



**Universidad**  
Zaragoza

## Trabajo Fin de Grado

Teaching and Learning English as a Foreign  
Language through Multiple Intelligences

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Año 2015

# Index

<b>JUSTIFICATION</b> .....	<b>3</b>
<b>AIMS</b> .....	<b>4</b>
<b>THEORETICAL FRAMEWORK</b> .....	<b>5</b>
<b>Multiple intelligences</b> .....	<b>5</b>
1. What are they? .....	<b>5</b>
2. Which ones? .....	<b>6</b>
3. Reflections .....	<b>7</b>
<b>Learning styles and memory retention</b> .....	<b>8</b>
<b>Teaching English as a foreign language (TEFL)</b> .....	<b>10</b>
1. Comprehensible input.....	<b>10</b>
2. Interaction:.....	<b>11</b>
3. Pushed output .....	<b>12</b>
4. Communicative approach/ Task-based learning .....	<b>14</b>
<b>Methods of assessment</b> .....	<b>16</b>
1. Feedback.....	<b>16</b>
2. Assessing MI .....	<b>17</b>
<b>METHODOLOGY</b> .....	<b>19</b>
<b>ANALYSIS OF AMCO METHOD</b> .....	<b>19</b>
<b>RESULTS OF THE ANALYSIS</b> .....	<b>24</b>
<b>MY PROPOSAL</b> .....	<b>26</b>
<b>REFERENCES</b> .....	<b>35</b>
<b>Books/Articles</b> .....	<b>35</b>
<b>Websites</b> .....	<b>36</b>
<b>APPENDIXES</b> .....	<b>36</b>
<b>Appendix I</b> .....	<b>36</b>
<b>Appendix II</b> .....	<b>38</b>
<b>Appendix III</b> .....	<b>39</b>
<b>Appendix IV</b> .....	<b>40</b>
<b>Appendix V</b> .....	<b>41</b>

## **ABSTRACT**

Nowadays, English is the most commonly spoken language all over the world. Actually, it is a subject that is being taught in almost every school of our country but not all of them do it in the same way. For instance, there are some that teach English as a foreign language (EFL) in a very traditional way while others are implementing new resources and strategies in order to improve learners' level.

One of the possibilities could be teaching EFL lessons through Multiple Intelligences (MI). This is a common option taken by many new-fangled methods but it can be done in many different ways. In this project I want to show one possibility called AMCO method which is based on innovation and focused on teaching English by reinforcing their emotional and social development and giving them tools in order to help them to become bright and multi-competent children.

I have analyzed in further detail this method not just thoroughly researching its resources but also observing it in a real AMCO classroom.

After analyzing it and taking Gardner's MI theory into account, I have realized about many contradictions between them and afterwards, I have proposed suggestions for teaching EFL lessons for developing their full potential.

**KEY WORDS:** Multiple intelligences, Howard Gardner, English as a Foreign language, AMCO method.

## JUSTIFICATION

Not every child learns and develops skills in the same way. There are some that have developed more their emotions and know how to express themselves while others, don't. There are some that prefer working in groups while others prefer to work on their own because they have developed better their intrapersonal skills and prefer to reflect more than to share opinions. These differences make me think that it's not possible to teach all the students in the same way nor to use exactly the same criteria to assess them.

In our society, it is believed that the ones who have higher marks are the most intelligent and that is not true. Nowadays schools assess students by exams and they are supposed to show their knowledge in a written way. And what happens with students that express better their feelings in an oral way? Are they less intelligent?

Because I firmly believe that learners are different and have different needs, I have decided to focus on the existence of multiple intelligences, as Howard Gardner described the term in his 1993 book *Frames of Mind: The Theory of Multiple Intelligences*. As a teacher, we have to try to develop these intelligences as much as possible but that doesn't mean that everyone will develop each intelligence in the same way. For that, we have to adapt to different students and give them resources and strategies to develop their skills as much as they can.

There are many schools that are known for using multiple intelligences but sometimes that is not as true as it seems. Some schools try to develop student's intelligences but the assessment is a traditional test and their marks don't show how intelligent they are or how they are intelligent.

As a future English teacher, I will focus my final project on English lessons based on multiple intelligences. Teaching English as a Foreign Language should be as natural as possible and in this project I want to show how it can be taught in a natural way mixing all the intelligences.

When beginning this research I heard of a method being used currently. This method is called AMCO which is an innovation that mixes MI in an EFL lesson. In this dissertation I will first discuss and define the applications and implications of MI and EFL. I will also analyse AMCO as a sample of putting these ideas into practice and I will try to show its strengths and weaknesses. In this way, I can propose my own suggestions in order to effectively teach English through multiple intelligences.

## **AIMS**

Working on this project, I intend to prove that teaching through Multiple Intelligences (MI) is one of the most useful ways for students to achieve a high development in their skills. As the curriculum claims, teachers should find and develop students' talents. Teachers should take advantage of students' talents creating suitable conditions for it. In this project, I will show how to achieve this aim in order to make students express and acquire their special talents.

There are different methods for teaching by MI and I have chosen the AMCO method as an example because I have observed it in a real classroom. I want to analyse it and according to it, I will suggest possible improvements.

To sum up, through this project I want to achieve the following objectives:

- To analyse what and which are MI and how to work by them
- To analyse how teachers should negotiate their meaning introducing new concepts and how students should process and express their learning (input, output, interaction)
- To analyse different learning styles and how successful they can be in an effective EFL lesson
- To analyse the differences between working with images and sounds and teaching just with written words
- To analyse AMCO method's strengths and weaknesses
- To design a proposal for innovation to teach and assess according to MI theory based on the analysis of the sample method
- To compare legislative framework with sample method and my own proposal for innovation

