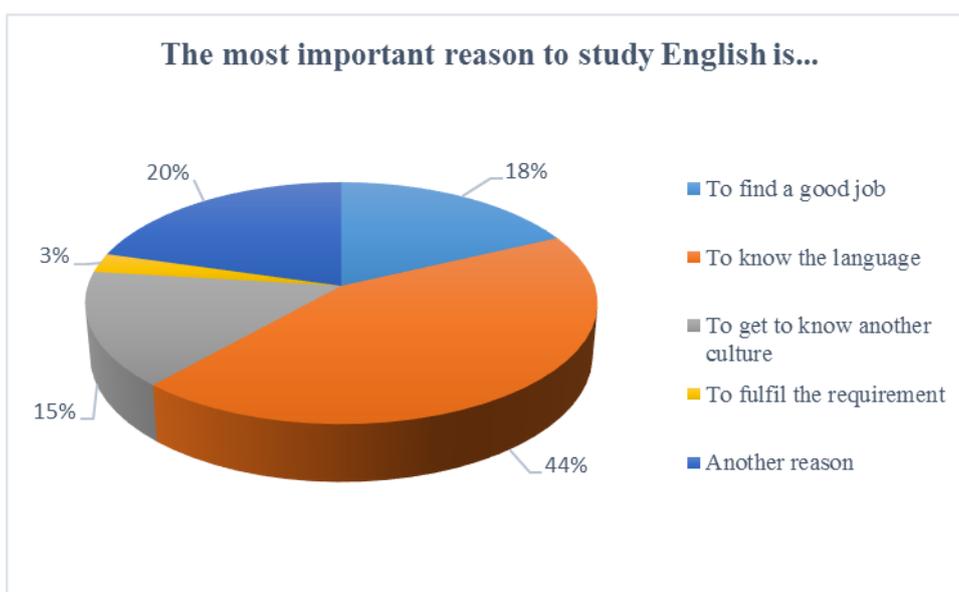


Figure 5: Question 4

According to the results obtained, the main motivation for compulsory secondary education students (Figure 6) is the mark obtained in the English subject, with 38% of students who share this opinion. 28% of the students like the way English is taught in the school curriculum. For this reason, they engage in English lessons. Only 21% of students are satisfied with the activities they do. And 8% of students are motivated to work in groups. This may be one of the inconveniences of project-based learning as students have to get into small groups so as to develop the main tasks.

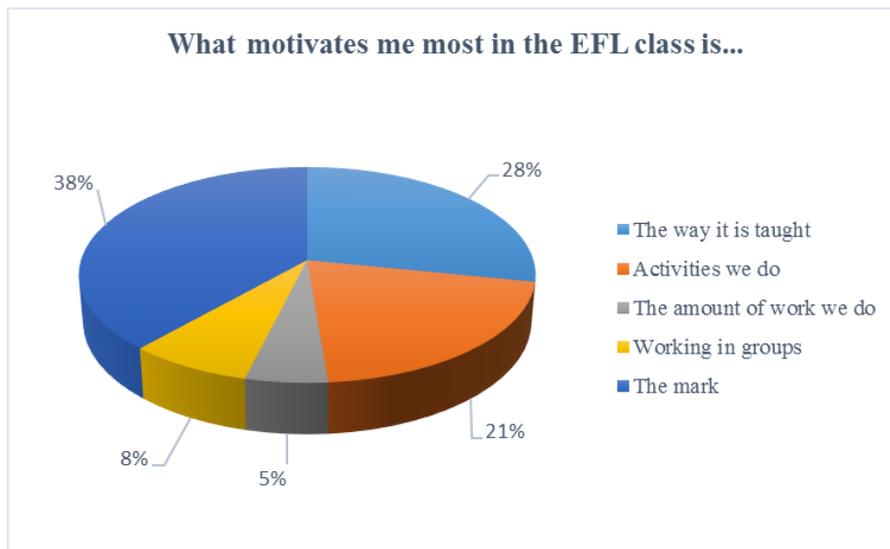


Figure 6: Question 5

Among the least enjoyable aspects of learning English in the school curriculum (Figure 7), students find the activities they do in the English subject. Regarding this aspect, percentages are not significant taking into account that they do not differ greatly.

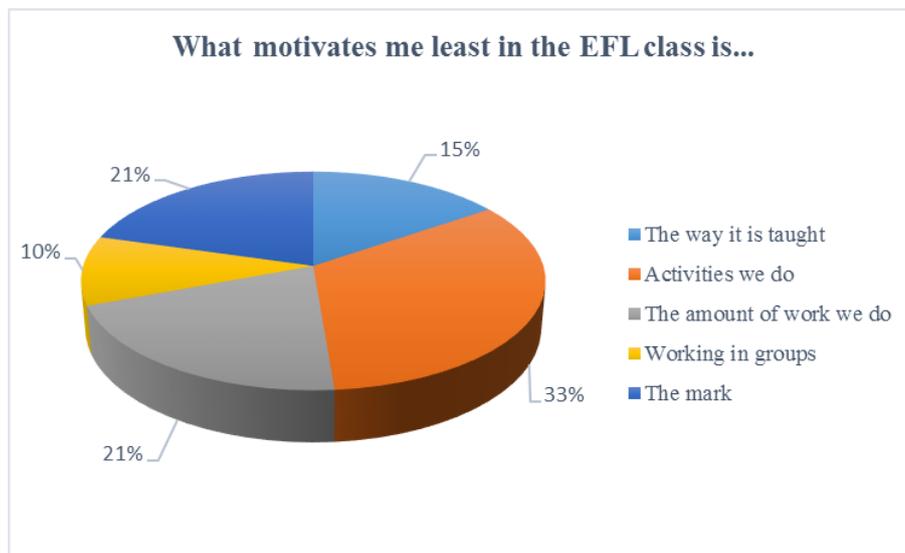


Figure 7: Question 6

Figure 8 illustrates that what students like most about English is the fact that English allows for multiple possibilities to use the language in many spheres of life. For this reason, it can be considered a useful language in this globalized society. 59% of students agree on the practicality of knowing English whereas 23% like the way it sounds.

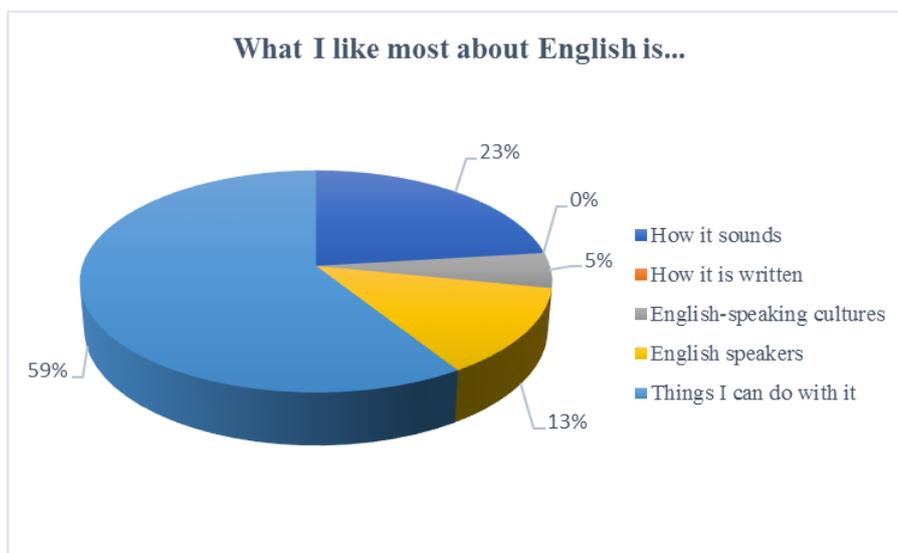


Figure 8: Question 7

As shown in Figure 9, a large number of 4th of E.S.O students have a high motivation in the EFL class. 26% of them show a balanced opinion towards the English subject. And, only 2% have a low motivation, which is quite a positive aspect as the teacher can use motivational strategies for this reduced number of students and pay special attention to their progress from the beginning to the end of the course. Lamb (2017: 6) illustrates this point very clearly in the following quotation:

In many other educational contexts, learners enter classrooms with a modicum of motivation which good teachers can work with to produce acceptable results. But teachers who actually target learner motivation could nurture and strengthen it so that it promotes greater learning effort during the course, produces even better results, and perhaps even carries forward to future periods of study. In the most challenging kind of classrooms – this would include many secondary school classes [...] – learners may not have chosen to be there at all, and the generation of initial motivation is the teacher’s most important role, one that is undeniably complex and difficult.

