WONDER AS A LEARNING RESOURCE FOR WORKING WITH THE THEORY OF MULTIPLE INTELLIGENCES AND LEARNING A FOREIGN LANGUAGE-

A didactical proposal

WONDER COMO RECURSO DE APRENDIZAJE PARA TRABAJAR CON LA TEORÍA DE LAS INTELIGENCIAS MÚLTIPLES Y APRENDER UN IDIOMA EXTRANJERO-

Una propuesta didáctica

AUTORA: LUCÍA MONTES SALAZAR

TUTORA: PATRICIA SAN JOSÉ RICO

ABSTRACT

In this proposal, I present a project based on *Wonder*, a literary work, as the main resource to develop multiple intelligences theory and learn English with students of 5th grade of Primary Education. Throughout this project, I justify my choice and I present the objectives I intend to achieve. I talk also about the theories and the authors on which I have been documented in order to develop this work. I will continue with a proposal of a didactic unit, taking into account all that has been previously mentioned, as well as some conclusions talking about the learning I have acquired.

This project is designed with the objective of encouraging students to read and to learn using new techniques such as activities focused on the multiple intelligences. With the development of the theory of multiple intelligences, I intend to capture the interest of all students, including numerous activities that are interesting, fun and that motivate everyone to make the English subject attractive to the students and, furthermore, to read for pleasure and not as responsibility.

Key words: literary work, multiple intelligences, *Wonder*, encourage reading.

RESUMEN

En este trabajo propongo un proyecto basado en *Wonder*, un trabajo literario, como el principal recurso para trabajar con las inteligencias múltiples y aprender inglés para desarrollarlo con alumnos y alumnas de 5º de Educación Primaria. A lo largo de este proyecto, justifico mi elección y presento los objetivos que pretendo cumplir. También hablo de las teorías y de los autores en los que me he basado para poder desarrollar este trabajo. Seguiré con el desarrollo de una unidad didáctica teniendo en cuenta todo lo mencionado anteriormente, así como unas conclusiones para finalizar hablando de los aprendizajes que me ha proporcionado el trabajo.

Este documento está diseñado con el objetivo de animar a los estudiantes a leer, que aprendan los beneficios que tiene la lectura y los múltiples usos que esta tiene. Con el desarrollo de la teoría de las inteligencias múltiples pretendo captar el interés de todo el alumnado, así como ofrecer múltiples actividades que resulten interesantes, divertidas y que motiven a todos para que la asignatura de inglés les resulte atractiva y, además, lean por placer y no por obligación.

Palabras clave: trabajo literario, inteligencias múltiples, *Wonder*, fomentar la lectura.

INDEX

INTRODUCTION

In this final degree project, I am going to develop a proposal for students of fifth year of Primary Education. The main resource of this project is the literary work *Wonder* by R.J Palacio and I am using it to work with the theory of multiple intelligences in the English subject, also, I want my students to learn that foreign language. This is because this language is one of the most spoken languages in the world and it is present in the students' daily life. Moreover, it is because the English language is a compulsory subject, and we must follow the syllabus stablished by the school.

I am aware of the importance of reading and I want to show that it is never too late to encourage students to read for pleasure. For this reason, I want to tackle this proposal with the students of the fifth grade of primary education because they are at a stage where they have little left to finish primary education and it is necessary for the students to have acquired good habits. In addition, this book will allow us to work with different topics such as bullying, which is also an important aspect to take into account in today's society. Therefore, by working with this book I intend to encourage reading and deal with some important topics that I will mention later.

One of the main methodologies used is the theory of multiple intelligences, so this project will apply this theory as a strategy to stimulate the learning of the foreign language and to promote the taste of reading. The aim is to consider different abilities and learning styles of the students by offering diverse activities that are based on eight different intelligences: linguistic, logical-mathematical, visual-spatial, musical, body-kinaesthetic, interpersonal, intrapersonal and naturalistic. Therefore, I intend to make the most of the students' skills by providing them with motivation and confidence.

I would like to have developed this didactical proposal, talk about the results, and use it as a textbook complement. Due to the pandemic situation lived during most of the year 2020, I am only going to make a proposal without putting it into practice. However, I am taking into account a real context, a school located in Palencia, where I developed my last internship. I have chosen this school because I stayed there a month and I could observe and get some information about it.

JUSTIFICATION

This project is called *Wonder as a learning resource for working with the theory of multiple intelligences and learning a foreign language*. I present a didactical proposal for fifth grade of Primary Education. By developing this proposal, one of my aims is to encourage students to read. Nowadays students do not read on their own, they do not have a reading routine and I think that at this age I can change their way of thinking and motivate students to start reading in their free time. One of the responsibilities that I have as a teacher is to catch the attention and interest of students when reading, so with this project, I want to achieve this.

The school I am considering in order to develop this proposal gives high importance to reading. For achieving my aim, I chose a book that has as the main character a boy of the students' age and they can be identified with some of the characters or aspects of their lives. We can work also with some topics like bullying and friendship that are important to deal with, specially at this age which is close to adolescence and this is the age at which there is the greatest risk of suffer from bullying

I chose working with a literary work through the theory of multiple intelligences because this theory offers us different ways of working considering the differences of all the students. Moreover, I want to work on overcoming the obstacles that hinder foreign language learning by doing activities that engage all students' interests. Besides, I am developing in my students the seven key competences that are essential for them to be good citizens in their future.

In my reading workshop I develop the competence in linguistic communication when students read the extracts of the book, talk to other mates, answer questions, make agreements with their groups about some aspects of the text or listen to the different songs. This competence allows students to express and communicate their opinions speaking and writing.

The mathematical competence is used in the activities where students must use the logical thinking sorting the sentences or counting the verbs they have found in the extract. Moreover, this competence is used when they must make a display about all they have

learnt using their spatial vision to express their ideas. This competence is useful to solve problems from everyday situations and make decisions.

Digital competence is applied when I use the projector and the computer for searching songs or some landscapes that appear in the book and we are going to analyse.

I develop the learning to learn competence when the students relate previous knowledges with new ones, as well as when they are conscious about their mistakes talking with their classmates or having the exercises checked and improving them. This competence allows students to work individually and cooperatively depending on the goal they must achieve.

The competence in social skills and citizens is applied because students work in groups, making agreements and respecting other's opinions. Also, they are in silence when others are speaking. This competence is related to the ability to interact with others.

The autonomy and personal initiative competence is developed when students make their own decisions. For example, when they use their criteria to sort the sentences or when they tell their opinions about something. This competence allows students to be autonomous.

Finally, thanks to the literary work, students learn about some English traditions or lifestyles and they relate those ones with their own lifestyles and traditions. So, here they tackle the cultural and artistic competence. Moreover, as they listen to songs in English, they learn about musical expressions in other countries. This competence allows students to value more the arts and the culture.

Now I am going to talk about the general and specific degree competences I will achieve with the development of this Final Degree Project. It is important to clarify that the numbers I am using are related to the numbers assigned to the competence we must achieve.

General competences

1. Demonstrate possession and understanding of knowledge in the area of Education, so this competence is based on knowledge and understanding for practical application of:

1C. Objectives, curriculum content and evaluation criteria, and those that define the Primary Education curriculum. This proposal is used as a reinforcement of those contents' students are learning in the English subject following the Castilla and Leon's curriculum.

