Working multiple intelligences in English as a foreign language class

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Title: Working multiple intelligences in English as a foreign language class.
Abstract
The purpose of this article is to explain a didactic intervention in the English classroom based on Gadner's theory of multiple intelligences. In the same way, encourage the work of cooperative groups, the inclusion of students with special educational needs and the use of ICTs were crucial in the developent of the project. The intervention was carried out in a school in the Valencian Community, with the collaboration of a school in London through the E-twining platform.
Keywords: Multiple inteligences, diversity, TICS

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Resumen
Este artículo tiene como finalidad explicar una intervención didáctica en el aula de inglés basada en la teoría de las inteligencias múltiples de Gadner. De la misma forma fomentar el trabajo de grupos cooperativos, la inclusión del alumnado con necesidades educativas especiales y el uso de las TICs. La intervención fue llevada a cabo en una escuela de la Comunidad Valenciana, con la colaboración de una escuela en Londres por medio de la plataforma E-twining.
Palabras clave: Inteligencias mútiples, uso TICs, diversidad.

This intervention is focus on the well known theory of Multiple intelligences developed that H. Gardner (1986). This approach focused on the existence of 8 different types of intelligences (in an opposition to one single intelligence). Each person has some of them more developed than the others. As a matter of fact, teacher´s educative task should be focused on provide resources and activities that help to develop all the different learning styles (or intelligences of our students).

In this particular case, the course is year 5 and we are going to develop a project related to get to know our European Partner (We are going to start an Etwning project with this school) The three English teachers are going to work in a coordinated way in all the English classes of year 5, they are going to work the same contents and activities. Moreover, as in the project some transversal contents are going to appear, some meetings with tutors will help to provide some previous knowledge or expand the contents that they are studying in other areas.

Regarding to the legal framework that supports this practical case. It is important to mention:

- LOMCE 8/2013 of the 8th December.
- Royal Decree 126/2014 of the 28th of February that establish the curriculum in primary education
- Decree 108/2014 of the 4th July that describes the curriculum in the valencian community. Recently, it has been partially modified by the D88/2017 of the 7th July.
- Order ECD65/2014, 21st of January about the relationship among contents, competences and evaluation criteria.
- Order of the 16th July 2001 about educational attention to the students with special educational needs.

All this documents and recent researchers focus on the importance a new conception of education, where students have to be the centre of all the educative process (Student centered approach). So, activities and resources should be based on students needs and characteristics, in this way knowledge will the useful and it will acquire meaning for them. In this new concept to education, students have a main role and activities should be varied and flexible to adapt to the learning styles of our students. That is to say, that not all of us learn in the same way. Based on this conception Gardner (1986) developed the theory of multiple intelligences.

The theory of multiple intelligences says that there are 8 different types of intelligences and we can have developed ones more than others. These intelligences are:

- Verbal linguistic: That implies a capacity to use the language to communicate.
- Logic-Mathematical: The capacity to apply logic and mathematical reasoning.
- Visual: People with this intelligence are very aware of details and visual information
- Kinesthetic: They learn better when the move or act.
- Interpersonal: This intelligence implies the capacity to work as a team.
- Intrapersonal: Students tend to work individually
- Natural: They are very curious about natural features and science
- Musical: This intelligence implies ability to produce music, rhyme...
- Existential. It is the ability to pose and ponder questions regarding to the existence of life, death or the reason why.

The multiinteligences are extremely important to deal with the diversity that we can find in our classes (Order of the 16th July 2001). So, provide a wide variety of resources and activities are essential features in our ESL classes, as each of us is different so we have different needs and necessities. What is more, the MI help to develop the Learning To Learn competence, because as we provide different activities students learn what learning style suits better with them.

The project that I am going to develop has the title "Getting to know each other". It is related to the E twning project with an European School. It follows some recommendations developed by Haimer (1989):

The first activity is called "Give me more details". Students are going to explain briefly about the etwning project and they are going to do an activity following the program "Mysterious skype" (in this program two classes meet for a skype session but they do not know the localization of the school. So each class has to ask questions to the other in order to get the localization of the school) It is a very interactive and motivating activity. Moreover students develop critical thinking and use of ICT.

This activity will be suitable for logical mathematical and verbal linguistic learners. We will develop the SCC, ICT and CLC key competences. According to the Bloom taxonomy, it will be include in hots (understand an apply) and lots (analyze) cognitive capacities.

The second activity, is called "What does your country look like?". Students are going to develop an investigation related to the country or area. They are going to be able to use ICT, the class is going to be divided in groups and each of them is going to work one particular aspect depending on their learning style.

- Visual: They are going to learn about geography. Resources such as googlexpeditions is very useful.
- Music and kinesthetic: They are going to learn about the most popular songs and dances.
- Natural: They are going to investigate about feathers such as the weather, climate or special natural areas.
- Verbal linguistic They are going to investigate facts related to the culture (tales, expressions or history)

As we are going to work in groups, all the students will work the interpersonal activity.

At the end of this session, all the class is going to have another skype session with the European school (they would have done a similar project) and they have to do the presentation and ask them for more facts they would be particularly interested. The most important features, conclusions or facts will be reflected in the portfolio o e portfolio, as a register f the activities and progresses that students did.

Almost all the competences will be developed. Moreover, as we provide varied options. Each student has the option to choose the area, she/he would be more confident and do a better task. This activity is very complex and it would be include as Hots cognitive activity as it involves (analyze, evaluate and create) . Acoording to the theory of Bloom (1958).

In this activities, we follow a CLIL method. That is the use of the foreign language as an instrument to transmit contents of other areas. In this particular we are going to work social sciences, music or geography, apart from English.

Finally, in relationship to assessment is important to mention that it should reflect the different intelligences and learning styles of our classrooms. Students are going to have a main role in the teaching learning process and the

assessment, they are going to do self evaluation and peer evaluation of the group work activities (a grid will be provided to them to guide the aspects they have to focus). Moreover, the teacher will use a rubric with the most important points to asses (Evaluation criteria and Key competences)

In this project, the most representative items related to Assessment criteria are:

- 5th LE BL1.1 Identify the general meaning of simple oral texts.
- 5th LE BL1.2 Interact in everyday conversation

This project will also consider students with more difficulties to arrive to the contents (Or 16th July 2001). All the students will have opportunities to acquire the minimum contents. Moreover, more talented students will help students that struggle as tutors and they will receive more support from the teacher. The teacher will also design some activities of reinforcement and extension activities and the use of ICT.

In conclusion, the implementation of the principles of the theory of the multiple intelligences will students to develop their capacities and learning styles. Being extremely positive to create a more individual education, that part of the real needs and capacities of students. The activities proposed bear in mind the diversity of students needs and intelligences to arrive to their needs and capacities.

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