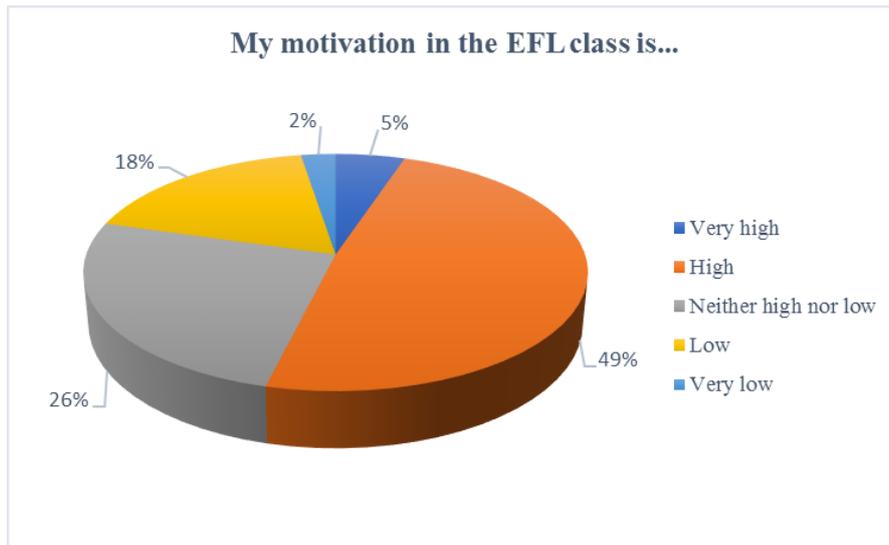


Figure 9: Question 8

3.2.3. Profile of Multiple Intelligences in 4th of E.S.O students

As it can be seen in Figure 10, the students who take the applied branch in 4th of E.S.O show a high percentage of interpersonal intelligence, which is followed by the naturalist intelligence. They also show a considerable degree of musical and visual intelligence, which can somehow be explained by the fact that they take subjects such as music and art. The least common intelligences in this group are the linguistic and the logical, which makes sense as they would probably have chosen the academic branch if they excelled in these areas. However, this group of students show a more practical approach towards their learning process which is reflected in their future expectations.

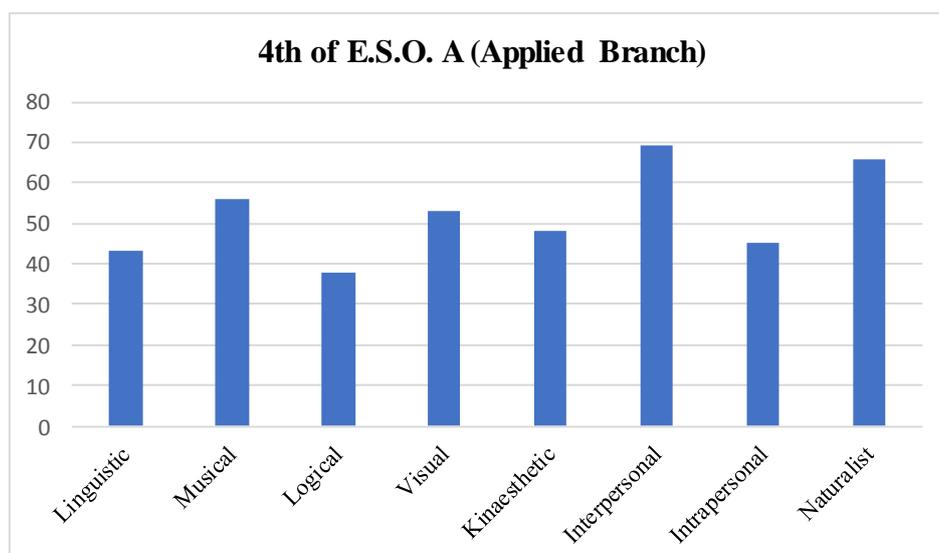


Figure 10: Applied Branch

The academic branch is divided into letters (Figure 11) and sciences (Figure 12). In the case of the academic branch whose specialization is letters (Figure 11), students excel in the interpersonal, naturalist and linguistic intelligences. Obviously, they take the path of letters by doing economy and German which may somehow explain the fact that they have developed the linguistic intelligence to a larger extent than the other groups. Quite significantly, the logical intelligence has the lowest rate, which can somehow be explained by the fact that they do not take either mathematics or sciences.

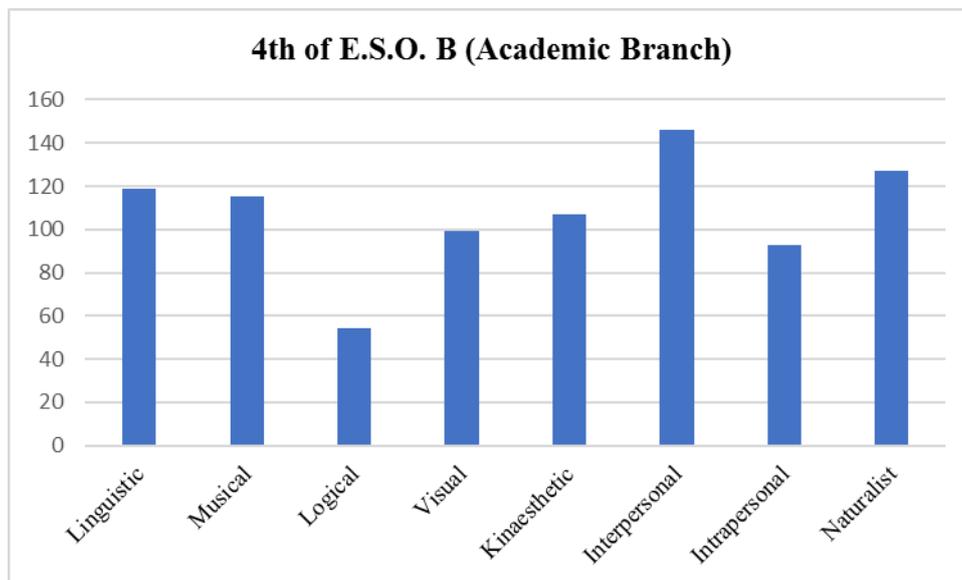


Figure 11: Academic Branch – Letters

Quite significantly, this academic group (Figure 12) which specializes in sciences shows a high degree in terms of several intelligences. The naturalist, logical and interpersonal intelligences are the most predominant whereas the least developed intelligences are the visual and kinaesthetic.