## **THEORETICAL FRAMEWORK**

### **Multiple intelligences**

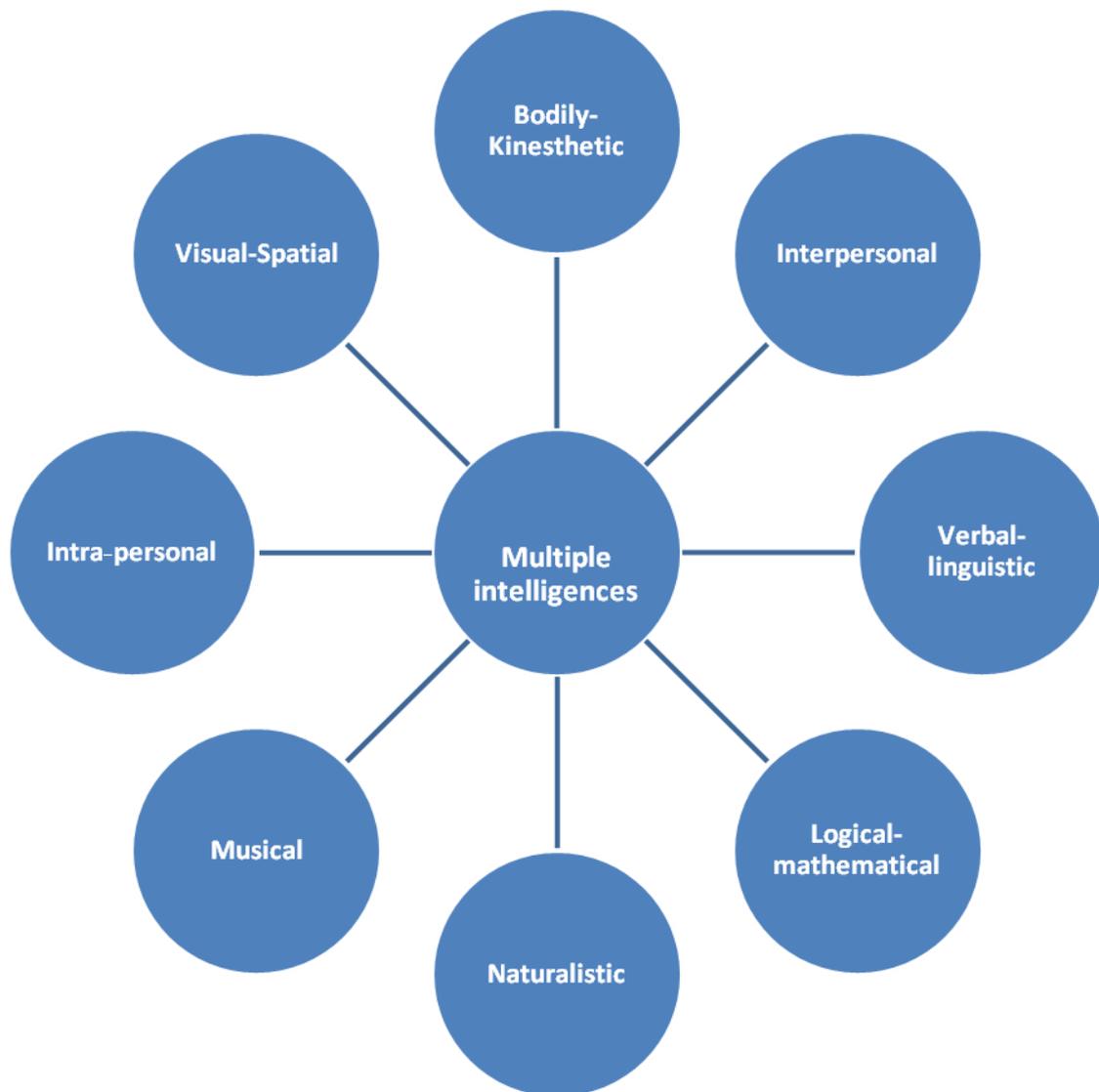
#### **1. What are they?**

According to the theory that Gardner claimed in his book *Unschooled Mind: How Children Think and How Schools Should Teach*: "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains." (Gardner, 1991). This means that we all have the chance of dealing appropriately with the many problems that we face in the world, each one developing a specific area of the brain or more than one differing from the others.

In ancient times, people thought that the concept of intelligence was related to genes. As a consequence, education was considered unable to alter, differ or modify anyone with less capacity than he/she is supposed to have.

In XX century, most of the authors started to think about the relation between intelligence and learning, which means that they were far from the idea that intelligence was just a consequence of genes. As an example of that, Snow highlighted "the importance of looking at individual differences in cognitive processing and analysing these processes in relation to variations in environmental affordances to develop a person-situated interaction theory of intellect" (Snow in Cronbach, L. J., Shavelson, R. J., & Shulman, L. S. 1998)

Howard Gardner claimed that, as long as evaluation was carried out in the traditional method, it would be impossible to evaluate real human capacities properly. (Gardner, 1993). Gardner's vision of intelligence was different. He thought that intelligence was a global word that involved several varied intelligences. He thought that everyone was born with 8 intelligences but that each person develops them in a different way. It depends not just on our genes but also on how our environment develops them. Moreover, teachers will try to develop these intelligences as much as possible to give them opportunities to excel in any area.



## 2. Which ones?

Firstly, he proposed in the book *Frames of Mind* (Gardner, 1993) the existence of at least seven basic intelligences. But, in 1999 he added an eighth: the naturalistic one. I will explain them in detail:

1. Linguistic: The ability to create sentences in an effective way. The capacity to use words orally or in a written way. This intelligence includes the comprehension of the meaning of language and the use of it, in a practical way.
2. Logical-mathematical: The ability to use numbers and to understand this use. This intelligence includes logical patterns and abstract concepts. A student will

be intelligent in this area, if he/she knows how to infer, classify, calculate, generalize and test a hypothesis.

3. Spatial: The ability to perceive the environment and orient oneself appropriately in it.
4. Bodily-kinaesthetic: This intelligence is about balance, coordination, flexibility, speed and strength. It is about being aware of oneself and of our capacities.
5. Musical: The capacity to communicate by sounds, to perceive music to feel what it wants to express and to express with it what you want to communicate.
6. Interpersonal: The capacity of understanding others, perceiving them and discriminating among others.
7. Intrapersonal: This intelligence is about being aware of ourselves and about our intentions, moods and desires. It is a self-knowledge.
8. Naturalistic: This intelligence requires a classification and sensibility to the nature.

### 3. Reflections

Thomas Armstrong, based on Howard Gardner's theory described in *Multiple intelligences in the classroom* (Armstrong, T. 2009), how a MI teacher should be. This is considered an important aspect because teachers are the ones who engage students and motivate students in order to make their learning easier. A MI teacher must be able to combine intelligences in a creative way and should spend part of the time using specific techniques to achieve their educational objective. The MI teacher may spend part of the time writing and drawing on the blackboard. He/she has to draw pictures for presenting the information, make lessons visual, offer artefacts to bring students materials that prove and make their understanding real, as much as possible. A MI teacher should give students more time to reflect and should create a suitable atmosphere in order to promote interaction.

In general, MI schools should be prepared for every kind of student and their different needs. Each student needs a specific education and a MI school should be ready for it. As Thomas Armstrong claimed, "The theory of multiple intelligences suggests that the classroom environment -or class-room ecology, if you will- may need to be fundamentally restructured to accommodate the needs of different kinds of learners" (Armstrong T., 2009).

According to the relationship between these children, it's important to create situations where students feel comfortable in order to improve their interpersonal intelligence. This could be possible if teachers create situations in which students work in groups.

To create MI lesson plans, there are a number of teaching tools in MI theory that go far from traditional methods (See Appendix I). Moreover, *MI in the classroom* established that "the best way to approach curriculum development using the theory of MI is by thinking about how one can translate the material to be taught from one intelligence to another" (Armstrong, T. 2009).

This author claimed 7 steps: Firstly, he recommends that teachers should focus on a specific objective or aim. Secondly, he proposes to ask key MI questions, such as, how can I use visual aids, visualization, colour or arts? How can I use mind maps? How can I integrate different intelligences in one activity? Afterwards, MI teachers will consider the possibilities and ask themselves questions such as, which of the methods and materials seem most appropriate? The fourth step is a brainstorm specifically about the topic you want to address. The next step will be the selection of the activities workable in our specific setting. The sixth step is the sequenced plan of these activities where teachers set up the order and time for them. At the end, the MI teacher will gather the materials needed and modify the lesson while he/she is implementing it.

### **Learning styles and memory retention**

Every day, we receive information in many different ways. We listen to people, we read the newspaper, we see signs, we hear voices, and we see painted walls... Even if some of them repeat once and again, we can't remember all of them. Our brain decides which of this information it wants to keep. It keeps sounds or images better than words. As Bahrick wrote in 1976 the capacity for long-term memory of visual information seems almost unlimited. Our brain understands images better. If we understand a word we often create an image about it and then, we keep it in our mind for a long time. If we don't understand it's really difficult to maintain it. (Bahrick in Wolfe. P 2000)

It is said that we think in pictures. For instance, Albert Einstein was able to create an image about almost everything. But, nevertheless he was not able to write in words. So, we could say that Einstein had the ability to transform abstract concepts into

visual images (Gordon Shaw in Wolfe P. 2000). There are some people, as Einstein, that are intelligent in a concrete area. They succeed translating an abstract concept in an image but they are not able to write it in words. As a consequence, they are not succeeding in the linguistic area. It is not necessary to succeed in all the areas. For instance, Albert Einstein is globally known even though he was not good verbally.