1D. Principles and procedures used in educational practice. This competence is developed when I planned the activities considering different methodologies and activities.

2. Show how to apply knowledge in a professional method through skills that demonstrate the development and defence of arguments and problem solving in education. This competence is defined in the development of skills to be able to:

2A. Recognize, plan, carry out and assess good teaching-learning practices. I achieve this competence because I planned my proposal considering the students' interests and levels thanks to the observation I made at the beginning of my internship.

2B. Analyse critically and argue the decisions that justify decision-making in educational contexts. I develop this competence when I say why I chose working with a reading proposal and the theory of multiple intelligences.

4. Be able to transmit information, ideas, problems, and solutions to a specialized and non-specialized public. It involves the development of:
4B. Oral and written communication skills, according to level B1, in one or more foreign languages, according to the Common European Framework of Reference for Languages. I develop my different skills in the English language by planning all the activities, talking in English with my students, explaining the activities and different grammar forms as well as writing this whole document in English. So, I develop and improve the five language skills that are mentioned in the Common European Framework of Reference for Languages.

5. Prove the development of learning skills necessary to undertake studies with a high degree of autonomy. It therefore implies the development of:
5E. The promotion of the spirit of initiative and an attitude of innovation and creativity in the exercise of their profession. I develop this competence because in

the school that I had in mind they do not work with the theory of multiple intelligences.

Specific competences

C.1C. Monitor and follow up the educational process and in particular the teaching and learning process by mastering the necessary techniques and strategies. I develop this competence because I consider all student's interest and their levels.

C.1D. Be able to relate theory and practice to the reality of the classroom and the school. This specific competence is reached because I created my proposal considering different methods and theories like the theory of multiple intelligences of Gardner, the meaningful learning of Ausubel, Piaget's constructivism, the theory of Emotional intelligence from Daniel Goleman and the Vygotsky's theory.

C.1.E. To participate in the teaching activity and learn to know how to do, acting and reflecting from the practice, with the perspective of innovating and improving the teaching work. Although this proposal is not going to be developed, during the time I have been in the school doing my internship I had been observing and that is why I proposed this project in order to improve the students' English level and make them feel motivated and enjoy while learning.

C.1.G. Be able to regulate the processes of interaction and communication in groups of students aged 6-12. This competence is used in all the activities due to the fact that it is a proposal destined for 10- and 11-years old students. In the activities, students must be in silence, raise their hands if they want to talk and listen to other mates.

C.1.I. Acquire habits and skills for autonomous and cooperative learning and promote it in students. This competence is developed when students do individual and group activities.

OBJECTIVES

This project consists on a proposal for students of 5th of primary education. One of my aims is to encourage the students' taste of reading by doing different activities using a literary work as the main resource. At this age, I consider that children should have daily reading routine. Nowadays, students are spending their free time on technologies and few of them spend their free time reading books. Although in my proposal students are not going to read the whole book, I would like that most of the students read it at the end of the unit.

Moreover, other of my objectives is to provide strategies to encourage multiple intelligences. In this way, I want my activities to be inclusive, involving all students by making at least one activity of each type of intelligence. I think that using this proposal students will be more motivated in order to learn new English terms and they will be more motivated and more interested to read for pleasure.

I intend to improve the teaching-learning process since this proposal is focused on reinforcing the contents students are learning in the English subject, such as grammatical structures or acquisition of different terms related to their daily life.

The book I have chosen allows us to work across curriculum with different topics like bullying and teach some personal values such as respect, empathy, friendship and affection that I consider important to deal with specially before reaching the adolescence.

THEORETICAL FRAMEWORK

The two basic pillars around which this project evolves are literature and the theory of multiple intelligences. In what follows, I will highlight how both pillars are interconnected, giving some definitions according to important authors and relating it with the activities I am going to develop during my proposal.

WORKING WITH A LITERARY WORK

What is to read?

There are many different types of reading so there are several definitions. We could say that "reading is a quite difficult cognitive and comprehension activity that involves thinking and memory work as well as the reader's previous knowledge" (Cerrillo, 2007: 2). It is a quite difficult activity because linguistic and extralinguistic tools take part in this process and these tools are quite important in the use of the language in which the text is written. This aspect is also relevant in my project because we are working with a second language, so it encourages students to improve their English skills.

Reading is fundamental in the construction of knowledge related to all areas of learning as there are three areas of the brain involved in the reading process. On the one hand, Broca's area, which is in charge of controlling the ability to speak; on the other hand, the Angular Turn, which works to understand letters, translate them into phonemes and into sounds. In addition, reading activates the regions of the brain liked to the senses, so there are certain types of texts that are able to arouse different emotions in the reader. The fact that students can feel emotions that they have not felt before encourages their development and empathy by putting themselves in the shoes of the characters, being able to have a better understanding of their actions. (Somovilla, 2016: 14)

Therefore, it is an element that we cannot remove in human beings' training. In addition, reading allows people to be in touch with information about our environment. When we read, we do not focus our attention only on what is written. There are different elements that participate in the reading process such as the reader environment, the reader's mood, or even the time when it is read. All of these help the reader to learn different aspects in addition to the ones that appear in the book. It is another reading possibility, in which the reader discovers, organizes, and relates the different knowledge acquired. Moreover, the

practice of reading allows students to develop cognitive tools to strengthen critical, rational and constructive thinking which are essential to ensure a good future for them. It also offers the reader different ways of thinking, teaches them lessons and moral values as we can see later. (Paz, 2014: 3-6).

The development of reading skills is important in the individual and social development of people. For this reason, we cannot dispense with reading in the teaching-learning process since it is a fundamental aspect, as well as it is one of the main tools for access to knowledge. (Paz, 2014: 3-6).

School reading requires effort, discipline time and dedication. It is compulsory like other school activities and knowledges. It is important that these literary or reading works are well presented and chosen for students to be motivated because as much as reading is mandatory, the most important thing about reading is that it is done for pleasure and the reader decides to do it. One of the problems of the school reading is that the proposed books or literary works are too difficult and extensive which makes students lose interest in reading. (Cerrillo, 2007: 4)

When students reach their adolescence, many of them tend to lose their reading habits and replace them with easy reading, leaving aside literary readings. Moreover, in today's society reading is not normalized and does not occupy an important place in the leisure time of Spanish people. (Cerrillo, 2007: 1-4). By developing this proposal, I intend to promote reading encouragement, with the aim of improving the reading habits of the students and trying to create steady reading habits.

Why did I choose *Wonder*?

The book *Wonder* talks about August, a ten years old boy who has never been to school because he was born with a genetic defect. His face is different, it is deformed, and this makes his socialization difficult. Until this time, his mother was his teacher but now, it is time for him to go to school. On August's first day of school, he and his family were very nervous, and he could not walk along the hall without everyone looking at him. In the book, we will see how his adventures at school are.

It is a book for all audiences. We find several narrators who tell us different points of view about what happens in the story. This will make reading easier because the students

are able to understand the development of the story from different points of view and they may be identified with some of the narrators.

I chose this book mainly because we can tackle different topics that I consider important to deal with in the final courses of primary education. Furthermore, it talks about children of the same age as the students, so they can feel identified with some characters. This will encourage pupils to continue reading. The language used is not very difficult and it will be reinforced with the different contents they are learning in the school and it will also allow students to increase their vocabulary.