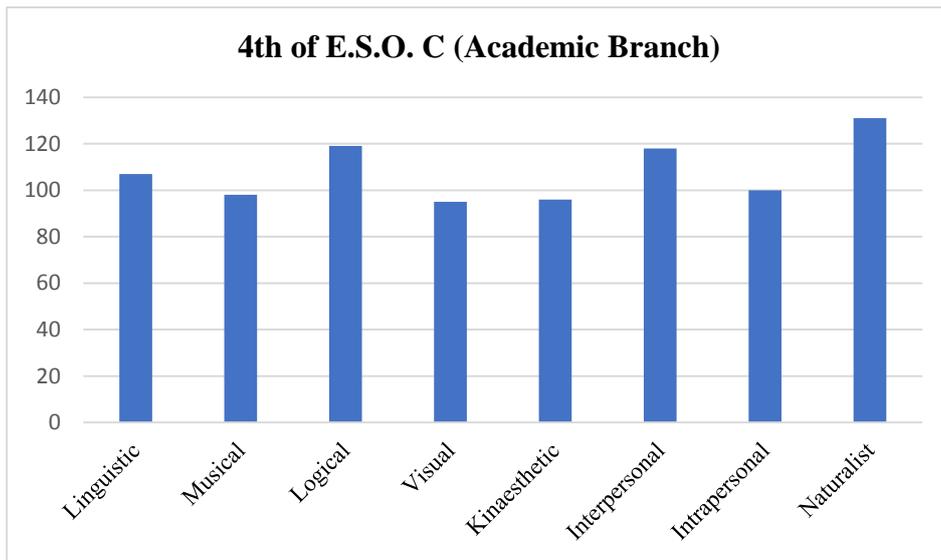


Figure 12: Academic Branch – Sciences

In this graph (Figure 13), it can be observed that there is a balance in terms of the interpersonal, the naturalist and the intrapersonal intelligence in the three groups. Meanwhile, the academic branch which follows the science path taking mathematics shows the highest degree of logical intelligence and all their intelligences are similarly developed whereas the other two groups show a more significant difference in terms of their most predominant intelligences.

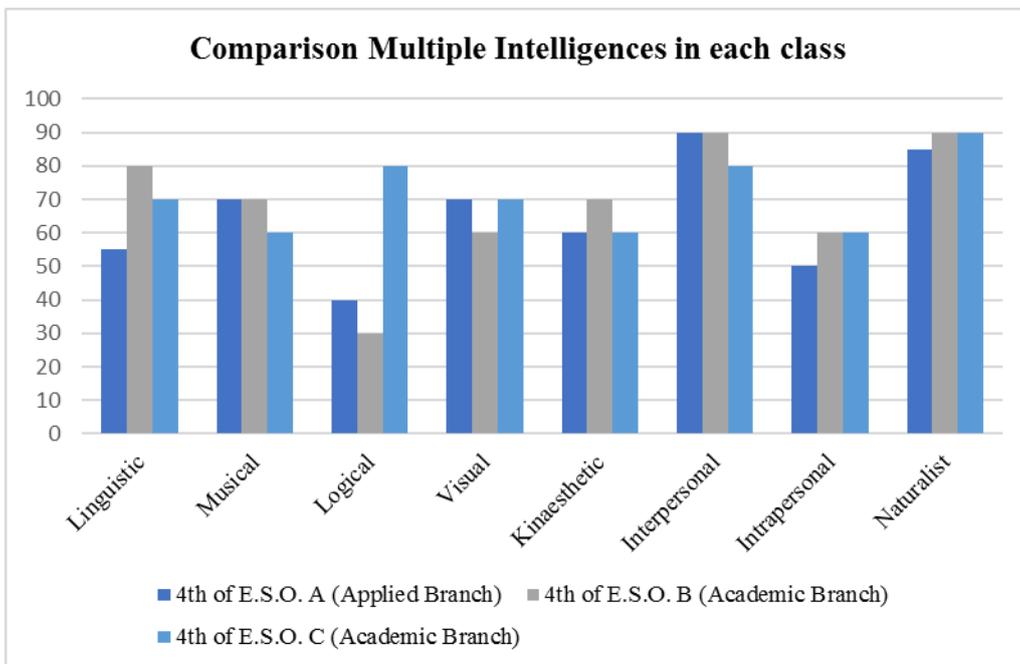


Figure 13: Comparison MI

It can therefore be concluded that each classroom shows a typical profile of intelligence. Bearing in mind the subjects they take in the school curricula, some intelligences are more developed than the others since students are actually exposed to the skills, intelligences and competences in question.

4. Didactic Proposal Based on MI and Project-Based Learning

In this section, a didactic proposal will be presented through a number of lesson plans including the activities and the objectives of each lesson. It will consist of a project in which students will be working in groups of five. The extension will be of 12 sessions.

4.1. Explanation of the Project

The ultimate aim of this teaching proposal is to present a project that involves using the intelligences as suggested by Gardner (2001) and the principles of cooperative learning (see Section 2.3.2.). Thus, the didactic proposal will be designed so as to cater for the different learning styles and multiple intelligences of the three classes involved in this study in which students take 4th of E.S.O. Two of these classes follow the academic branch, which is divided into letters and sciences, whereas there is only one class for those students who take the applied branch.

This didactic unit has been designed to be carried out in Beat Ramon Llull, located in Inca. It is a private school receiving state subsidy, which follows the Spanish National Curriculum. 4th of E.S.O students have three hours of English per week, which should be enough to acquire a good command of the language and the corresponding competences.

Having analysed the profile of intelligences that prevail in each classroom, this syllabus is designed to be carried out in the three different classes of 4th of E.S.O, comprising both the applied and academic branches. Taking into account the complexity of developing all the eight intelligences at the same time, students will have an active role in their learning process which will allow them not only to excel in their most predominant intelligence but also to develop their weaknesses.

The teaching proposal consists of a project, which has been designed to be implemented during the last term of the academic year. By that time, students will have already acquired the basic contents to fulfil the requirements of the diverse range of

tasks. Bearing in mind that by the end of the course, students will have finished the stage of compulsory education, the project comprises a wide scope of skills and competences that students will be able to achieve satisfactorily. Unlike the traditional methodologies concerned with the fact of having to pass an official standardized exam that allows students to graduate from secondary education, this project aims at the students' performance through continuous assessment.

The need to personalize lessons and match the teaching styles to the students learning styles has certainly been one of the major findings in motivation studies. Sakui and Cowie (2011) explore the limits of motivation in influencing students' non-motivated behaviours based on the perspectives of several teachers. However, they state that by means of personalizing lessons and matching the teaching styles to the students learning styles, teachers will have an impact on their learners and, consequently, on their motivation. For this reason, this didactic proposal attempts to cater for the different learning styles and motivations found in students who take the last year of compulsory secondary education. In this sense, a proposal based on project-based work will be carried out after having considered the responses of students who take 4th of E.S.O during the last term of the academic year 2016-17.

The project will consist in designing a TV programme. Students will devote 12 sessions to the preparation of an English TV programme in which they may choose the sections they want to include. Each student will be able to specialize in a certain field. At the same time, all the students will have an active role and work cooperatively in groups of three students. In that sense, all the students will develop the interpersonal intelligence by discussing ideas, sharing opinions and creating a sense of membership. Several strategies such as cooperative learning will allow students to benefit from each other's knowledge. Nevertheless, there will be some activities that demand students to work individually. As Harmer (2001: 115) puts it, "individualised learning is a vital step in the development of learner autonomy."

The main aim of this project is to innovate in the classroom by applying active methodologies. Students will be responsible for their own learning process. They will be working in groups by means of project work and using cooperative learning strategies. All these aspects make learning more entertaining and dynamic, which significantly contributes to a meaningful learning.

The teacher will make constant interactions with the students so as to guide their learning process, monitor their work and assess them continuously. Obviously, students will be constantly evaluated during the realization of activities in class by means of informal assessment. The materials used to assess and carry out the project will be created by the teacher in question, who will be familiar with the different students' profile. Therefore, the teacher will use didactic materials that adapt to the requirements of the class.

By doing project work, students get used to work in groups and their progress has an impact on the students' self-esteem and on their motivation. Thus, cooperative learning strategies are very positive because every student can benefit from the knowledge of their peers. Moreover, they learn to discuss issues, to get organized, to respect all the members of the group and to work cooperatively.

4.2. Applying the MI in the EFL Classroom

The development of the linguistic intelligence in the EFL classroom will consist of writing a script for the TV programme they will present at the end of the project. They will learn to differentiate facts from opinions. As a consequence, they will check reliable sources of information in order to report recent news. The aim of this activity is that students imagine they are journalists working in the media. They will therefore develop critical thinking and autonomy. Finally, they will be able to interview classmates or any person they are interested in and ask them questions that relate to their professional career.