On the other hand, for learning vocabulary of a language, it is advisable to link sounds and words with images. Research has shown that students who use a keyword imagery mnemonic process, have a higher retention level than the ones who don't.

According to the application of using visual processing in classrooms, we could find advantages for every student, even if they have special needs. For instance, when autistic children or other students have difficulty following verbal directions, it is useful to show them pictures of routines. Moreover, in Maths it is effective to show the drawings that illustrate in a clearer way what numbers cannot explain. Furthermore, when a teacher wants students to understand a story and how it develops, he/she can show it by representing the plot on a diagram.

There are many resources which make understanding and acquiring knowledge easier, such as, diagrams, images, mind maps, an interactive notebook or graphics.

Apart from images, sounds enter our ears and are well kept by our brain. Because of that, music has more importance than in just cultural and artistic terms and sometimes it is not that valued. In fact, many musical experiences can activate the cognitive, visual, auditory, affective and motor systems, depending on how they are exploited in the classroom.

We've commented on the importance of sounds and images but we haven't mentioned our body. Our body moves and these movements express what we can't explain in other ways. In some cases, we use our body unconsciously while we are walking or we can think consciously about our movements, where our brain takes part. According to the role of the brain in bodily-kinaesthetic intelligence, Howard Gardner claimed in his book *Frames of Mind*: "Our kinaesthetic sense, which monitors the activity of these regions allows us to judge the timing, force and extent of our movements and to make necessary adjustments in the wake of this information...for example, in the movement of the hand to retrieve an element or to throw or catch an object". (Gardner, 1993)

There are many mature forms of bodily expressions, such as, dance, performing roles, and sports.

Moreover, there are some people who have developed their kinesthesia intelligence more than others. This learning style takes place when students carry out physical activities, rather than listening to a lecture or watching demonstrations. People with a preference for kinaesthetic learning are also commonly known as "do-ers".

This kind of people are experts in using one's whole body to express ideas and feelings, for example, actors, dancers who use body language. On the other hand, there are people who use their body to produce or transform things, such as, hands-on learners and sculptors.

To sum up, if we are able to use this natural proclivity of the brain to design educational activities, we can enhance the retention of certain kinds of information.

### **Teaching English as a foreign language (TEFL)**

There are three important parts in which a lesson could be divided: a comprehensible input, where the teacher presents or explains to students some concepts, interactions where students and teachers communicate and negotiate the meaning and output, students' production about their learning.

#### **1. Comprehensible input**

According to input, Krashen wrote a book called *The input hypothesis: issues and implications* (Krashen, 1985) about the theory of second language acquisition (SLA) and it consists of five main hypotheses, I will explain the ones that are related to MI theory and my future proposal.

For instance, the first one is about the differences between acquiring a language and learning it. The first term is related to a subconscious process while the second one is related to a conscious one. Krashen claims that both are independent ways of developing ability in second languages. Children's aim is not just acquiring learnings about the language in general, but it is also getting structures of language in an automatized way into their mind.

The third one states how acquisition and learning are used in production: we use conscious knowledge as a monitor or editor, which means that we appeal to learning to make corrections of our productions. These productions come from our acquired competence, from our subconscious knowledge. So, we change the output of the

acquired system before we speak or write (before we produce) using our conscious knowledge (our learning).

The fourth one called the input hypothesis claims that we progress along the natural order (H2) by understanding messages, or by receiving “comprehensive input”. It is also claimed that we are able to understand input that contains structures at our next “stage” (the ones that are just above our level of competence). Krashen says that we understand language even if they are not in our acquired grammar with the help of context. So, teachers should take this into account and try to speak in an adequate way, I mean, not too difficult so they could understand something but not too simple so they don’t make any effort to understand us. It has to be higher than their level but not excessive.

The last one is related to how children should feel when they are acquiring knowledge. Krashen claims that is not enough for acquisition to present comprehensible input. Students also need “open” input which is related to affectivity. This author establishes that the perfect moment in which students can acquire a language should be when they feel self-confident enough, without stress and when they don’t feel under pressure. The affective filter is a mental block that prevents students from utilizing the comprehensible input they receive for language acquisition. When it is high, the input is not comprehensible and students are unmotivated and frustrated. Nevertheless, when they are self-confident, the affective filter is lower and the learner is engaged in the learning process and context. So, in relation to this hypothesis, teachers take an important role in how students feel. They should create a great atmosphere so that they feel comfortable enough.

According to Krashen’s theory, we can summarise the entire hypothesis and conclude establishing that interaction and production of a student are as important as the information they receive. When students try to express themselves they are activating their comprehensible input and testing out their hypothesis about language. In other words, comprehensible input is one of the essential ingredients for SLA to take place.

## 2. Interaction:

As Penny Ur claimed in 1996, there are different ways for classifying an interaction depending on the participation of the members of a class. If students are participating all the time, it’s a S-S interaction and if teachers and students are participating in the same way,

it's a S-T interaction. As our curriculum claims, students should be motivated and active so there's no possibility to let teachers speak the whole class.

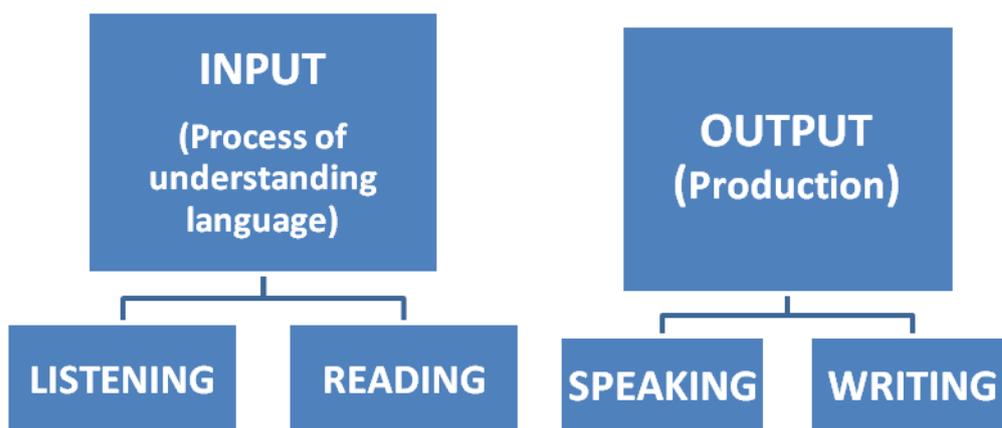
I highlight the importance of teacher's talk. It should be clear and simple so that pupils can understand explanations. Moreover, teachers should negotiate the meaning, which is not just related to understanding the meaning of the message the transmitter sends to the receiver, but it is also about producing a clear, precise, coherent and appropriate message in response.

In an EFL lesson, there are different points of view about using their mother tongue. But, as Moon, claimed, using the L1 in class could be an advantage and could be justified sometimes, such as, "to develop closeness with pupils", "if you want to check that children have really understood", "to save time" and so on. I see the point of translating if you exhaust all your possibilities and resources. (Moon, 2000)

In general, teachers should adapt themselves to the level of their students. They have to take into account that not every child learns with the same rhythm and that as a teacher, we have to adapt to them and offer children what they need.