Moreover, and most important, I consider it an easy book to relate with the theory of multiple intelligences as all of them are present and we can tackle them during the activities. For example, linguistic intelligence is used whenever they use the English language or natural intelligence appears when in the book narrators talk about some landscape and students imagine it or recognize some of the natural elements that we can find there.

By reading *Wonder* we can work with different topics I am going to name below. A very important topic in this book is the fight against bullying. It is very necessary to make our students aware of this issue. In this book, we can see how the main character is a victim of bullying and does not give up. Therefore, we can see an example of fighting and overcoming bullying.

The book is written from the point of view of six characters. This allows students to put themselves in the characters' position, understanding their feelings and emotions. In consequence, this helps us to work with empathy. So, we deal with cross-curricular topics such as respect and civic education.

The book also teaches several values such as friendship, honesty, self-esteem, respect, solidarity, and humility, among others. This allows us to develop these values in the classroom and they will be very useful in the students' daily lives.

This book also allows us to deal with other subjects. The book is in English so we can work with the five different skills we can find in the English language as it is said in the *Common European Framework of References for Languages: Language, Teaching and Assessment*. Those skills are reading, listening, writing, speaking and interaction. In my

proposal, we can find the reading skill when they read silently in their own the extracts of the book or when they read aloud what they have written about their emotions. The writing skill appears when they must write in a paper what their emotions are or what the song that defines themselves is. The listening skill is used when they listen to the different songs that appear in the book. The speaking skill is developed when students talk to each other and to the teacher. Finally, the interaction skill is applied when they work in groups or interact with their environment. Moreover, in my project, we work with arts and crafts by drawing what they have learnt decorating the display. Besides, mathematics is another subject we tackle by counting the verbs they find in the extract of the text or calculating the distance from our location to August's.

Benefits of reading in English

In the article *Developing Speaking skills through reading,* Bright and McGregor (1970) say that: "Where there is little reading there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment" (Mart, 2012: 1) As we can also read in this article, language acquisition without reading is difficult because reading is a good way of comprehension.

Reading is a basic skill, especially when we are learning a second language. Although all language skills are beneficial in the process of learning a foreign language, reading stands out because of its many advantages. Among them, I am going to mention its contribution to the assimilation of the other skills: listening, writing, and oral production. A person who reads frequently in English understands a large amount of language improving his or her oral and written productions and improving listening comprehension. (Barrera, 2009: 2) Therefore, reading in English encourages the reader to use the language, exercising his or her learning and awakening his or her interest in reading and in learning the language.

Reading in English brings benefits to language learning such as the acquisition of a variety of vocabulary about different topics, the fluency of the language in relation to reading comprehension, the development of oral and written expression, the knowledge of grammatical structures, the better acquisition of linguistic competence, the ability to

order ideas and communicate them and entertainment and motivation to continue learning. (Barrera, 2009: 1-2)

A psychologist says in his article *Why is reading good for me?* that "reading helps us to develop our own ideas and personalities as we compare our reactions and beliefs to those in the story". Hammond also says that reading is good for our health as it helps the reader to keep the brain active. Reading helps us to train our memory and makes it more flexible so it is a clear reason why as second language teachers we must use reading in our classrooms.

As we have seen, the positive effects of reading in English are multiple, but the implementation in the classroom is more complicated because the teacher has to introduce the students into a habit in which they are not familiar. That is why the teacher must show her or his passion for reading and awake curiosity in students in order to make them get into the plot. (Madrigal, 20014: 14) Consequently, if we want the students to get a better understanding of the text in a different language, the teacher must stablish different stages. Before the reading, the literary work will be introduced as I am going to do with *Wonder,* showing to the students a picture of the main character. During the reading, the students will have to draw out the main ideas of the text. In some of the activities I propose, they must talk with their mates about what they have read. Finally, after the reading, they will carry out activities related to what they have read. For example, in my activities, we are working with some topics that appear in the fragments selected. (Barrera, 2009: 3).

For all this, reading is very important for the good development of the students. Besides, reading in English must be encouraged as it is present in our environment. Students are exposed to different types of written texts that they have to be able to produce and understand. (Barrera, 2009: 7).

The importance of working with a literary work

The main resource of my proposal is a literary work, in this case the book *Wonder* by R.J Palacio. As I am going to use it as a resource for teaching English, I am going to highlight what are the benefits of using it in the classroom to teach a foreign language but also to teach any subject.

According to Abascal (2016), using literary works as a resource in teaching a foreign language has numerous advantages. I will name some of them below.

A literary work is an authentic resource because it is not created with the purpose of teaching a language. Instead, it allows students to be familiar with the language and forms used, so they are introduced in the natural language. Therefore, reading literary works makes students improve their competence in foreign language. Furthermore, it enables them to acquire autonomous and self-directed learning. Barnett remarks that authentic texts are vital; they motivate students, offer a real context, transmit the target language culture, and prepare students to read outside the classroom (Abascal, 2016: 23-24). I think it is an advantage because if the students can read a book and understand what it says, they are putting into practise those things they have learnt, and they realise that literary works are useful. Moreover, this authenticity is very useful in my proposal. I want to use this proposal to reinforce the contents, so if they find those contents they are learning in a book, they will be more motivated, and it will encourage them to keep reading and learning.

Another reason to integrate literature into the curriculum is because of its motivational character. In order to motivate students, it is essential to make an adequate selection of texts according to their level. In this way, they will see positive results after their efforts, that lead them to experience a satisfactory sense of achievement that will increase their desire to continue learning and improving (Abascal, 2016: 24-25). As one of my objectives is to encourage the students' taste of reading, I think that it is important for the students to feel motivated because in this way they are going to keep reading. However, it is difficult to choose a book that everyone likes because everyone has different interests. With this book I would like to catch the interest of everyone or at least the majority of them. As there are a lot of characters, I think that students can be identified with some of them.

An additional benefit to remark is that: "literary works are a great resource in socio-cultural areas. This means that it includes students in the reality of different cultures, lifestyles and traditions" (Bonachera, 2013: 18). This is a very important advantage as it allows the reader to get to know other types of cultures, to see how the character behaves and what his/her customs and traditions are. Therefore, it allows the reader to approach the social codes and behaviour of the society of the country where they speak that

language (Bonachera, 2013: 18). This allows us to work with historical periods because we can make comparisons between how they lived before and our current situation. Besides, we can study how they lived or what were their feelings. The book I have chosen allows the students to know how the lifestyle of a boy of their age in another country is. Also, they are closer to the United States' traditions and some of the landscapes and cities that the main character mentions. This is the reason why I chose to investigate in my proposal about the landscapes the main character talks about.

Moreover, literature can promote the acquisition of grammatical language learning. Students become familiar with written language characteristics and learn about syntax and the variety of structures. Therefore, literature becomes a fundamental complement to reinforce English classes (Abascal, 2016: 26-27). In order to develop my proposal, I am taking into account the grammatical structures my students are learning, or they have learnt so far. Consequently, this advantage will be very useful and necessary due to the fact that I want my students to learn the grammatical structures planned on the curriculum.

The student is immersed in the text, which encourages personal involvement. Thus, he or she is enthusiastic about following the plot of the story. It will have beneficial effects on learning and teaching processes in a foreign language (Abascal, 2016: 28). Thanks to the book, if students are following the plot and understanding the main character's decisions, thoughts, and movements, it will give them personal values. Also, the acquisition of personal values is closer to the benefit of motivation. The development of both of them will help students to learn and understand the new language better.