The logical-mathematical intelligence will be reflected in activities that develop problem-solving skills. For instance, to formulate complex grammar structures or to incorporate vocabulary previously seen in the course in the students' projects so as to convey the message in a precise and clear manner.

Students will be able to show their skills in terms of the musical intelligence. Different songs will be used to illustrate some grammar points and to work with specific vocabulary.

The kinaesthetic intelligence will be present in the EFL project as well. Students will have to mime and express themselves through gestures in order to facilitate the

understanding of the message they are transmitting. It will therefore be important to simulate movement and make a proper use of body language.

The visual intelligence will be highly developed throughout the project. Students will have to do posters that exemplify the news they are reporting. In addition, they will have to create the decoration of the scenery. They will also use ICT by creating videos or PowerPoint presentations. Using ICT in the EFL classroom serves the purpose to facilitate the acquisition of knowledge as well as facilitating the communication between the speaker and the audience. For this reason, students will get familiar with innovative tools which are both educational and entertaining.

The naturalist intelligence will require students to work on an environmental project and report the results in the final TV programme. They will have to describe the process they have experimented through the observation of nature and the natural environment.

The interpersonal intelligence requires cooperative learning strategies. Thus, students will work in small groups for most of the project.

Finally, students will develop the intrapersonal intelligence. Students will have to write a portfolio, that is, a personal account of their progress in the subject. They will also have to write about the knowledge they have acquired throughout the different sessions and whether they have enjoyed the activities done during the project. The aim of writing a diary is that students are aware of their own learning process and develop metacognitive skills by self-evaluating their own learning process in the last year of secondary education. This will entail the reflection of activities and tasks carried out both individually and in groups.

4.3. Lesson Plans

Learning English as a foreign language in the curriculum allows for multiple options to apply the contents of other subjects and retrieve the previous knowledge of the students. Moreover, teaching English by means of an integrative approach entails the combination of the four skills, that is, reading and listening together with writing and speaking.

The teacher will use different methodologies. To start with, in some sessions the teacher will implement the flipped classroom method (see Section 2.3.3). Students will

have to look for information at home. Then, once they have searched for the requested information on the topic, they will have to explain it to their classmates. This will help students develop their sense of expertise and, consequently, their motivation and self-esteem as they will prove their value in reaching their goals.

In general, the main objectives of the project are to report news, describe events and use informative language. Students will be practising the four basic skills, that is, writing, speaking, listening and reading. Moreover, they will develop problem-solving skills, improve accuracy and fluency as well as communicate effectively.

Students will be working on the project during 12 sessions. This will enable them to acquire an active role which will definitely contribute to their motivation and self-esteem. At the same time, they will be aware of their own learning process by working cooperatively. In fact, this is an effective strategy because learners can interact and share knowledge. For this reason, all the students can benefit from these constant interactions by developing several competences and putting into practice multiple intelligences.

In this particular case, they will learn how to report the news by using reported speech structures, among other grammatical structures. Moreover, students will acquire specific vocabulary and useful language. The project's focus is mainly the communicative approach. For this reason, although the four skills (listening, reading, writing and speaking) will be practiced when elaborating the script, there will be a special emphasis on listening to short videos uploaded on the BBC channel as well as other well-known channels. For this reason, students will get to know different English accents.

As mentioned before, the role of the teacher will be that of monitoring the lesson, assessing students and prompt them in order to encourage them to think creatively. The teacher will have designed the materials and photocopies bearing in mind the motivation and multiple intelligences of all the students in the class. Indeed, the fact that the teacher adopts a flexible teaching approach will have a positive effect on the students' learning styles. The fact that the teacher knows the students and their strengths and weaknesses is particularly useful when having to assess the students' progress, their role in the project and, finally, to evaluate their overall performance.

Procedure:

To start with, the teacher will be in charge of putting students into groups to carry out the project. All the students will play a vitally important role in the development of the project. Students whose intelligence is the linguistic will probably excel in writing a story whereas the other intelligences will also have an important role in the project. For instance, they will be able to discuss different ideas and reach an agreement on how to proceed. This will involve problem-solving skills or even a good command of ICT to produce a video and a PowerPoint presentation. Groups will be formed by five students who will work and develop the project to the same extent.

The teacher will do the groups taking into account the comments written by the students in advance. The teacher will ask them to write the name of five students they would like to work with. Then, they will have to think of the role they would like to play in the project and the tasks they would like to be in charge with. All these ideas will have to be written down in a piece of paper and, later, handed in so as to consider the students' opinions and preferences. Different intelligences will be mixed so as to implement the main principles of cooperative learning.

Finally, although all the sessions are of equal importance in the development of the project, four sessions have been selected so as to have a more detailed explanation of the lesson plan. The following table provides an overview of the different sessions and the objectives of each lesson:

Table 4: Overview of the Lessons

SESSION	TEACHING OBJECTIVES
1 – Starting with the project	Students will be able to: <ul style="list-style-type: none"> - To learn about the role of newsreaders, news reporters... - To achieve a critical attitude towards the media - To understand the impact that TV has on our lives
2 – The weather	Students will be able to: <ul style="list-style-type: none"> - To analyse a weather map - To express predictions based on evidence - To produce a poster and inform about the weather forecast
6 – Cooking	Students will be able to: <ul style="list-style-type: none"> - To apply their knowledge about cooking - To provide information introducing complements to add meaning - To establish a sequence of events
9 – Riddles and tongue-twisters	Students will be able to: <ul style="list-style-type: none"> - To learn and practice intonation - To acquire fluency - To become more confident

4.3.1. Session 1 – Starting with the Project

The first lesson of the project will consist of explaining the objectives. The teacher will activate the students' schemata by making them aware of their previous knowledge on the topic. The main focus of the project will be the use of cooperative learning strategies, which will enable students to share knowledge, interact, discuss ideas, provide arguments for and against, express their opinion and be respectful towards different opinions or issues. Moreover, students will have an active role in the whole development of the project.

Firstly, the teacher will tell students what the project consists of. They will have to imagine that they are working as news reporters in an English TV channel. Their workplace will be a broadcast studio. They will have to write a script, look for reliable information on the latest news or recent events and interpret different roles. For example, there will be a journalist, the man who reports the weather forecast, that is, the weather man, an anchor, a reporter, a producer, management staff, retailer, among others. Thus, each student will be able to choose the role they feel more comfortable with so as to develop their own potential. As Harmer (2001: 117) puts it, groups "are small enough for real interpersonal interaction, yet no so small that members are over-reliant upon each individual."

Students will get familiar with the steps they have to follow in order to broadcast the news in a TV channel or even create different sections. They will have to think of the responsibilities that each student might have depending on their professional job. To start with, they will make a list of people involved in that career. They will have to describe the main task of these people and the qualities they should have in order to carry out their job effectively.

The teacher will help them to start with the project by making a brainstorming on the blackboard. Then, each group will get a piece of paper where they will have to write down their ideas. They will have 5 minutes to do a brainstorming in small groups. Once they have finished, each group will pass the piece of paper to another group so that they can add any ideas that differ from the ones that have already been written. Students will therefore be familiar with specific vocabulary about the media and the materials involved. In that sense, students will be working in small groups by means of

cooperative learning strategies. The teacher will be a guide in the whole project so as to facilitate the students' progress.



By the end of this session, students will have acquired a wide range of vocabulary on different jobs in the media. This will be a starting point as they will become familiar with some of the vocabulary words that will appear throughout the project. Thus, they will be able to create a 'WordCloud' for their own TV program with the different sections they would like to include. Students will be shown how to do this graphical representation of words so that they can use it in their own projects.

4.3.2. Session 2 – The Weather

In order to carry out Session 2 effectively (Figure 14), the teacher will collect the newspaper forecast in advance so as to show students predictions based on evidence. This means that students will mainly use the 'be going to' verbal tense in order to describe the weather map.