### 3. Pushed output

Previously, we were analysing Krashen's hypothesis about comprehensible input. But, according to that theory, Swain claims in his book *Problems in output and the cognitive processes they generate: A step towards second language learning* (Swain, 1995) that it is not enough to acquire a language to listen and repeat what the teacher says. The teacher talk could be useful, but never enough. It will be complete learning as long as the student shows that he/she is able to use an acquired concept, in a real situation. Because of that, Swain speaks about output, which is closely related to the process of production: speaking and writing, as I show in the following mind map.



To learn in a successful way, I propose to link these two concepts: output and input due to the fact that it is also important to think about the role of production in English.

According to Merrill Swain, output makes learners move from semantic processing to the complete grammatical processing to achieve accurate production: “The output hypothesis claims that the act of producing language (speaking or writing) constitutes under certain circumstances, part of the process of second language learning” (Swain, 1995). As it can be noticed, there is a need for implementing and improving the use of these skills and grouping them together. It will also be important to form a whole construct necessary for students in order to allow them to be able to convey the meaning and to communicate their ideas.

According to this author there are three specific functions of output:

1. The noticing/triggering function: “Learners may notice that they cannot say what they want to say in the target language” (Swain, 1995). It refers to the awareness of students when they find that they cannot say or write exactly what they need. With the use of this function, learners realize about some linguistic problems that they need to manage, so that, it pushes the student to look for the language that will help them to communicate.

2. The hypothesis-testing function: “Sometimes this output involves feedback which can lead learners to modify or “reprocess” the output” (Swain, 1995). This function suggests learners may use the method of “trial and error” for testing her /his production expecting to receive feedback. This feedback can be applied in different ways: recasts and elicitation requests, which means that teachers can

use their feedbacks to clarify a difficult concept, to correct a common mistake and to provoke student thinking in order to achieve a suitable and accurate answer.

3. The metalinguistic function: Language is a tool that makes us reflect and analyse the language used by the teacher, their partners and the student himself/herself. (Vygotsky's sociocultural theory). This is called "pushed output" because they are already on their way in using the language to compose an essay with topics around their life and things that they are interested in and the finished work is in good length and of good quality. The results of putting the theory into practice suggest that with Vygotsky's theory of Zone of Proximal Development in mind, teachers can always help push the students from their level of approximate development one step further to the actual development level. To the question of "to teach or not to teach", the answer is positive: Let us work enthusiastically to educate active learners and not wait passively until they are "ready".

To sum up, students should have the knowledge and skills necessary to be able to convey meanings and make their communication effective. We could say that to achieve effective second language learning, we need a comprehensible input + interaction + pushed output.

#### 4. Communicative approach/ Task-based learning

The communicative approach is based on the idea of that the learning language will be acquired if it comes through activities that communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn using the language.

Task-based language learning (TBLL) can be considered a branch of Communicative Language Teaching (CLT). It is focused on the authentic language and on meaningful tasks such as, visiting a doctor, conducting an interview, or calling customer service for help. Assessment is primarily based on task outcome (in other words real world tasks) rather than on accuracy of prescribed language forms. This makes TBLL especially popular for developing target language fluency and student confidence.

Compared to traditional methods, task-based learning is a completely different point of view. Teachers don't have to pre-determine what to teach, they have to create a situation (the central task) and around it, the language will be determined by itself. Moreover, students have different needs and the task-based approach will satisfy all their needs and adapt to them instead of students adapting to the activity. This type of

learning follows a particular type of structure. First, the teacher presents a topic and students complete a task related to that topic. As soon as they have finished, they prepare an exposition of their work to brief and show their partners. After all, the teacher analyses frequent mistakes (about structure or language) and they practise language areas that teacher has selected that are based on student's needs.

## **Methods of assessment**

### **1. Feedback**

“Feedback is information that is given to the learner about his or her performance of a learning task, usually with the objective of improving this performance” (Penny Ur, 1996). According to this author’s theory, there are two types of feedback: assessment and corrections. Both of which inform the learner how good or bad that student is in a specific area, which makes their learning make more sense because, by being given feedback, students can get much closer to exactly what we want them to learn.

Good feedback is as important as a good lecture, because students learn a lot of information but we don’t know the effectiveness of our explanations. We find out as soon as they start producing their learning in context. At that moment, we see how much learning they have achieved or missed and we can guide and correct the students in the right direction and also see where we as teachers went wrong.

For achieving that, the feedback has to be effective. Teachers should be aware of the consequences that their feedback could have. For instance, we could demoralize the student causing them to give up and refuse to participate fully in future sessions. Teachers need to be careful of the language that they use when giving feedback and need to make sure that the most negative feedback is done in a positive way. Feedback should always focus on the positive even when there is none. I will analyse in the following chart the effectiveness of my teacher feedback.

Moreover, there is a difference between giving positive feedback that can motivate them and giving negative feedback that can demotivate them. As Vigil and Oller’s model describes, “Affective and cognitive feedback affects the message-sending process” and that “cognitive feedback must to be optimal in order to be effective. Too much negative cognitive feedback- a barrage of interruptions, corrections, and overt attention to malformations-often leads learners to shut off their attempts at communication”. (Vigil and Oller, 1976). On the other hand, a positive feedback guides students to produce the correct sentence and if they say it properly, they encourage them saying expressions such as, “good job”, “that’s right”, “that’s it”, and so on. If students hear this, they will learn that what they have said is right and they will continue saying it. We must encourage and reinforce the correct answer.

Regarding negative feedback, it is used to correct accurately a mistake and to try to avoid a repetition of this mistake in a near future. This could be sometimes demotivating for them because they can be afraid of speaking aloud and they can stop doing it. So, to conclude, we have to be careful with our corrections.

In MI theory, there is a special part of feedback, particularly for assessing. There are different kinds of methods in order to evaluate.

## 2. Assessing MI

Multiple intelligences theory is based on taking into account that students don't develop their intelligences in the same way. Even if we practise them with different kind of activities in the classroom, sometimes this is not enough. This means that sometimes, students practice and learn based on MI theory but teachers assess them in a traditional ways. So, the learning process is not as successful as it could be.

Howard Gardner in *Frames of Mind* claims that there are plenty of ways to assess a student. He wrote "authentic assessment covers a wide range of instruments, measures and methods. The most important prerequisite to authentic assessment is observation Observing students solving problems or fashioning products in real-life contexts provides the best picture of student competencies in the range of subjects taught in school" (Gardner, 1993). So, you can assess students in different ways, such as: audio files, videos, recordings, photographs, student journals, sociograms and interviews to see how they feel in relation to their partners, checklists, criterion-referenced assessments (rubrics), work samples, where students collect their daily work and checklists where students check by a list if they achieved each competence.

According to MI assessment projects, there have been several.

The main one is called Project Spectrum, which 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; they can be improved or enhanced at school. Students enhance their intelligences stimulating themselves with materials and activities. The Spectrum project pretends to identify children's areas of strength and use this information as the basis for an individualized educational program.

They included creative movement experiences (bodily-kinaesthetic/musical), a dinosaur board game involving rolling dice, counting moves and calculating strategies

(logical-mathematical), and a storyboard activity that required students to create a miniature three-dimensional world and then tell a story about it (spatial/linguistic). The program also made use of art portfolios and teachers' observations of children engaged in activities in the different centres (storytelling area, building centre, and naturalistic corner).

On the other hand, teachers assessed each student's characteristic "working styles" looking at if students were confident or tentative, playful or serious or reflective or impulsive. For reflecting about that Kathy Dyer proposed "two stars and a wish" peer assessment method in order to reflect about their working style and their partners'. (Dyer, K. 2012). I will analyse the use of this method with detail in my proposal.