Literature enhances imagination development, increases the emotional awareness of students and develops empathy and tolerance (Bonachera, 2013: 20). The last ones are fundamental skills people must develop in order to live and manage their selves in society in a more peaceful way. This advantage of using literature in the English class will be made use of in my proposal when I work with the characters' feelings about their selves and about the others.

I cannot forget the importance that literary works have as a "fundamental tool in the development of different skills. They improve reading comprehension, and they allow the practice of written skills. Additionally, oral and listening skills can be tackled thanks to the technologies' progress" (translated from Nevado Fuentes, 2015: 158). Another skill

we develop in the English language is the interaction. All of them are going to be developed in my proposal. The reading skill is going to be used by reading extracts of the text, writing in some of the activities and when students tell their opinion. The oral skill is used whenever students talk to each other, answer questions or ask some doubts. The listening skill is mainly tackled when they listen to songs but also when they listen to each other talking.

In my proposal I want to work with the five different language skills we must develop as it is said in the *Common European Framework of Reference for languages: Learning Teaching and Assessment* which are: speaking, reading, writing, listening and interaction that I will mention later.

THE THEORY OF MULTIPLE INTELLIGENCES

Throughout my proposal, I intend to work in a multidisciplinary way, developing the students' multiple intelligences while making use of literary works and their benefits already mentioned. This way, the use of literature to teach a second language will be coupled with the theory of multiple intelligences through different activities on my proposal. Each activity will be related to one or more intelligences, without forgetting literary works as the main point.

Hereunder I talk about what is the theory of multiple intelligences, its benefits, and the relation with literary works.

What is the theory of multiple intelligences?

The theory of multiple intelligences is a theory developed by Howard Gardner, a phycologist. Gardner (1993) defines intelligence as *"the capacity to solve problems and create results in a nature and wealthy environment"* (Vargas, 2004: 96)*.* He suggested that everyone has more than one autonomous intelligence. It is because each person turns to these intelligences to create products and solve problems which are important in their daily life.

"Gardner believes that intelligence actions are changed over the time" (Castro & Guzman, 2005: 180). Furthermore, he says that "intelligence is a collection of capacities which the person improves over the years" (Armstrong 2006: 1). I believe this, and this is another

reason to use this methodology in the classroom. People develop more one intelligence than others although it does not mean that we always have the same intelligences developed.

Gardner recognized seven different intelligences at first. In spite of that, in the mid-'90s, he concluded that there were eight intelligences which include the following ones:

Linguistic intelligence: it is the capacity to use the words skilfully in both writing and speaking. This intelligence appears when we must use the language functions. (Armstrong 2006: 1).

In this proposal, we are going to use this intelligence in all the activities because we are developing this project during the English classroom, so the students are dealing with the English functions for example, when they talk to each other or using the English terms they know. Besides, in some of the activities, we work with the grammar tense they are learning; thus, they practise it.

Logical-mathematical intelligence: it includes the capacity to use numbers efficiently, reason deductively and think in a logical way. (Armstrong 2006: 1). Besides, Gardner defines this intelligence as the set of different types of thinking: mathematical, logical, and scientific (Nadal, 2015: 125).

This intelligence is used when students count the grammar terms they find in the extract of the book they are reading.

Spatial intelligence: it is the ability to think in pictures. This means that the person can represent their main ideas mentally in a skilful way (Nadal, 2015: 125).

We can see this intelligence in my proposal when students make a display summarizing all they have learnt over the unit.

Musical intelligence: it is related to the skill to notice, distinguish, transform, and express the different musical forms, as well as being sensitive to the tone, rhythm, and timbre (Armstrong 2006: 2).

In the book I have chosen, there are different narrators and before the start of the chapters, we can find a song that defines that character. We are going to listen to those songs, talk about them and students will have to think about their favourite song or a song that defines them.

Bodily-kinaesthetic intelligence: this intelligence is about the capacity to use their body to create activities, products, solving problems, or express ideas and feelings (Nadal, 2015: 125). This intelligence also includes physical abilities.

This intelligence appears in my proposal when the students do the activity called blackboard race where they must run to the blackboard with a sentence about the book.

Naturalistic intelligence: it is the ability to classify and recognise different flora and fauna species of the environment (Armstrong 2006: 2). It also includes the comprehension of the natural world as well as the use of different abilities like observation, approach and verification of hypothesis related to the natural phenomena (Nadal, 2015: 126).

One of the characters talks in the book about a sunset, so we are going to search for it on the internet and talk about its nature. Next, the students are going to talk about their favourite place and why it is their favourite.

Interpersonal intelligence: it is the skill to relate, understand and notice others, as well as distinguish their intentions causes and feelings. Therefore, it is the capability to assume different roles and work efficiently with other people (Nadal, 2015: 125-126).

This intelligence is quite important because students must learn how to work in groups where they must reach agreements and respect the others as they have to do in most of the activities proposed.

Intrapersonal intelligence: it involves self-understanding from self-reflection and the construction of the self-concept thinking about their own strengths and weaknesses, emotional states, and the capacity of discipline and self-esteem (Armstrong 2006: 2).

The main character of *Wonder*, the book I have chosen, suffers from bullying, so students are going to give their opinion about the character and talk about what their feelings would be if he was their classmate.

In my proposal, I am considering all the intelligences because I want to include all students and give all of them the opportunity to enjoy learning. Besides, as in most activities, students are going to work in groups, they can learn from those who have more developed that intelligence.

What is more, in the traditional education system, the intelligences that were considered as the most important were the logical-mathematical and the linguistic. In my proposal, I want all the intelligences to have the same importance. That is the reason why all of them appear in the activities, some of them mixed with others or on their own.

Relation with other theories.

The theory of multiple intelligences is related to numerous important theories in education. I am going to talk about the ones I consider the most important because all

have investigated the term intelligence and, in my proposal, I bear in mind some features they mention in their theories. Moreover, some of them will be related to the methodology I am going to follow in my proposal.

<u>Emotional intelligence- Daniel Goleman</u>

> The term emotional intelligence did not appear until 1995 when Daniel Goleman published the book *Emotional intelligence*. There, he talked about the power of emotions in relation to the things we do, what we are, and how we relate with other people amongst other issues. (Sabater, 2018)

However, as Sabater (2018) says in her website, other authors discussed the term emotional intelligence without calling it like that. Edward L. Thorndike talked about a social ability which was essential to understand and motivate others called social intelligence. What is more, Howard Gardner mentioned two personal intelligences, the interpersonal and the intrapersonal which are very close to Daniel Goleman's emotional intelligence (Castro & Guzmán, 2005: 188).

Daniel Goleman (1996) defines emotional intelligence as "the ability to recognise our own feelings and the others', to motivate ourselves and to manage properly our relationships" (Goleman 1996: 44). Additionally, we can find five different components inside Goleman's theory as we can read in his book (Goleman 1996). Those components are:

Knowledge of your own emotions: this component means being conscious about what you are feeling and recognise those emotions.

Ability to control your emotions: in other words, we can say self-management.

Capacity for self-motivation: this is essential to be careful, motivated and creative.

Recognition of other people's emotions: empathy. It is recognised as the main emotional ability.

Relationship management: it is the ability to connect with others and to understand others' emotions.