Students will be provided with templates with basic texts that will help them and be a guide in their writing process. Thus, they will be working with worksheets that the teacher will provide so as to facilitate the process of predicting and producing a weather forecast.

SESSION 2	
<p>DESCRIPTION OF THE ACTIVITIES</p> <ul style="list-style-type: none"> - Pre-task (10 minutes): Put students in small groups. Put the word ‘weather’ on the blackboard. Each group will have a piece of paper, where they will have to write down all the words that come to their mind. After 5 minutes, they will swap the papers and add any words they come up with. - Task (15 minutes): Analyse a “Weather Report” and its main features. Students start working in small groups. They have got access to Internet connection so as to watch videos on how to design the different parts of a weather forecast on TV. By having a list of useful resources provided by the teacher, students can work autonomously and gradually develop their project. - Task (15 minutes): Gather and report data on this week’s weather forecast. - Post-task (15 minutes): By the end of the lesson, students will share some of their ideas with the whole class. They will mainly practice the speaking skill. - Writing (homework) (30 minutes): Write a script and produce a weather map to report the forecast on the news. Create posters that will help explain and reinforce arguments through images and key words. 	<p>TIMING 55 minutes</p>
<p>MATERIALS AND RESOURCES Photocopied, laptop, Internet connection, projector, speakers and pictures. Useful Resources: BBC Weather: http://www.bbc.com/weather/ Introduction to Weather Forecasting: http://www.bbc.co.uk/schoolreport/25430930 Presenting a Weather Forecast: http://www.bbc.co.uk/schoolreport/25430933 Weather as News: http://www.bbc.co.uk/schoolreport/25430934 Writing the Weather: http://www.bbc.co.uk/schoolreport/25430932 Weather Forecast Project: https://highschoolwebdesign.com/resources/projects/tables/weather-forecast-project/</p>	
<p>AIMS</p> <ul style="list-style-type: none"> - To improve the students’ communicative skills. - To encourage them to interpret and predict content, especially weather events. - To have students think of the weather forecast genre. - To produce a mock forecast. 	
<p>PROCEDURE</p> <ul style="list-style-type: none"> - The teacher will have already given the instructions and guidelines on how to carry out the final project. - The teacher will involve students in project work. Meanwhile, he/she will be monitoring the lesson, guiding and helping students. - Control the activity and the students’ performance. Make notes of good language use, effective communication strategies, students’ errors and particular communication problems for feedback at the end of the session. 	
<p>EVALUATION</p> <ul style="list-style-type: none"> - Formative assessment: the teacher will provide continuous and constructive feedback - Informal testing to assess oral interaction among students 	

Figure 14: Lesson Plan. Session 2

The fact of having laptops in the English class will enable students to work autonomously and develop metacognitive strategies as they will be aware of their own weaknesses and strengths. Moreover, they will have to pay attention to the structures of this genre by having a look at videos. Videos offer a wide range of educational possibilities. As Harmer (2001: 285) explains, “[v]ideo extracts can be used to introduce

new language, practice already known items, or analyse the language used in certain typical exchanges and genres”. Then, they will have to reproduce those models by creating their own. According to Harmer (2001: 282), “when students use video cameras themselves they are given the potential to create something memorable and enjoyable.” Certainly, the students’ creativity will play an important role at this stage as they will be able to create a weather forecast, report recent news and develop other TV sections in the English subject. In fact, Harmer (2001: 282) concludes that “most students show an increased level of interest when they have a chance to see language in use as well as hear it, and when this is coupled with interesting tasks.”

As in the previous session (see Section 4.3.2.), students will be able to use a ‘WordCloud’ in order to have a visual representation of the vocabulary words related to the semantic field of the weather.



4.3.3. Session 6 – Cooking

This session (Figure 15) will mainly focus on cooking. Students will be discussing the steps that need to be followed in order to prepare a meal. The essential vocabulary includes kitchen utensils, ingredients, verbs and connectors. Thus, this session will be quite helpful as students will have to cope with practical advice on food preparation and safety. They will be practicing verbs such as *clean*, *separate*, *cook*, *chill*, *slice*, *bake*, *dice*, *boil*, *add*, *stir*, *peel*, *chop*, and *simmer*, among others. Moreover, they will be able to put into practice modal verbs such as ‘must’, ‘mustn’t’, ‘should’ and ‘shouldn’t’.

SESSION 6	
<p>DESCRIPTION OF THE ACTIVITIES</p> <ul style="list-style-type: none"> - Pre-task (10 minutes): Analyse the main features of a TV Programme about cuisine and cooking recipes. - Task (15 minutes): Reading comprehension on cooking. Students will learn about the use of connectors to establish a sequence of events. - Post-task (30 minutes): Write a recipe specifying steps, ingredients and equipment. - Homework: Design a TV section on cuisine. Make a video recording yourselves. Present the steps that have to be followed, the ingredients and the necessary equipment. 	<p>TIMING</p> <p>55 minutes</p>
<p>MATERIALS AND RESOURCES</p> <p>Photocopies, laptop, Internet connection, projector, speakers and pictures. http://www.foodafactoflife.org.uk/attachments/db052220-6acc-41861d1f476a.pdf</p>	
<p>AIMS</p> <ul style="list-style-type: none"> - To give students practice in reading recipes. - To learn to synthesize and summarize the main ideas in order to write clearly and concisely. - To be able to use connectors in order to establish a sequence. - To be familiar with different cooking skills and techniques as well as cookery terms. 	
<p>PROCEDURE</p> <ul style="list-style-type: none"> - The teacher will monitor the lesson, take notes on the students' performance and see the role that each student acquires. 	
<p>EVALUATION</p> <ul style="list-style-type: none"> - Formative assessment: the teacher will provide continuous and constructive feedback - Informal testing to assess oral interaction among students 	

Figure 15: Lesson Plan. Session 6

4.3.4. Session 9 – Riddles and Tongue-Twisters

In this session (Figure 16), students will be getting towards the end of the project. They will have been working on different issues, which will be presented and shown to the whole class by means of a video.

Tongue-twisters are a fun and entertaining option to practice pronunciation. Students will have a good time together by learning about well-known tongue-twisters such as “she sells seashells on the seashore”, “mix a box of mixed biscuits with a boxed biscuit mixer” or “Peter Piper picked a peck of pickled pepper”. They will have these examples so as to introduce the topic and get familiar with the sequence of words and sounds. After a few minutes, the teacher will be asking students examples of tongue-twisters which are known to them. Since they are difficult to pronounce, especially when said quickly, students will have time to rehearse and improve their diction by means of repetition. This will be the main methodological strategy of this session. Although there are some students who may not know tongue-twisters, they will be able to make their own contribution by having a look on the Internet. At the end of the lesson, students will be able to start creating a TV section where they will show the contents learnt in this session. Roles will be assigned to each person in the team. Some

members of the group will therefore start reciting tongue-twisters while others will be working on the structure of the TV program as presenters so that they can start producing the final video.

SESSION 9	
DESCRIPTION OF THE ACTIVITIES <ul style="list-style-type: none"> - Pre-task (10 minutes): Look for English riddles or tongue-twisters on the Internet and write them down. - Task (15 minutes): Put ideas in common. Practice and rehearsal. Check pronunciation - Post-task (30 minutes): Start creating a TV section in which the participants have to try to do their best guessing riddles or telling tongue-twisters. Assign roles to each of the students: presenter, participants, cameraman... 	TIMING 55 minutes
MATERIALS AND RESOURCES Photocopies, laptop, Internet connection, projector, speakers and pictures.	
AIMS <ul style="list-style-type: none"> - To allow students to practise speaking spontaneously and fluently. - To get to know famous English riddles and tongue-twisters. - To apply problem-solving skills. - To instruct and entertain students. 	
PROCEDURE <ul style="list-style-type: none"> - The teacher will pay attention to the pronunciation of certain words that may be difficult or confusing. - Check that every student plays an important role in the development of the project. 	
EVALUATION <ul style="list-style-type: none"> - Formative assessment: the teacher will provide continuous and constructive feedback - Informal testing to assess oral interaction among students 	

Figure 16: Lesson Plan. Session 9

4.4. Assessment

Evaluation of the multiple intelligences must be carried out by means of continuous assessment. Unlike the traditional standardized exams, continuous assessment enables the teacher to provide constructive feedback so that the students can improve their own mental strategies and reformulate their own knowledge about the topic.