## **METHODOLOGY**

To obtain these objectives, I have analysed AMCO method which is a method for teaching English as a foreign language and it is based on MI theory (I will explain it with detail in the following point). For analysing this method I have observed it in a real classroom in some schools of Zaragoza. I have visited Cristo Rey School and Escolapios School. Both of them are using this method at the moment and I have observed the material and resources that they use. Observing an AMCO lesson I could see its advantages and disadvantages. As a further step, I analysed AMCO's strengths and weaknesses and according to that, I proposed improvements and innovations in order to take full advantage of MI theory in an EFL lesson.

There are different important aspects in a lesson, such as, how teachers show learning, how the learner shows an acquisition of learning, how both interact in a lesson, how the learners are assessed, how the lesson is useful for students to communicate in their real life and so on. Taking the theoretical framework into account, I will propose some ideas for the design of suitable and effective EFL lessons in order to develop children's different intelligences.

## **ANALYSIS OF AMCO METHOD**

AMCO (Advanced Method Corporation) is a method that applies MI Theory in order to teach English as a foreign language (EFL). AMCO is a pedagogical innovation used in many Spanish schools for making the acquisition of English easier and more natural. This method is focused on engaging and keeping children's attention.

AMCO is an American company, headquartered in San Diego (CA). They developed an innovative method in which students would learn a second language at the same level and in the same way they learned their primary language. According to its website, "it is based on the emotional, intellectual and social development of each student. This goal is embodied in an integrated system that emphasizes the acquisition of communicative competence in English through comprehensive academic areas, which directly pertain to the student's development."

In order to achieve that, the AMCO method uses what they call a "switching process" based on generative voice theory which implies that in English lessons students have to think and speak in English. (Martorell A., 1978). For that, they try to

avoid the traditional way of teaching: the translating process of English-Spanish for all the words. Children associate a code with a word and they use these codes to express their ideas. There are different ways of expressing ideas: words, images, movements.

According to this theory in a natural way, our brain creates an image of a word. These image-word connections allow students to understand many words. So, taking that into account, it's the same for them if we say "coche" or "car" due to the fact that the image their brain formed for both of the words is exactly the same.

Furthermore, AMCO is also based on these following elements which can make us understand better this modern method:

- a) Mind maps: These are used for organising the information in a simple and spontaneous way in order to make the knowledge more accessible so that students could remember and acquire it.
- b) Multiple intelligences: They use this theory because they teach English as a global competence embodying the eight intelligences that Howard Gardner claimed in his theory.
- c) Emotional intelligence: I explain that as another different point even if it is one of the intelligences that I named in the last paragraph. But, this method is focused on the identification of feelings and behaviour, automatic control, self-motivation, and empathy.
- d) Daily routine: This is done at the beginning of every lesson. It is the moment where the students present themselves and express whatever they want. It always has the same structure so it is familiar to them so that they can know what to expect and feel comfortable. This part of the lesson follows this structure:
  - a. Greetings: how do they feel?
  - b. Attendance: Is \_\_\_\_ here? And they will answer: Here, I am! Or \_\_\_\_ is not here. \_\_\_\_ is absent
  - c. Calendar: When is...?. They will mark in the calendar days such as: vacations, festivities, celebrations and birthdays.
  - d. Revision of rules: They will revise if students are keeping the classroom tidy or if the "helpers of the day" are doing their work.
  - e. Weather: What's the weather like?

f. **Revise previous activities:** This is the moment when the teacher connects the daily routine with the rest of the lesson. They revise learned words and the teacher introduces the following topic.

There are not chunks connected to parts d and f because they can change depending on the lesson or vocabulary that students are learning.

e) **Pronunciation lab:** the teacher or the listening text proposes some words that have similar pronunciation and the students have to distinguish them. It is based on auditory discrimination which is the capacity to find the differences between phonemes or individual sounds used in speech.

The material of AMCO method consists of 5 books. Depending on the hours of English per week, there are 3 modalities: Rocket II, rocket III and rocket V. Each book is generally divided in 4 sections: grammar (yellow section) where pupils study grammar points, even though in the lower levels they do not specify the rules, it consists in practice throughout repeating a pattern. Pronunciation lab - spelling (green section) where some vocabulary is introduced, whose sounds are related, and they work on listening. Here there is also a reinforcement activity called 'homeschooling', which requires some help from parents. The third section will be reading comprehension (blue section) where some stories or pieces of information are displayed, with questions or matching, depending on their age. In this blue section there could also be included memory work where students learn by hearing some information. The last section provides listening, writing and speaking (green section) which is focused on oral and written skills. (See Appendix II)

According to their resources, this method proposes varied materials, such as: the text and activity books, on-line tools, additional resources and teacher training. This method includes two books: one for students which is divided in sections as I explained before and another one for teachers, where they can find activities and exercises with a guide explaining how they can propose them. Both books include CDs where they can find recordings with songs, readings and spelling activities. That way, they could be helped by their parents. Furthermore, books include flashcards in order to link a word with an image and posters that can be in a space in their classrooms so that students can look at them, as a kind of English corner.

The method includes specific exams for students, based on the knowledge they have been learning. Moreover, teachers must fill in a kind of assessment about pupils so that their parents can see how their children's level is.

According to online resources, AMCO brings a website in which there are plenty of videos and songs that teachers can use in their lessons. Moreover, in the website, parents and teachers can be in contact because there is a specific part of it, which is very interesting.

I sum up with more detail in this chart.

	<b>Strengths</b>	<b>Weaknesses</b>	<b>Implications</b>
<b>Learning styles</b>	<ul style="list-style-type: none"> <li>- Vocabulary is presented using images and sounds (flashcards, songs, videos...)</li> <li>- They analyse how students feel and let them express them using images</li> <li>- Use of mind maps</li> <li>- English corner: full of colours, expressions, pictures.</li> </ul>	<ul style="list-style-type: none"> <li>- They don't use their body so much (they forget kinesthetic intelligence)</li> </ul>	<ul style="list-style-type: none"> <li>- Learn using their body. For instance, they can play a role in a performance or express their feelings using their body.</li> </ul>
<b>Input</b>	<ul style="list-style-type: none"> <li>- Plenty of repetitions about some expressions and words in order to be interiorized by students.</li> </ul>	<ul style="list-style-type: none"> <li>- No use of their mother tongue: They can get frustrated if they don't understand what their teacher is explaining</li> <li>- Switching process in some cases is too much</li> <li>- Some inputs are given by a recording, they can't adapt as the teacher can do.</li> <li>- Language is very repetitive</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse their different levels and teach them taking these into account.</li> <li>- Use their L1 to avoid their frustration and demotivation.</li> <li>- The teacher must speak all the time and adapt to their pupils</li> </ul>
<b>Interaction</b>	<ul style="list-style-type: none"> <li>- Positive feedback: if they do something right, they receive a sticker</li> </ul>	<ul style="list-style-type: none"> <li>- They are not sure about their understanding.</li> <li>- Teachers don't</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfy all the students' needs.</li> <li>- More reinforcement: oral and written</li> </ul>