Emotional intelligence has relation with the theory of multiple intelligences because two of its intelligences, interpersonal and intrapersonal, are very close to the emotional intelligence. (Castro & Guzmán, 2005: 188)

In his term of emotional intelligence, Goleman groups the interpersonal and the intrapersonal with more aspects in the emotional intelligence. This means that I am going to work with some aspects of the emotional intelligence which are related to the interpersonal and the intrapersonal intelligence. Students are going to do group work, respecting others and controlling their emotions. Besides, they are going to show their emotions by telling how they would feel if they had a person with some genetic defect in their class. Furthermore, they are going to think about a song that defines them and a place where they feel safe and relaxed and share it with their mates. Moreover, relating it with the emotional intelligence, what I have already mentioned involves relationship management. Finally, in my project I want all students to enjoy, learn and be self-motivated doing their best.

Constructivist learning-Piaget

Jean Piaget was a famous psychologist who investigated the development of children. Besides, it is important to highlight his contribution to the term intelligence. This author said that intelligence means that the person has interests and curiosities. Moreover, he discusses that knowledge is built thanks to the interaction with the environment (Nadal, 2015: 126).

In his constructivist theory of learning, Piaget shows that cognitive ability and intelligence are closely linked to the social and physical environment. For this reason, he mentions two ways in which development appears as a result of activity, assimilation and accommodation (Valdés, 2014: 2). Assimilation appears when we obtain new information or experiences and integrate them as knowledge. Accommodation is part of the process of adaptation. This involves a change in existing patterns or ideas, as a result of new information or new experiences (Rafael, 2008: 3-4).

Moreover, the constructivist learning is based on the way we understand and interpret the world around us. This means that the world does not have to have the same meaning for all people. The same situation can have different definitions in each person. Applying the theory of multiple intelligences we can deal with the same topic using the different

intelligences, so if one student is better in one intelligence that in the others, he or she will understand better the explanation working with that intelligence. What is more, I apply this theory with the methodology used because students work first with a literary work and then, with the activities and the theory of multiple intelligences as support tools for their learning. Thence, I am first developing easy activities and then moving to difficult ones.

Meaningful learning theory: David Ausubel

David Ausubel suggested a learning theory which had an important application in the school environment, the meaningful learning theory. As Torres (n.d) mentions in his article, this theory says that a concept has a meaning when it is possible to relate new knowledges with previous knowledges that are in our minds. This theory depends on the connection between previous knowledge and new information.

Furthermore, teachers should explain concepts starting with general ideas and continuing with more elements like details or particular examples. Moreover, if we want an idea or concept to last in our mind, that idea must be related to another previous knowledge in the learner's cognitive structure (Martín & Navarro, 2010: 35).

 To sum up, that cognitive structure is a stable way of organising concepts in the consciousness of the learner. That is why multiple intelligences are significant because if a child works with the right intelligence, he/she will create a better cognitive structure, reaching a meaningful learning.

One of the purposes of Gardner's theory of the multiple intelligences is to assure the learner's comprehension and obtain a meaningful learning. This is the reason why I relate both theories. I also want my students to obtain a meaningful learning. That is why I want to relate some activities with others as well as relate what the students know with those aspects they are learning.

Vygotsky's theory

Vygotsky was a developmental psychology theorist. He defines intelligence as a cultural and historical product, which can be modified through activity, especially through language activity (Arias, 2013: 27).

Therefore, this theory provides a vision of intelligence understood as the ability to comprehend and use intellectual and linguistic devices. Furthermore, this theory contributes to the first thoughts on the nature and role of language (García, 2016: 68-71).

Vygotsky says that true development will only be achieved if learning is based on what has been acquired. Consequently, intellectual development and intelligence are developed in accordance with the environment, culture and society (Martínez González, 2014: 14).

This theory is related to the theory of multiple intelligences because thanks to Vygotsky, Gardner gives high value to culture and education in the teaching and learning process (Nadal, 2015: 126). Moreover, I relate the environment with the natural intelligence, the culture with linguistic intelligence and the society with intrapersonal and interpersonal intelligences. In my proposal, students learn in groups, helping each other and knowing what their place in society is. Also, students learn about the environment following the natural intelligence and about culture because in the book we can see how the American culture is, talking about some festivities and elements in their school. I cannot forget to mention that during my proposal I am considering the Zone of Proximal Development of all the students by adapting all the activities to the students' level and rhythm of learning.

Why is it important to work with multiple intelligences in class?

The theory of multiple intelligences is a learner-based philosophy, meaning that it is characterized by attending to the student's authenticity and replying to her or his uniqueness. These intelligences contemplate a pluralistic view of the learner's individual differences. They are understood as personal tools each human being has to make sense of new information and to store it in order to be easily recovered if it is needed (Arnold & Fonseca, 2004: 120).

In addition, Corbin (2020) wrote in his article about the different benefits of working with multiple intelligences in the school and I want to highlight some of them because here, we can appreciate the importance of adding the theory of multiple intelligence to the different school proposals.

- This theory helps each student to develop his or her stronger skills as well as creativity.

- This is essential to motivate students in their daily life.

- Each child is unique and contributes different elements to the classroom. Using this methodology teachers can discover what each child contributes and help them to grow and encourage their learning.

- Finally, students learn different strategies, use creative tools and acquire a wide range of skills.

Howard Gardner explained that intelligence is an ability. Thus, everyone can develop and train the different intelligences. This theory also provides teachers with tools to collaborate in the development of individual strengths and to help students manage their potential in their personal and professional lives.

This method is an excellent tool that allows teachers to create innovative and attractive materials for their students. In this way, students will learn the new knowledge working with innovative activities and with those things they like doing. It will motivate students to continue learning (Arnold & Fonseca, 2004: 125).

Other key points that explain why multiple intelligences are important in the classroom are the following ones.

The child is considered an active member in the learning process. Students' interests are respected, their natural activity and their curricular contents are adapted to each situation. In this way, the learning is based in a globalizing teaching where the knowledges are completed instead of worked on their own. (Nadal Vivas, 2015: 126).

This learning takes into consideration the student's knowledges and the reality to which he or she belongs. In this learning, the subject is seen as the way to get the child closer to her or his interests. In my project, through reading a literary work and doing different activities, students learn the English language, but they also work with some aspects of life like expressing their emotions or knowing aspects of other countries. Additionally, the theory of multiple intelligences is based on an individualized teaching. The students are the ones who build their own knowledge, and the contents must be related with their daily life experiences. Finally, working through interdisciplinary projects offers students the opportunity to use the different intelligences in a practical way. However, as Gardner said, each school must apply the multiple intelligences theory according to their characteristics (Nadal, 2015: 126-127). The characteristics I have taken into account

having in mind a real context are the number of children of the classroom I have chosen to develop this proposal, the English level of the students, the different school programs that the school has and the organization of the school and the classroom.

Is the multiple intelligences theory useful in learning a foreign language?

The integration of multiple intelligences is an efficient way of increasing both the objectives and the variety of instruments available for teaching a foreign language. The use of multiple intelligences in second language learning helps teachers to include all students because they work with different tasks, each one focused in one or more intelligences. This gives students the opportunity to understand and learn the language in their favourite way. Another benefit of using this theory is to promote the development of the rest of intelligences in all the students.