The main purpose of teachers regarding the evaluation should be to provide them with the necessary resources to make their learning significant. This means that education should focus on making students aware of their capacity to be competent enough in a certain skill. Thus, the assessment either formal or informal will be done through the competences established by the current educational law, that is, the LOMCE. When grading students, the teacher will assess several aspects with special attention to the linguistic competence, the learning to learn competence and the social and civic competence, reflected not only in the attitude of the students towards the

project and the work with their classmates but also in their active participation during the whole project.

An analytic rubric will be used by the teacher to assess the students' development and progress from the very beginning of the project to the end. However, students will also do a self-evaluation which will enable them to see to what extent they have acquired the contents and objectives set by the teacher at the beginning of the term. When engaged in learning, students develop metacognitive skills. They are able to understand, analyse and be aware of their own cognitive processes. This is the main purpose of self-evaluation.

Apart from the aforementioned assessment techniques, formative assessment would be the main evaluation criteria used in the project. Students will be continuously assessed while they are working on their projects in class. Therefore, students will not be graded by means of traditional tests. Instead, they will be evaluated during the development of the project so as not to simply consider the final mark obtained from their last performance. At the end of the project, summative assessment will be taken into account in order to evaluate the outcome of the students' participation and implication in the project.

Finally, students will have to create a portfolio in which all the process will be considered. It will also include the script, images and bibliography used. According to Gardner & Hatch (1989: 7), portfolios "serve as a basis for assessment of growth by both the teacher and the student." In fact, the teacher will be able to evaluate the students' progress, their reflections on the project and the different activities carried out. It is certainly a way to keep track of the whole process.

When assessing the development of multiple intelligences in the EFL classroom, it is important to take into account the strengths and weaknesses of students. Simeone reflects on the idea of accommodating multiple intelligences in the EFL classroom: "[b]ecause students are graded on fluency, they may carry their scripts but are warned not to rely too heavily upon them." (Simeone, 1995: 61). Obviously, there will be students who show a great facility for oral communication, especially those whose most predominant intelligence is the linguistic. However, the students' weaknesses will be born in mind in the sense that they will be able to use the script in order to guide their speech and show their strengths in other areas of the project. Needless to say, that

creativity will also be acknowledged. The final mark will be the average of contents (30%), decoration (20%), performance (30%) and attitude (20%).

5. Conclusions

The main aim of applying the Multiple Intelligences teaching methodology in an educational setting is to foster the students' abilities in a way that contributes not only to maximize their own potential, that is, their strengths but also to develop their weaknesses. Equal opportunities should therefore be given to the students in terms of teaching approaches, in other words, materials should be adapted to the different students' learning styles so that each student can develop their skills in the class. This would definitely improve the students' linguistic competence as well as other competences to the same degree. For this reason, it is important to expose learners to different intelligences to such an extent that they become proficient in a specific field. However, they can also develop the other intelligences by means of cooperative learning and project-based work. Thus, the application of Gardner's Theory of Multiple Intelligences offers the possibility to make students feel that they can be experts in whatever they want to. This theory provides the essential aspects for students to obtain an individualized treatment and, consequently, not only improve their most pronounced intelligences but also develop their weaknesses. Certainly, Kagan & Kagan (2009: 4.17) claims that "the better course is to teach all students in many ways rather than to track them into groups that receive different types of instruction."

Moreover, teachers should know the profile of all the learners and the multiple intelligences that predominate in the class so as to present materials that are appropriate for all the students (Prieto & Ballester, 2010). Especially 4th of E.S.O. is a decisive stage in the future of students who want to continue their academic journey studying. Although these results show a preliminary study of the profile of multiple intelligences in a specific school centre, especially considering the limitations that it entails, a need for further studies in this subject would be highly appreciated so as to expand on the effectiveness of the project. Certainly, a needs analysis would help teachers to be aware of the personality and learning styles of their students, which can be extremely beneficial to boost the students' development and self-esteem.

Bearing in mind the limitations of this study to a reduced number of students in attempting to analyse the intelligences that prevail in 4th of E.S.O students, it can be stated that there exists a typical profile in each class depending on the subjects that students take. At the same time, it is important to note that students need to be exposed to the different intelligences in order to develop them. This can be seen in students who take the academic branch of science. Those students are constantly developing their logical-mathematical intelligence through different subjects such as mathematics, physics or chemistry. For this reason, their mathematical intelligence is the highest of the three groups.

In order to promote the different intelligences in the classroom, it is vitally important to motivate students and to make them be aware of the active role they play in their own learning process. Working in a project will eventually spark an interest in the students' perception towards the English language and their attitude towards their own learning process. Not only project-based work but also cooperative learning strategies will be highly beneficial for students as they will share knowledge, put different ideas in common and, therefore, students will be learning through the constant interaction with their peers.

What is more, further investigations need to be conducted to reveal the students' opinions on the effectiveness of carrying out the aforementioned project. In fact, passing a series of questionnaires to the students after having completed the project would guarantee the satisfaction of the students as well as the potential improvements that could be done towards a better implementation of project-based work and cooperative learning at compulsory secondary education. Certainly, devising a set of questionnaires to be responded at the end of the project would help teachers see whether those students have improved their command of the language, whether there has been an improvement in their grades or simply if they have enjoyed working. Thus, this would ensure the success of the proposal.

Furthermore, the results obtained need to be proved by further investigation. Clearly, it would be valuable to see the previously mentioned projects put into practice and, later, evaluated by both the teacher and the students' self-evaluation. By carrying out the projects, the teacher would be able to evaluate the students' progress, their motivation and ultimately, the achievement of their own goals.

Finally, further research on the feasibility of project-based work should be done so as to compare the results obtained and prove the effectiveness of this method. Moreover, the fact of expanding the research done would allow teachers to check the grades of the students at the end of the school term and see if there is a substantial difference between students who have worked with teaching methodologies such as project-based work, cooperative learning and Multiple Intelligences and, those who have followed the traditional approach to learning English.

6. References

- Agora Portals International School (2016). Educational Project. Nace Schools. Retrieved from <http://colegioportals.es/international-private-school/educational-project/> [Accessed 16 January 2018]
- Armstrong, T. (2008). *Eres más listo de lo que crees. Guía infantil sobre las inteligencias múltiples*. Barcelona: Oniro.
- Armstrong, T. (2009). *Multiple Intelligences in the Classroom*. 3rd edition. Association of Supervision and Curriculum Development: USA.
- Bender, W. (2012). *Project-Based Learning: Differentiating Instruction for the 21st Century*. California: Corwin.
- Decreto 34/2015, 15 de mayo, por el que se establece el currículo de la Educación Secundaria Obligatoria en las Islas Baleares. Boletín Oficial de las Islas Baleares, nº 073, 2015, 16 mayo.
- Dörnyei, Z. (1994). Motivation and Motivating in the Foreign Language Classroom. *Modern Language Journal*, 78/3, 273-284.
- Gardner, H. (2001). *La Inteligencia Reformulada. Las Inteligencias Múltiples en el Siglo XXI*. Barcelona: Paidós.
- Gardner, H. & T. Hatch (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences. *Educational Researcher*, 18/8, 4-10. American Educational Research Association. Retrieved from <http://www.jstor.org/stable/1176460>
- Gené Gil, M. (2010). "Content and Language Integrated Learning (CLIL) in Compulsory Secondary Education. A Case Study in a State High School in Majorca." PhD diss., University of the Balearic Islands.
- Glasgow, J. N. (1999). Recognizing Students' Multiple Intelligences in Cross-Age Buddy Journals. *English Journal*, 88/6, 88-96. National Council of Teachers of English. Retrieved from <http://www.jstor.org/stable/822193>
- Harmer, J. (2001). *The Practice of English Language Teaching*. Pearson Education
- Hutchinson, T. (2010). *Introduction to project work*. English Language Teaching. Oxford University Press. Retrieved from <https://oupeltglobalblog.com/2010/11/26/introduction-to-project-work-what-is-a-project/>