	<ul style="list-style-type: none"> <li>- Correct pronunciation mistakes</li> </ul>	<ul style="list-style-type: none"> <li>behave differently with pupils with special needs than with others.</li> <li>- Very little S-S interaction</li> </ul>	<ul style="list-style-type: none"> <li>- More S-S interactions through cooperative learning (projects, activities in pairs, and so on)</li> </ul>
<b>Output</b>	<ul style="list-style-type: none"> <li>- There are some activities to practice what they have learnt: paint a possible ending of a story</li> </ul>	<ul style="list-style-type: none"> <li>- No contextualised productions</li> </ul>	<ul style="list-style-type: none"> <li>- Communicate in real contexts</li> <li>- Express what they have learnt by performance, music, contextualised writings</li> <li>- Task-based learning</li> </ul>
<b>Communicative approach (task/based)</b>	<ul style="list-style-type: none"> <li>- They communicate by repetitions: they improve their pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>- Not enough variety. AMCO offers their own material and it is repeated once and again.</li> <li>- Not varied production, they don't develop their linguistic skills, they simply repeat</li> <li>- They don't work on task-based</li> </ul>	<ul style="list-style-type: none"> <li>- Design plenty of different activities to produce different evidences of learning.</li> <li>- Real contexts (task-based)</li> <li>- Develop problem solving skills</li> <li>- Show the reason of their learnings</li> <li>- Work on learning and communication strategies</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- There are formal tests in order to evaluate them</li> <li>- The assessments test every single learnt topic</li> <li>- They know what their mark is and they can improve according to it.</li> </ul>	<ul style="list-style-type: none"> <li>- If they want to teach by MI, they must assess by this method too</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics, work samples, observations, oral and group works, students' interviews and so on.</li> </ul>

## **RESULTS OF THE ANALYSIS**

As I have shown in this chart, AMCO has many advantages as well as disadvantages. When you analyse a method carefully, you realize about little details that you will improve as an EFL teacher.

Comparing it to the curriculum, there are some aspects that AMCO should take into account, such as, give students time to think and to produce in real contexts.

Firstly, this method focuses on repetitions. Students should repeat word by word what a recording says and I can't see the point of doing that. If they repeat a sound, they will interiorize the correct pronunciation of a word but it is not enough. Our curriculum claims that students should listen to authentic accents but always in a real context. The thing is that if they travel abroad or if they watch a film in English, they will hear people speaking in this language by sentences and never word by word as a recording does. On the other hand, AMCO uses videos and songs which are really positive for students to get real and contextualised information about something but they don't use them enough.

Moreover, the law states the importance of a task-based teaching and learning methodology, which means that for teaching we need a purpose and to create activities in order to get it. AMCO repeats everyday the same type of routines and it has not a real purpose or an outcome that students should obtain. Daily routines are a good idea for beginning a lesson in order to connect to switch their mind into English and to practice their second language in a simple way but I can't see the point of repeating the same kind of sentences every day.

According to student's special needs, I consider that AMCO doesn't take these into account. The law states that each child has different needs and that as teachers; we should encourage their creativity as much as possible. In my opinion, AMCO is very structured and guided so students have to adapt to the lesson and not the opposite.

Moreover, if AMCO is based on pupils' multiple intelligences, it should take into consideration their feelings and their different levels. All the students have the same material and students have to follow it. They need their time not just for doing a certain activity but also for answering simple questions. Time is important and AMCO doesn't care much about it.

On the other hand, our curriculum states that in an English lesson there must be frequent interactions: between students (S-S) and between the teacher and the rest of the

class (T-S). The last type of interaction is frequently used in AMCO-based lessons but not S-S interactions even though cooperative work is also important to improve their interpersonal skills.

According to the assessment, it makes no sense to teach through MI and assess in a very traditional way: by exams. The law suggests using a European portfolio in order to collect all the works that students have done all over the year. I consider it a very good idea in order to avoid being unfair and assessing their knowledge just in one day.

Taking MI theory and our curriculum into account, AMCO is contradictory with them. AMCO doesn't take pupils' different levels into consideration nor their emotional intelligence. Moreover, it doesn't mention interpersonal skills and that could be solved by cooperative work.

## MY PROPOSAL

I did an internship in Norway and their education system is very different. I saw teachers cared about how students feel and tried to improve pupils' different skills as much as possible. For instance, they give students time to think and they encourage them to move and to be in contact with nature every day. Even if they don't boast about their use of MI theory, I have observed that they do it. After visiting some Spanish schools that are supposed to be based on MI, I realized that it wasn't really like they said and that basing on MI theory was not just proposing different and varied activities.

According to my research, I would like to propose useful suggestions for a real EFL lesson. First, I have analysed some of AMCO's weaknesses with the aim of changing them into strengths. As I claimed in the theoretical framework, a successful lesson could be achieved with comprehensible input, a profitable interaction and pushed output. So, I will explain with detail how I will put all of this into practice in a near future as a teacher. Moreover, there are other aspects such as feedback, assessment and the communicative approach that I want to analyse and suggest, as they are important considerations to take into account as well.

In any lesson, the teaching-learning process will begin with the teacher's explanation. For instance, it could be a theoretical explanation or just an ordered activity. Because of that a comprehensible input is that important. As I explained in the theoretical framework, Krashen distinguished between two terms: acquisition (subconscious) and learning (conscious), both as important parts of the learning process. Nevertheless, teachers should develop them both as much as possible in order to facilitate and consolidate the acquisition of new knowledge. In order to achieve that, I propose to read stories in order to learn more expressions, words and how to use the language properly. Using and reading stories, they will immerse in them and while they are reading, they will be able to understand many things even if they haven't learned them before, thanks to their being contextualized in a certain situation. Krashen claimed that in his fourth hypothesis which was about reading and listening in a higher level of competence than students have, avoiding an excessive level. For that, Krashen established the importance of creating a good atmosphere so that students feel self-confident (a low affective filter) while they will feel free to say whatever they want and free to participate in every situation that teachers create. So, I suggest giving students time enough to express themselves and not interrupt them to cut across their thinking.

Moreover, teachers should demonstrate their interest in students trying to use a warm voice to communicate our approachability and friendliness, relaxing the body posture and making eye contact with all of them.

There are different ways to introduce a topic: talking, moving or drawing. Students have different needs and levels and we should adapt to them, I mean, if they do not understand just with words or books, explain by gestures or images too. For instance, AMCO doesn't allow teachers to speak that much, this method uses recordings for showing students how the authentic language is. Nevertheless, a recording can't adapt to these different levels. So, I propose that teachers should adapt themselves using expressions mostly understandable for students. Furthermore, if teachers see that words are not enough, they can draw pictures for presenting the information, make lessons visual, offer artefacts to bring students materials that prove and make their understanding real, as much as possible. However, this may not be enough. For that AMCO proposes not just learning using images but also sounds in order to introduce some new words. Apart from images and sounds, I propose to improve their kinesthetic skills by using it for expressing their feelings. For instance, they can play a role in an English performance or try to describe something or someone using gestures.

These are just simple methods that can be used separately or maybe at times all of them to make sure that students have achieved certain learning. The law (LOMCE) states that teachers should take into account students' special needs and try to satisfy these, as much as they can.

It is also important to check their understanding with expressions such as, do you understand it? What do I mean with "..."? Should I repeat it? and so on.

The second important part of a learning process is to create profitable situations where students and teachers interact. As I said before AMCO doesn't cover all their needs in relation to interaction among them. Nevertheless, the law claims the importance of cooperative learning. So, I propose an interaction between students and the teacher where each child feels comfortable to ask whatever they need. Moreover, the teacher should satisfy all their needs and create a good atmosphere where students feel free to ask. We must develop their intrapersonal and emotional intelligence, as much as possible.