As English is a language, the first intelligence that comes to our mind is the linguistic. This intelligence is referred to the ability to understand and produce oral and verbal messages. Arnold and Fonseca (2004) state the relation between this intelligence and the learning of a second language saying that people with high verbal-linguistic intelligence are those that tend to think in words and that have the ability to use the second language efficiently both: orally and in writing. However, all multiple intelligences can be used in the English language learning. In my proposal I develop all the intelligences in my activities, all of them focused on the literary work *Wonder* and using as reference the grammatical contents students are learning during the unit. The activities I have proposed are provided with different ways of explaining the same concept. It is positive because if our goal is to achieve a meaningful learning, it is pleasant to learn the same content in different ways. Moreover, as Arnold & Fonseca say in their research: "Learning a language in the classroom, the theory of multiple intelligences can provide a basis for developing more effective communicators in the target language by helping learners to connect with the learning activities and to activate linguistic information stored in memory" (Translated from Arnold & Fonseca, 2004: 5-8).

MULTIPLE INTELLIGENCES AND LITERATURE

In the previous sections I have spoken about the advantages of using literary works in class and about the theory of multiple intelligences. Now, I want to talk about the benefits of developing a literary work with the theory of multiple intelligences.

Rodríguez Muñoz (2016) talks about the importance of using the theory of multiple intelligences when teaching reading in order to achieve a better performance in the reading process, a fundamental element in the students' life and learning process.

Due to the diversity of capacities and ways of learning inside a classroom, it is necessary to propose heterogeneous techniques and activities. Joining the theory of multiple intelligences and reading, we achieve this methodology. (Rodríguez, 2016: 27-28). Throughout my proposal, we are going to work on different topics that appear in the book related to the students' reality, dealing with the different ways of learning by developing the theory of multiple intelligences.

The combination of literature and multiple intelligences is possible thanks to the flexibility of both. It allows the teacher to work in different ways attending to the classroom's diversity. Besides, if we add to our proposal the use of a literary work, we are developing the construction of the students' literary competence. Another positive point is that literary works and multiple intelligences allow students to learn different skills and recognize their abilities and emotions through the use of linguistic and extralinguistic elements. (Silva, 2010: 5).

An additional advantage of combining literary works and the theory of multiple intelligences is that after reading a literary work, the reader obtains subjective impressions related to what they have read, therefore, the reader puts into practice the intrapersonal intelligence. Moreover, through the application of activities, we can propose those related to the different intelligences as we have seen some examples before, and we are going to see in the activities. This way of working improves language difficulties and reading comprehension through the enjoyment and application of creative processes. (Silva, 2010: 5).

Linking the theory of multiple intelligences to literary works offers a modern perspective that allows the students to be the main characters of the learning process. Moreover, they

feel motivated and get closer to literary works making those more successful. Using all the multiple intelligences allows literary works to be adapted to all the students' personalities making the teaching-learning process accessible to everyone. (Oprescu & Oprescu, 2012: 3-4). It is also important to note that as Gardner says, "we have multiple intelligences but also there are multiple ways of approaching literary texts" (Oprescu & Oprescu, 2012: 7).

Finally, the use of literary works with the theory of multiple intelligences encourages creative ability through the use of different strategies. In addition, students achieve a meaningful learning through personalized education, the application of key competencies, and interdisciplinary work, attending to several curriculum disciplines rather than one alone. Working in this way provides the brain with everything it needs to encourage its stimulation and development. .(Alonso, 2017: 1-2)

DIDACTIC PROPOSAL

Through this project, I want to reinforce the contents students are learning during the unit they are following in the English subject. What is more, I want to encourage grade five students' taste of reading, especially in English language and make them enjoy reading books. This proposal is thought to be carried during the English subject, for the duration of half an hour after dealing with the contents of the unit following the class book.

CONTEXT

It is important to consider the level of reading and English of the students just as the tastes when planning the activities and choosing the literary work.

The school

The school I had in mind in order to plan the proposal activities is the one where I developed my last internship. It is subsided-state and bilingual and it is located in Palencia. It is small and of one single line. The whole school has 302 students. This institution teaches Infant Education, Primary Education and Compulsory Secondary Education.

There is a project in the school related with the reading plan and the whole building is decorated with Harry Potter features. This means that all members of it encourages students' taste of reading by making a project that involves all the students where everyone must participate. Moreover, they have a library, where once a week, students must go there and pick up books with their library card.

What is more, the school offers extracurricular activities given by the teachers on the afternoons. One of those activities is related with reading as they give workshops related to literary works and films. These extracurricular activities are destined to the students of Primary and Compulsory Secondary Education.

Finally, as we can see, the school gives a high important to the reading skill. Also, the classrooms are decorated with displays and mediators and in all of them, students have a reading corner where they find different books.

The classroom

My proposal will be carried out in the classroom of the fifth grade of Primary Education, with students from 10 to 11 years old. It is not a very big classroom, but we have space to move and organize the tables in the best way in order to develop the activities. The classroom is organised in six groups of four people. We are going to keep that organization although I will make some changes like moving the tables to the wall in order to do the activity related with the bodily-kinaesthetic intelligence.

We can find different materials, resources and displays that will be useful in my project. They have the reading corner, with different books; in this way students are encouraged to read. Moreover, there is a display called *Bookflix* inspired in the streaming platform of series and films that is related with the reading plan students have in their classroom. In the display, as well as in the platform, appears the name or a picture of the books the person that uses the platform, or in this case the students, are reading now, recommendations for you and the books you have already read. Following this plan, students must complete a paper sheet related with the book they read and look at the recommendations to keep reading. We are not reading the whole book in my proposal, but if they like what they are reading in my project, they can add *Wonder* to their recommendations.

Following with displays and decoration related to the reading plan they have throughout the school, in the classroom students have flags of Hogwarts students and motivating phrases in English. Once we finish our project, the final displays they are making can be part of the classroom decoration.

Talking about the resources, they have a blackboard that allows both teachers and students to write and the whole classroom can see it. I am going to use it several times, writing for example the name of the book or giving examples of some activities. Students are going to use it too in the blackboard race.

Another resource that we can see in the classroom is the digital board. I am going to show a picture of the main character, August, the sunset that is mentioned in the book, and I am going to play the songs we are listening to.

In a corner, next to the teacher's table, there is a computer that I am going to use for searching for those things I am going to project, as well as for searching for some webpages if there appear any questions or doubts during the project.

Students

My proposal is designed with the aim to encourage students to read and to reinforce their English learning. As they are mostly finishing Primary Education, I think that it is relevant to stablish a reading routine. By doing different activities I want them to enjoy, learn and feel motivated about keep reading and learning English language. In the classroom, there are 24 students. 7 boys and 17 girls. All the students of this class are responsible people; they know when they must be in silence and when they can talk so they make the development of the lessons easy to teachers.

I have been observing their behaviour in the English classroom, as well as their participation. Most of the students like reading, although it is not their favourite hobby. They prefer to spend their free time using social media, dancing, or doing sport, so I want to include reading as one of their favourite hobbies as well as the ones I have mentioned. Also, I have realised that they read with fluency and have a good text comprehension.

Most of the classroom has a good level of English. Some of them go to extracurricular classes that the school offers and have almost a high English level. Moreover, we can find some students with a low English level that need more explanations, but they are a very collaborative classroom, and they help each other.