- Institute for Teaching and Learning Innovation (2018). Flipped Classrooms. University of Queensland, Australia. Retrieved from <http://www.uq.edu.au/teach/flipped-classroom/what-is-fc.html> [Accessed 18 January 2018]
- Kagan, S. & M. Kagan. (2009). *Kagan Cooperative Learning*. San Clemente: Kagan Publishing
- Lamb, M. (2017). The Motivational Dimension of Language Teaching. *Language Teaching*, 50 (3), 301-346. Cambridge: Cambridge University Press.
- Lasagabaster, D., & R. L. Belouqui (2015). The impact of type of approach (CLIL versus EFL) and methodology (book-based versus project work) on motivation. *Porta Linguarum*, 23, 41–57.
- LOMCE, Ley Orgánica para la mejora de la calidad educativa, Ley Orgánica 8/2013, 9 de diciembre (2013). *Boletín Oficial del Estado*, n° 295, 2013, 10 diciembre.
- Mallorca Schools (2016). Agora Portals International School. Retrieved from <http://www.mallorcaschools.com/schools/agora-portals-international-school/> [Accessed 10 January 2018]
- OECD (2005). La definición y selección de competencias clave. Resumen ejecutivo. Retrieved from <http://deseco.ch/bfs/deseco/en/index/03/02.parsys.78532.downloadList.94248.DownloadFile.tmp/2005.dsccexecutivesummary.sp.pdf>
- OECD (2017). Organisation for Economic Co-operation and Development. Better policies for better lives. Retrieved from <http://www.oecd.org/edu/skills-beyond-school/definitionandselectionofcompetenciesdeseco.htm>
- Project Zero (2016). Making Learning Visible. Harvard University [online] Retrieved from <http://www.pz.harvard.edu/projects/project-spectrum> [Accessed 21 December 2017].
- Prieto, M.D. y P. Ballester (2010). *Las Inteligencias Múltiples: Diferentes Formas de Enseñar y Aprender*. Madrid: Pirámide.
- Real Decreto 1105/2014, 26 de diciembre, por el que se establece el currículo básico de la Educación Secundaria Obligatoria y del Bachillerato. *Boletín Oficial del Estado*, n°3, 2015, 3 enero.
- Ribé, R. & Vidal, N. (1993). *Project Work. Step by Step*. Oxford: Heinemann

- Sakui, K. and Cowie, N. (2011). The dark side of motivation: Teacher's perspectives on 'unmotivation'. *ELT Journal*, 66/2, 205-213.
- Simeone, W. F. (1995). 'Accommodating Multiple Intelligences in the English Classroom'. *English Journal*, 84/8, 60-62. National Council of Teachers of English. Retrieved from <http://www.jstor.org/stable/821192>
- Smagorinsky, P. (1995). 'Multiple Intelligences in the English Class: An Overview'. *English Journal*, 85/8, 19-26. National Council of Teachers of English. Retrieved from <http://www.jstor.org/stable/821183>
- Toribio, L. (2010). Las competencias básicas: el nuevo paradigma curricular en Europa. *Foro de Educación*, 12, 25-44.
- Toste, V. (2013). *EFL Problems – Motivating Young Learners*. OUP Professional Development. Retrieved from <https://oupeltglobalblog.com/tag/project-work/> [Accessed 18 December 2017]
- Toste, V. (2014). *EFL Problems – Revising, reflecting, adapting, improving*. OUP Professional Development. Retrieved from <https://oupeltglobalblog.com/tag/project-work/> [Accessed 15 December]
- Wilden, S. (2013). *How tablet devices can help with mixed ability classes*. Oxford University Press ELT. Retrieved from <https://oupeltglobalblog.com/tag/project-work/> [Accessed 14 December 2017]

Webgraphy

- Robinson, K. (2010a). *Changing Paradigms* [Video]. Retrieved from <http://www.youtube.com/watch?v=Z78aaeJR8no&>
- Robinson, K. (2010b). *Bring on the learning revolution!* [Video]. Retrieved from http://www.ted.com/talks/sir_ken_robinson_bring_on_the_revolution.html
- Robinson, K. (2006). *School kills creativity*. [Video] Retrieved from http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity.html

7. Appendixes

Appendix A. Questionnaire to the EFL teacher

QÜESTIONARI PER AL PROFESSORAT DE LLENGUA ANGLESA

Nom:

Càrrec:

Titulació acadèmica:

Anys d'experiència docent:

Aspectes metodològics

- 1) Quins creieu que són els aspectes de la vostra docència en llengua anglesa que més afavoreixen l'aprenentatge de l'alumnat?
- 2) Teniu coneixement sobre les capacitats de cada un dels alumnes?
- 3) Coneixeu la teoria de les intel·ligències múltiples? Si és així, quins recursos apliqueu a les classes d'anglès per tal de fomentar-les?

- 4) De les afirmacions següents, marcau aquelles que millor us defineixen:

Considero fonamental l'ensenyament de la gramàtica i del vocabulari.	
Valor més la capacitat comunicativa que la correcció.	
Treball més les destreses receptives (listening, reading).	
Treball més les destreses productives (speaking, writing).	
Procuro treballar totes les destreses per igual.	
Faig treballar l'alumnat dins i fora de l'aula.	
Foment el treball en grup (role-plays, projectes, etc.) a l'aula.	
Foment la interdisciplinarietat dels continguts.	
Faig servir fonamentalment el mètode de l'editorial.	
Sovint complement el mètode de l'editorial amb altres materials.	
M'agrada dissenyar nous materials per a la meua tasca docent.	
Utilitz material de diversos nivells per atendre la diversitat de l'alumnat.	
Faig servir sovint els dictats i les traduccions.	
Faig servir sovint les TIC.	

- 5) Quina considereu que és la millor manera de mantenir l'atenció dels alumnes?

- 6) Quins aspectes creieu que afavoreixen l'aprenentatge d'una llengua estrangera?

- 7) Quin és el vostre grau de satisfacció amb el llibre de text que empren actualment per a l'ensenyament d'anglès? Marcau una opció de l'1 al 5. (1. Molt satisfet 2. Bastant satisfet 3. Ni satisfet ni insatisfet 4. Poc satisfet 5. Gens satisfet):

Molt satisfet Bastant satisfet Ni satisfet ni insatisfet Poc satisfet Gens satisfet

8) Creieu que el llibre de text inclou activitats que afavoreixen els diferents estils d'aprenentatge de l'alumnat?

9) Afegiu qualsevol altra consideració que trobeu oportuna:

Adapted from Gené Gil, M. (2010). "Content and Language Integrated Learning (CLIL) in Compulsory Secondary Education. A Case Study in a State High School in Majorca." PhD diss., University of the Balearic Islands

Appendix B. Questionnaire to the Students

QÜESTIONARI PER ALS ALUMNES

Nom i LLINATGES:

Curs i grup:

Data:

Moltes gràcies per contestar amb sinceritat les preguntes que trobareu a continuació. La vostra col·laboració és essencial per conèixer millor la motivació i l'aplicació de les intel·ligències múltiples a l'aula d'anglès.