Besides, talking to their partners we should allow students to articulate their thoughts and therefore, learn. I encourage thinking through talking in almost every

lesson with discussion activities and group or pair work. One of the aims of this is to develop interpersonal as well as intrapersonal intelligence in the students. As I said before, AMCO needs more cooperative learning so I propose activities in pairs or small groups. For instance, they will prepare projects in groups where they will show their varied skills and it will be assessed. Moreover, it could also be a good idea to let them help each other. That way we encourage children to teach other in certain occasions like if they have already finished an activity, or every time we are doing group work.

The last part of a successful learning process is to create situations in order to make students produce. This is called pushed output, as Swain established. The thing is that sometimes students do not know how to produce what they have learnt. This is related to the previous point about offering students alternatives so that they choose the way in which they feel more comfortable. For instance, teacher should offer them structures to use in a written task, useful sentences for their oral communication and of course, they should create activities where students will try to communicate using learned language. As Swain claimed, the most important thing is to provide them situations to produce and encourage them. For instance, in reading activities it will be advisable to present other activities apart from the traditional ones: true/false, yes/no. I propose other kind of activities, such as, to create another ending, to describe or draw a character that appeared in the story that they have read. Moreover, they could invent or change the lyrics of a song using the vocabulary that they have learnt. For instance, instead of reading a story, they can listen to it and that way we adapt to students who do not have developed their linguistic skills.

In the theoretical framework, I have also discussed the communicative approach and what kind of activities are proposed in it. For instance, there are activities that communicate real meaning for making students become involved in real communication, as our law proposes. LOMCE states that students should be prepared for their real life and should be able to solve real problems. Sometimes, teachers focus more on teaching concepts rather than on making them produce. In many cases, they will understand what the teacher is saying and how she/he uses a word, but this is not enough: they should know how to use it in a real context.

For that, the law proposes real and contextualized activities. I think that it's important to present them with a concrete situation while we are explaining an activity, so that they could understand it better. I think that we should adapt our activities to our

pupils and not the opposite and at the same time, present activities as interesting and motivating as possible. That way, they will be active and willing to learn. For instance, we can investigate about their likes, needs and interests and focus on them. Students need to understand what they are learning and why. We must show them this reason and the use of new knowledge.

For instance, they can understand the structure of an email or what the meaning of “dear” is but teachers have to create a situation where they will have a reason and need to write it. So, I propose real activities, such as, writing a letter or an email to a friend and telling him/her how our holidays have been. In their real life students will find different ways to express themselves and not just always by using words. Because of that, I want to create real situations mixing different intelligences and not just the linguistic one. They can, for example, create a new invention in pairs and make an advertisement of it, drawing pictures of what it looks like and presenting it in the class as if they were trying to make the rest of the class buy it.

One of the trickiest questions is how to assess through MI theory. Most schools fail in that part of the learning process because they usually assess students in a very traditional way. For instance, AMCO makes this “mistake”. It uses positive feedback when it reinforces students by giving them sticks when they answer in the right way. However, they don’t reinforce a concrete aspect of their productions, they just see these sticks as a prize for their behaviour. So, I propose positive reinforcement in order to guide students in the right direct and as soon as they say something right teachers should reinforce them with expressions such as: “good work” “that’s it” and so on.

On the other hand, AMCO’s teachers don’t correct what is wrong in their answers. I can’t see the point of avoiding negative feedback. In my opinion this reinforcement is also important so that they will know which mistake they have made and they will correct it in their future productions. For instance, when they are speaking and say a word incorrectly more than once, teachers should correct them trying to avoid an interruption of their oral communication. If it is written, I propose to write mistakes in color and ask learners to take notes about it in order to practice these mistakes in the following days.

Regarding teachers’ assessments, I propose daily teacher observations, taking notes on these. Actually, the teachers are the ones that should analyze how their class works and not just the learning but also their behavior and relationships among them.

For instance, it will be advisable to create a sociogram to see who has interacted with whom and to promote as many interactions as possible, as Gardner claimed in his book. Taking this into account, I will make groups in order to create different projects and productions that will be assessed. For instance, during the course they will work on projects that require different intelligences in order to be as fair as possible. To assess them, I will create a rubric that I will fill in. In each project, they will work on two different intelligences and I will assess by the following rubric just the two or three that they have worked on. (See Appendix III).

Moreover, I consider that it's important to collect some of their productions. As the law advises, a European portfolio about their work is a good idea. I consider that we could do it in their oral production too. For instance, we can record them and prepare a CD for each child with a collection of their speaking. That way, they will see how they interact, how they express themselves and how they pronounce each word.

To analyze students' feelings, it will also be a good idea, as Gardner proposes, to interview pupils individually and see how they feel in the class and which strengths and weaknesses each one has. Oral and written reflections are important to see their evolution emotionally and according to their learning. The more comfortable they feel in the class, the more they learn (the low affective filter of Krashen).

I also propose self and peer assessment where they have to assess themselves and their partners. I consider the "two stars and a wish" (See Appendix IV) a useful technique for peer Assessment, meaning that they have to point out two good things about their partners' work and something that could be improved. As Kathy Dyer says in her research, this tool is a very useful idea for involving all students in their own learning. I propose it for developing their interpersonal intelligence as much as possible. I propose to teach English through MI because learning a new language has the aim of communicating in every situation and not just in an English lesson by words. So, we should make situations as real as possible to develop all their skills. Teaching and learning English through MI should make them able to express themselves in a comfortable way.

Taking everything discussed so far into account, I want to create an example of an activity following the 7 steps that Gardner established and claimed in his theory, as I explained in the theoretical framework.

The first step is to focus on a specific aim and I have decided to focus on teaching simple directions to orient themselves, such as, turn right and turn left. Secondly, Gardner believed in asking questions in order to make details more concrete. So, I suggest that teachers should ask themselves these questions: how can I use visual aids, visualization, colour or arts? In my case, I will show on the smartboard a map of the city (See Appendix V).

Another question could be: how can I integrate different intelligences? My suggestion in this sample will be to integrate as much as possible. For instance, I will integrate bodily-kinaesthetic intelligence to make these instructions useful and real so that students could move around a space and because we can practice it afterwards (we are integrating visual-spatial intelligence too).

I will show them how to ask when you are lost in order to practice oral communication, as an improvement of their linguistic intelligence and intrapersonal intelligence. We could also practice logical intelligence because in front of a map you have to decide the best way to go and maybe the shortest one too, and that is a logistic point. As they are making a decision they are unconsciously developing their intrapersonal intelligence while they are trying to orient themselves and become more independent.

After this analysis, Gardner claimed that MI teachers will consider the possibilities and ask themselves questions such as, which of the methods and materials seem most appropriate? I suggest cooperative work method using maps, as an appropriate material.

Gardner's fourth step is a brainstorm. I propose some ideas specifically about the topic I want to address, such as, vocabulary related to places (museum, schools,) and verbs in imperative. The next step for Gardner is the selection of the activities workable in our specific setting. I suggest activities in which students will explain where they live to their partners to invite them to their birthday party. We must try to make activities as real as possible.

The sixth step is the sequenced plan of these activities. I will set up the order of activities: first the teacher will introduce the topic and interact with students and afterwards, promote interactions among students.

Gardner's last step will be the selection of materials and modifications the teacher makes while she/he is implementing the lesson. So, I will gather the materials

needed and try to avoid possible difficult situations. Actually, I was able to use these ideas in my student-teaching placement. I created this lesson plan and I used it as an activity to work on different intelligences and give all of them opportunities to participate and learn.