I chose the book *Wonder* because I think that the topics that appear are important to deal with at this age and they will feel identified with some characters. I told their tutor about my choice and she told me that they saw the film last year and they liked it very much. They know something about the topics the book deals with and who the main character is. As they liked the film, I am sure that they will like the book and the activities we will do.

READING WORKSHOP

The design of this proposal includes a planning of different activities in which the eight multiple intelligences of Gardner are contemplated. As I have mentioned throughout this report, it is necessary to consider all the learning styles to reach the proposed objectives. For this, it is essential to define what we want the students to learn and how to carry out the learning.

Objectives

The objectives I want to achieve during this reading workshop are the following ones:

Firstly, I want to encourage the students' taste of reading by motivating themselves and making them enjoy reading. As we are going to read only some extracts of the book, I would like to encourage them to read the whole book and acquire reading as a routine.

Moreover, I want students to be aware of the importance that reading has as well as the multiple ways that there are to start working on a literary work. They can be aware of the different aspects they can learn about by reading and the important messages we can find in the books.

Doing the activities, I want my students to feel motivated. If they feel like continuing with this type of activities, they will want to keep on learning English language without finding it a boring subject. They will also want to carry on reading the book and reading different ones.

Another important objective is to approach the individual differences by proposing heterogeneous activities in which students can strengthen those intelligences that they have developed more and improve the other intelligences.

In the classroom we can find different levels. Another of my aims is to adapt my proposal to all the students' levels. It is important to try to find a middle point where all the students can enjoy and learn doing the activities.

Furthermore, as this proposal is thought to be applied as a support to the contents students are learning during the English language unit, I want those contents to be understood. Also, I want the students to improve the five language skills: reading, writing, listening, speaking and interaction that are so important in the learning of English.

Finally, the last aim is to encourage creativity and imagination through the development of the different intelligences and the reading of a literature work.

Methodology

Although in Education there are several important and useful methodologies, the theory of multiple intelligences, the emotional intelligence, the meaningful learning and the theory of Vygotsky are ideal for this project as it will be shown below.

The main methodology I am going to follow is the theory of multiple intelligences. Students are going to work with all the intelligences proposed by Howard Gardner. Those intelligences are linguistic, logical-mathematical, visual-spatial, musical, bodily-kinaesthetic, natural, intrapersonal and interpersonal. In most of the activities students tackle more than one intelligence. For example: students work with visual-spatial intelligence when they make a display with all the things they have learnt during the proposal also, in this activity they develop the linguistic and interpersonal intelligences because they make the display using the English language and they do it in group work.

Another methodology related with the main one is the emotional intelligence from Daniel Goleman. It is very important to always work using the emotional intelligence because it is the key to success both in school and in life. In the reading workshop students are going to apply this theory because they are going to work in groups respecting others and also, in the book, we can find, the emotional intelligence by reading about the different feelings and actions of the characters that appear in the book.

The meaningful learning from David Ausubel is another useful methodology in my proposal. I want my students to relate those things they are learning with those contents they have already known. Also, I am considering the students' daily life and topics that are interesting for them. That is why I choose *Wonder* and they are doing different activities of different topics related to the students such as friendship, bullying, family…

I follow the theory of Vygotsky because learning is acquired according to the environment, culture and society that is around the students. Furthermore, I am considering the students' zone of proximal development. Moreover, in some activities students learn about the environment, culture and society of other countries.

In my project the difficulty of the activities is progressive, starting with easy activities and getting harder. This is according to the Constructivism's theory of Piaget. Also, the students are active learners and the leading actors of learning.

Finally, when I had to choose the book and the activities, I always had in mind the students' age and interests in order to make an attractive proposal and motivate all the students while they are developing it.

Materials and resources

The materials and resources that would be used along this proposal are the following ones:

The literary work *Wonder*: this is the book we are going to work with throughout this project. This is where I am going to get the extracts and the background with which we are going to work with the theory of multiple intelligences.

Computer: I am going to use it to look for the information we need.

Digital board: with this resource students are going to see a picture of August, the sunset and the lyrics of the different songs they are going to listen to.

Speakers: they are important if we want to listen to the songs.

Blackboard: teachers and students are going to use this resource. The teacher is going to use it in order to make some explanations clearer and the students are going to use it to complete one of the activities.

Displays: students are going to make their own displays about what they have learnt. This will be part of their class decoration in order to remind them what they have learnt and encourage reading.

Bookflix: I am going to introduce a picture of *Wonder* to their mediator in recommendations with the aim of encouraging them to read it and complete the reading sheet.

Activities

This is the part where I am going to put in practise all the theories I have considered before. In my activities I am going to use the theory of multiple intelligences, the literary

work *Wonder* and in some of them I am going to review the contents they are learning during the English subject which is the past tense of the verb to be.

These activities are going to be done throughout unit 5 of the English subject. The contents of this unit are: different terms related to activities they can do in their free time, or activities they could have done when they were young, different adjectives, professions and the past tense of the verb to be. I have planned the number of activities considering the lessons they have in this unit so the reading workshop will be developed throughout unit 5, but we will not devote the whole hour doing these activities, they will last half an hour. However, there will be some exceptions in which I will use the whole hour of the subject.

Activity 1: My name is August
Description:

This activity is going to be the introduction of this project we are following. The students are going to be familiar with the main character and we are talking about him.

I am showing them a picture of August, the main character of the book. As there is also a film, I am writing the tittle in the blackboard. Most of them saw the film, so they will recognize the character. Besides, I am reading the three first pages of the book where August introduces himself.

I am asking them what they think about the character. They must write in a paper what would be their feelings if August was another mate.

Next, they will read to the whole classroom what they have written, and we will talk about it together.

Also, I will tell them that we are going to read some extracts of the book, so we are following August's adventures.

Timing:

The last 30' of the English lessons.

Grouping:

Individual, although the tables are still being organised in groups of four.

Objectives:

- To introduce to the students the main character of the book we are going to work with.
- To show their emotions and share them.
- To practise English adjectives.

Intelligences:

Linguistic and intrapersonal.

Materials:

Paper sheet, blackboard, digital board and projector.

Evaluation:

I am going to collect the papers with their feelings. Moreover, I am going to take into account participation.

In this activity, students are not going to read any extract of the book, although they are going to listen to the introduction that the main character does about himself and start giving their opinions about August. Therefore, they will be introduced in the story's context. Moreover, we start working with two intelligences: linguistic and intrapersonal. Linguistic intelligence is developed because students use the English language efficiently by putting into practise some adjectives they learnt before starting the activity. Moreover, I am teaching them to express their feelings about a person in a foreign language. If some student requires help from the teacher or the dictionary, it does not matter because they are still learning and improving this intelligence.

Intrapersonal intelligence is used when the students talk about their feelings when they see a picture of August and what their feelings would be if that boy was one of their mates. They must express their feelings and write them in a paper.

During the development of this activity, we deal with the topic related to bullying as August talks about his experience and that he is afraid of his colleagues' reaction as his previous experiences with other people have not been good.

Furthermore, in this activity, the students learn different terms such as adjectives that they can use to define a person or how to express their feelings. Also, we deal with pronunciation and grammar structures like "I feel" using the present simple tense.

Activity 2: Organize this mess

Description:

I am going to give to each student different sentences disorganised from different chapters of the book. Each small group is going to have a whole chapter.