1. Qüestionari de motivació (encercla només una opció en cada cas)

1 Totalment d'acord 2 D'acord 3 No tenc cap opinió 4 En desacord 5 Totalment en desacord

1. El que més m'agrada de la classe d'anglès és...

a. parlar b. escoltar c. escriure d. llegir e. fer exercicis de vocabulari i gramàtica

2. Vull aprendre bé l'anglès perquè...

a. és un requisit b. m'agrada c. vull una bona feina d. podré comunicar-me amb gent arreu del món e. una altra raó (especifica-la) _____

3. A la classe de llengua anglesa estudiï...

a. molt b. bastant c. regular d. poc e. gens

4. La raó més important per aprendre anglès és...

a. trobar una bona feina b. saber l'idioma c. conèixer una altra cultura d. complir amb el requisit e. una altra raó (especifica-la) _____

5. El que més em motiva de la classe de llengua anglesa és...

a. com s'ensenyava b. les activitats que feim c. la quantitat de feina que feim d. el treball en grup e. la nota

6. El que menys em motiva de la classe de llengua anglesa és...

a. com s'ensenyava b. les activitats que feim c. la quantitat de feina que feim d. el treball en grup e. la nota

7. El que m'agrada més de l'anglès és...

a. com sona b. com s'escriu c. la cultura dels països de parla anglesa d. la gent de parla anglesa e. les coses que puc fer amb aquest idioma

8. La meva motivació a la classe d'anglès és...

a. molt alta b. alta c. regular d. baixa e. molt baixa

Taken from Gené Gil, M. (2010). "Content and Language Integrated Learning (CLIL) in Compulsory Secondary Education. A Case Study in a State High School in Majorca." PhD diss., University of the Balearic Islands

Appendix C. Multiple Intelligences Questionnaire

Test sobre les intel·ligències múltiples. Respon SÍ o NO a les preguntes següents:

T'agrada llegir?	
T'agrada explicar històries i escriure contes o poemes?	
Gaudeixes aprenent idiomes?	
Tens una gran varietat de vocabulari?	
Tens bona ortografia?	
T'agrada escriure cartes o correus electrònics?	
T'agrada donar conversació?	
Tens bona memòria?	
T'agrada investigar i llegir sobre temes que t'interessen?	
Et diverteix jugar amb les paraules (mots encreuats, embarbussaments, rimes, etc.)?	

T'agrada cantar?	
T'agrada escoltar música?	
Toques algun instrument?	
Recordes les melodies fàcilment?	
Identifiques fàcilment distintes cançons?	
Ets capaç de distingir diferents instruments musicals que sonin alhora?	
Sols cantar o taral·lejar mentre penses o realitzes alguna tasca?	
T'agrada crear sons musicals amb el teu cos? (espetegar els dits, picar de mans...)	
Escrius cançons?	
Recordes millor la informació formant una cançó?	

Et fascinen els números?	
T'agrada la ciència?	
Resols problemes matemàtics mentalment sense gaire esforç?	
T'agrada resoldre misteris?	
T'agrada calcular o endevinar quantitats?	
Recordes números i estadístiques sense esforç?	
T'agraden els jocs d'estratègia, com ara els escacs?	
Sols observar la diferència entre les accions i els resultats? (causa i efecte)	
Gaudeixes descobrint el funcionament dels ordinadors?	
T'agrada organitzar la informació en taules i gràfics?	

Recordes les cares millor que els noms?	
T'agrada dibuixar les teves idees per tal de resoldre problemes?	
T'agrada muntar objectes per després tornar-los a muntar?	
Treballes amb materials com ara paper, pintura i retoladors?	
T'agrada veure pel·lícules?	
T'agrada observar o dibuixar mapes?	

T'agrada mirar fotografies i dibuixos i parlar d'ells?	
Els teus dibuixos són molt detallistes o realistes?	
Recordes en imatges el que has après?	
Aprens a fer les coses observant als altres?	

T'agrada moure't i estar actiu?	
Aprens noves habilitats físiques amb facilitat i rapidesa?	
Et mous mentre penses?	
T'agrada participar en representacions teatrals?	
Imites gestos i expressions d'altres persones?	
Fas algun esport o se't dóna bé algun esport en concret?	
Tens facilitat pels treballs manuals?	
Balles bé?	
Utilitzes el moviment com ajuda per recordar coses?	
Tens bona coordinació i bon sentit del ritme?	

T'agrada observar a les persones?	
Fas amics amb facilitat?	
Ofereixes la teva ajuda quan algú la necessita?	
Gaudeixes de les activitats en grup?	
Et sents segur quan coneixes gent nova?	
T'agrada organitzar activitats amb els teus amics?	
Endevines com es senten els altres només mirant-los?	
Saps com implicar als altres en activitats que t'interessin?	
Prefereixes treballar i aprendre en grup?	
T'agrada oferir-te voluntari per ajudar als altres?	

Prefereixes treballar individualment?	
T'agrada plantejar-te i aconseguir els teus propis objectius?	
Saps sempre com et sents i per què?	
Inverteixes temps en pensar aspectes que t'importen?	
Et preocupa menys que als altres el què pensin de tu?	
Saps perfectament el què se't dóna bé i el què no?	
T'agrada escriure un diari?	
Escrius les teves idees, records, sentiments, etc.?	
Et coneixes bé a tu mateix?	
Penses en el futur i en allò que t'agradaria arribar a ser?	

T'agraden els animals?	
Et preocupes per la naturalesa i el medi ambient?	
T'agrada anar d'acampada o fer excursions?	
T'atures a observar la naturalesa siguis on siguis?	
T'adaptes bé a nous llocs?	
Tens bona memòria amb els detalls de llocs que visites i dels noms d'animals i plantes?	
Sols fer moltes preguntes sobre persones, llocs o coses que hi ha al teu voltant per entendre-ho millor?	

Tens l'habilitat d'entendre i saber comportar-te en situacions o llocs nous?	
Observes el teu entorn immediat (el teu barri, col·legi i casa)?	
T'agrada ordenar les coses per categories?	

Adapted from Armstrong, T. (2008). *Eres más listo de lo que crees*. Barcelona: Ediciones Oniro

Appendix D. Samples of the Materials Designed for the Project

Third-Term Project

GLOSSARY

- Anchorman:
- Advertisement:
- Broadcast:
- Cartoon:
- Channel:
- Commercial:
- Cooking show:
- Curious facts:
- Documentary:
- Experiments:
- Gossip program:
- Guests:
- Interview:
- Live:
- Music performance:
- Parody:
- Presenter:
- Review (about books, music or films)
- Riddles:
- Science section:
- Sitcom:
- Soap opera:
- Survey:
- Talk show:
- Tongue twisters:
- TV viewers:
- TV news:
- Upcoming events:
- Weather forecast:

Steps to write the script for your TV programme:

1. Plan the script and write out a clear outline.
2. Get all the information you need from the Internet (resorting to reliable sources).
3. Do not translate directly from your mother tongue. Use the dictionary when necessary.
4. Simplify your ideas.
5. Make a proper use of connectors to improve the quality and formality of your speech.
6. Make sure that your final script does not contain grammar or spelling errors. Use synonyms to avoid the repetition of words. And check that verb tenses are used correctly.

EVALUATION CRITERIA

- You must produce an English TV programme (with its logo, background music, different sections, adverts in-between and presenters or guests attending the programme).
- You must write the script.
- Remember to work on the decoration of the setting.
- Originality and creativity will be highly appreciated.

You can also record yourselves and present your videos on the due date.

The TV programme may be 30 minutes long **MAXIMUM**, and 20 minutes long **MINIMUM**. It has to be done in groups of 5 students. Participation is **COMPULSORY**. All the students must participate equally.

The project is due on **June 8th**, you must send the script beforehand together with any videos you have recorded. Remember to attach a small project folio including:

- Sources
- Who did each section or part of the project
- Music used
- Pictures or posters used
- Self-evaluation

There will be a prize for the:

- Best TV programme
- Most original section
- Best use of technology
- Funniest presenter
- Best decoration setting