## CONCLUSIONS

Working on this project has been very useful for me not just for making me read many books and articles written by different authors but also for making me realize about the importance of giving students suitable material and resources to develop their skills. Before beginning my research, I established some aims intending to prove that teaching through Multiple Intelligences (MI) was one of the most useful ways for students to achieve a high development in their skills.

First of all, I have analyzed how teachers should introduce new concepts and express their learning. For instance, I have claimed that comprehensible input, profitable interaction between students and between the teacher and students, and the importance of pushed output will enable students to learn and create using their learning.

Secondly, I have analyzed different learning styles, such as, teaching with images, words or movements and I can see the point of using either one of them or all of them at the same time if students need it. I strongly believe that teachers should adapt to students and use the clearest learning style in order to make their explanations understandable.

Thirdly, I have analyzed a sample method of the use of MI (AMCO) and according to its weaknesses, I have designed suggestions to teach and assess according to my research about MI theory, Krashen's hypothesis, Swain's functions and so on. At the same time, I have proven that my suggestions are connected to our law (LOMCE).

After finishing my project, I can show that the aims that I proposed for myself have been achieved.

Through this project I learned that an EFL teacher has two aims: contextualised activities making them real in order to show them how useful English can be and also that while they are learning English it's advisable to teach or work on other skills or intelligences. Before this project, I had never thought about the importance of that but after analysing the advantages of working through Multiple Intelligences, I realized that students will feel more free and comfortable if we let them show their learning in different ways: body, image, sounds or words, etc.

Moreover, this is how their real life is, I mean, they must show what they know in general in different contexts. We teach them possibilities with the aim of making pupils prepared enough for their life. I want to highlight the importance of being a good teacher due to the fact that being an English teacher is not like being a teacher of other

subjects. First of all, for students English is a very difficult language with many different rules compared with their mother tongue and in many cases, they will practice English just in an EFL lesson. But in the rest of subjects that doesn't happen. For instance, in their real life, they will practice their musical knowledge listening to music, their linguistic skills while they speak or write and so on. But, English is difficult to practice out of the school. Because of that, an English teacher has even more responsibility with students.

Furthermore, this project has been useful for me to see the different ways in which to give instructions and explanations (input) and to interact with them. EFL teachers must be careful with how they introduce an activity and the language they use. There are plenty of ways but you never can speak to two pupils in the same way, which means that we have to be able to change our language and meta-language in a lesson depending on their reactions to it.

Furthermore, I saw that in my school they explained activities in Spanish because teachers wanted to do many exercises in a short period of time and it was easier to do it in Spanish. Nowadays this happens, teachers want pupils to do plenty of exercises in the book and they just pass them over. As they had never shown us the importance of producing real things (output), I didn't know how important it is. Thanks to this project, I have learned that if they don't produce output or answers to different questions and tasks, teachers will never know if pupils are well prepared to use learned concepts.

To sum up, I have learned too that the perfect EFL lesson doesn't exist but that my proposal could be one of the best options to achieve pupils' oral and written communication and to give them opportunities to let them show how intelligent they are or how they are intelligent.

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## APPENDIXES

### Appendix I

5.1 Summary of the Eight Ways of Teaching						
Intelligence	Teaching Activities (examples)	Teaching Materials (examples)	Instructional Strategies	Sample Educational Movement (primary intelligence)	Sample Teacher Presentation Skill	Sample Activity to Begin a Lesson
<i>Linguistic</i>	lectures, discussions, word games, storytelling, choral reading, journal writing	books, tape recorders, typewriters, stamp sets, books on tape	read about it, write about it, talk about it, listen to it	Critical Literacy	teaching through storytelling	long word on the blackboard
<i>Logical-Mathematical</i>	brainteasers, problem solving, science experiments, mental calculation, number games, critical thinking	calculators, math manipulatives, science equipment, math games	quantify it, think critically about it, put it in a logical framework, experiment with it	Critical Thinking	Socratic questioning	posing a logical paradox
<i>Spatial</i>	visual presentations, art activities, imagination games, mind-mapping, metaphor, visualization	graphs, maps, video, Lego sets, art materials, optical illusions, cameras, picture library	see it, draw it, visualize it, color it, mind-map it	Integrated Arts Instruction	drawing/ mind-mapping concepts	unusual picture on the overhead

<b><i>Bodily-Kinesthetic</i></b>	hands-on learning, drama, dance, sports that teach, tactile activities, relaxation exercises	building tools, clay, sports equipment, manipulatives, tactile learning resources	build it, act it out, touch it, get a "gut feeling" of it, dance it	Hands-On Learning	using gestures/ dramatic expressions	mysterious artifact passed around the class
<b><i>Musical</i></b>	rhythmic learnings, rapping, using songs that teach	tape recorder, tape collection, musical instruments	sing it, rap it, listen to it	Orff Schulwerk	using voice rhythmically	piece of music played as students come into class
<b><i>Interpersonal</i></b>	cooperative learning, peer tutoring, community involvement, social gatherings, simulations	board games, party supplies, props for role-plays	teach it, collaborate on it, interact with respect to it	Cooperative Learning	dynamically interacting with students	"Turn to a neighbor and share . . ."
<b><i>Intrapersonal</i></b>	individualized instruction, independent study, options in course of study, self-esteem building	self-checking materials, journals, materials for projects	connect it to your personal life, make choices with regard to it, reflect on it	Individualized Instruction	bringing feeling into presentation	"Close your eyes and think of a time in your life when . . ."
<b><i>Naturalist</i></b>	nature study, ecological awareness, care of animals	plants, animals, naturalists' tools (e.g., binoculars), gardening tools	connect it to living things and natural phenomena	Ecological Studies	linking subject matter to natural phenomena	bring in an interesting plant or animal to spark discussion about topic

Appendix II

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1	2		3			
Infantil Primaria Secundaria	Infantil	Primaria	Infantil	Primaria Rocket	Primaria English	Secundaria
<i>Daily Routine</i>	<i>Pronunciation Lab. Home Schooling</i>	<i>Pronunciation Lab. Spelling</i>	<i>Language Skills</i>	<i>Grammar</i>	<i>Grammar</i>	<i>Grammar</i>
			<i>Pre-Math Skills</i>	<i>Reading Comprehension</i>	<i>Reading Comprehension</i>	<i>Reading Comprehension</i>
			<i>Sounds and Pre-Writing/ Letter and Sounds</i>	<i>Listening and speaking</i>	<i>Listening and speaking</i>	<i>Oral and Written Communication</i>
			<i>Activities</i>	<i>Memory Work (1º y 2º Primaria)</i>	<i>Composition</i>	
					<i>Vocabulary</i>	
					<i>Memory Work (1º y 2º Primaria)</i>	

### Appendix III

<b>Mark</b> <b>Multiple Intelligences</b>	<b>Poor</b>	<b>Good</b>	<b>Very good</b>	<b>Excellent</b>
Linguistic: Uses language to present ideas, to express feelings or persuade other	1	2	3	4
Bodily/kinaesthetic: Uses Feelings and movements. to express meaning	1	2	3	4
Logical/mathematical: uses reasoning, and develops critical thinking.	1	2	3	4
Interpersonal: understands the feeling and needs of others	1	2	3	4
Naturalistic: understands and respects environment and classifies things in Nature.	1	2	3	4
Intrapersonal: understands own thoughts and feelings	1	2	3	4
Musical: expresses moods or feelings using different sounds, rhythms and intonation patterns.	1	2	3	4
Visual/spatial: interprets visual images and situates him/herself in near/far spaces.	1	2	3	4

Appendix IV

# Two Stars and a Wish



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