First, they must individually put the sentences in order giving coherence to the text. They have 10 minutes to organise the sentences. Next, in small groups, they must organise their extracts in order to make the whole chapter. They have 20 minutes to reach an agreement. Finally, in small groups, they must tell the other groups a summary of the whole chapter. Each group has 5 minutes to talk.

Some of the sentences will talk about August's friendships, so later we will talk about how August felt and how the students would feel if they were August. In this way, we work with topics such as the importance of friendship and with values such as empathy and respect.

Timing:

1 hour.

Grouping:

First individual and then small groups.

Objectives:

- To strengthen communicative skills.
- To encourage group work.
- To improve mental agility.
- To develop logical thinking.
- To understand different language structures.

Intelligences:

Linguistic, interpersonal and mathematical.

Materials:

Paper sheet with the different sentences.

Evaluation:

I observe how they work individually and in groups and how they manage their selves in order to explain their chapters.

Also, I am going to check how they have organised their extracts individually and the chapters in groups, paying attention to the coherence of the final text.

In this second activity, we use the whole hour to read and know more things about this book. They are going to use different reading strategies. Also, they are going to listen to the most important things of other chapters.

Moreover, they learn how to organise the structure of a text, so they find out how to use the English structures correctly and vocabulary terms. All of this helps the student to realise if the text they have made makes sense. Besides, some of the chapters will be related to

The intelligences worked are the following ones:

Linguistic intelligence appears because they must recognize language structures to be able to organise the sentences. In addition, they must understand the main words of the text because they must tell the other classmates what their chapter is about. However, I will write in the blackboard the meaning of the difficult words that could appear in the text.

Mathematical intelligence is used when they must think with logic in order to stablish a structure to the text.

Finally, they must talk about which of their extracts is going to be the first one and make a consistent chapter together. Moreover, they must reach an agreement about who is going to tell the others what their chapter is about, and they must coincide in what they want to say.

Activity 3: Listen to me

Description:

I will show them the book from which I had taken the extract the last day as well as its structure in order to understand that there are different narrators.

The book has different narrators and before starting their narration we can see the name of the character and a song that each narrator likes or that defines them.

We are going to listen to those songs and say if we like that songs.

Each student must think of their favourite song or a song that they think that is related to them and write it on a paper.

Finally, we are going to search for a song that could be useful in our unit. It would be one written in the past tense, especially using the past tense of the verb to be as it is the grammar form that they are working with.

Timing:

30'

Grouping:

Individual

Objectives:

- To understand what the structure of the book is.
- To listen to different types of songs.
- To be aware of the different uses of songs.
- To get to know one's self.

Intelligences:

Musical, intrapersonal and linguistic.

Materials:

Computer, digital board and a piece of text.

Evaluation:

During this activity I am going to observe if they understand the structure of the book and their participation taking both into account.

In this exercise students are not going to read, but they are going to learn about this book structure, that a book is not always told by the same character, and that this aspect allows us to know different opinions of the same situation.

This activity also allows us to work with the grammar structure we are learning in this unit the past tense of the verb to be. In the songs we must identify at least one form of this verb and try to understand why that form is used instead of another grammar tense. Moreover, as we are going to listen to different songs, we learn about pronunciation and different unknown terms.

Taking into account the different intelligences used in this activity, we mainly work with the music intelligence because they are going to listen to different songs that represent children like them but in another country. Moreover, they are going to think about a song that represents them, or about their favourite song. We are also going to search for a song related with the unit we are following; students can learn about the different uses of songs. We can use songs to improve our mood, to learn or to represent ourselves.

Intrapersonal intelligence is developed because students must know themselves in order to think of a song that defines them, so they must think about how their mood is.

We use linguistic intelligence when we listen to the songs that are in another language and we try to understand some words as well as to identify the grammar form we are studying which is the past tense of the verb to be.

Activity 4: Can you find it?

Description:

The class is organised in groups of four people and we are keeping this organisation.

First, I am going to tell the students that we are going to read extracts of the text and work with them.

Next, I am going to remind pupils about the book structure we saw the other day and tell them that in this case they are going to read extracts in which the narrator is August, the main character of the book.

Each small group is going to have an extract of the text. There, they must find the verb to be in the past tense and circle it. Once each group finishes, they must count how many verbs they have found and write that number at the end of the extract. Besides, each group is going to have different extracts, so they must tell everyone what their piece of text is about and the number of verbs their group has found.

All members of the group must participate.

Timing:

30'

Grouping:

Small groups (4 people)

Objectives:

- To encourage reading.
- To recognize grammar structures.
- To interact with others.
- To develop logical thinking.

Intelligences:

Mathematical, linguistic, and interpersonal.

Material:

Book and extracts.

Evaluation:

I am considering groups participation by systematic observation. Moreover, I am collecting the extracts and I am taking into account those groups who have found all the verbs and marked them correctly.

By reading different extracts from the book, students get to know more aspects of August and the other characters' lives. This helps them to understand better the future excerpts. Due to the fact that we cannot read the whole book for lack of time, I want them to tell some parts of the story working in groups and showing understanding of what they have read and knowing how to communicate it. As there are going to appear different excerpts, in some of them there will appear some important values or topics that we are going to discuss and listen to everybody's opinion.

In this activity, students reinforce the contents they are learning in this subject, so here, we work with grammatical structures as well as reading comprehension. Furthermore, they practise their pronunciation when they tell their mates the summary of their extract. Here, we tackle 3 different intelligences: mathematical, linguistic, and interpersonal. Below, I am going to explain how we work with them in this activity.

Mathematical intelligence appears because they identify the verbs they need and circle them, so they make a mental classification having in mind what structures are they searching for. Moreover, they use this intelligence when they count the circled verbs.

Students must understand the text and know how to explain to the other groups what their extract is about. They must use the foreign language correctly making sure that the other groups are going to understand them, so here they develop the linguistic intelligence.

This activity is organised in groups of 4 people and all members must participate, helping each other, talking, and respecting the individual opinions so here they use the interpersonal intelligence.

Activity 5: Blackboard race

Description:

First of all, we are going to move the tables near the wall in order to leave space for the race. Next, I am going to divide the students in two different groups by making clear that all members of the group must participate either in the race or helping to choose the correct sentence.

Every student is next to a table, and in each table, there are different cards with sentences from the book using the grammatical tense was or were or an adjective in English. Those contents are related to the ones they are working on in unit 5. The teacher says a sentence in Spanish. The members of the group must find the sentence and one person of each group will run to the blackboard and paste it there.

When both groups stick the sentences, we check if they have done it correctly, giving a point to the group that does it right.

Students do the same with six sentences.

Timing:

30'

Grouping:

Two different groups with 12 students in each one.

Objectives:

- To work respecting all members of the group.
- To practise the grammatical structure learnt in class.
- To show comprehension by choosing the correct sentences.
- To use their body to do the activity.

Intelligences:

Bodily-kinaesthetic, interpersonal, mathematical and linguistic.

Materials:

Cards with different sentences and blackboard.

Evaluation:

I am going to observe if every member of the group participates, and I am keeping the fastest students and the points they win in mind.

During this activity, students are not going to read any extract, although with the different sentences they are going to learn more things about August's life.

In this activity, students practise the grammar structure they are learning in this unit. Moreover, they learn different terms, adjectives, and the structure of the sentences, comparing it with the structure, grammar forms, terms and adjectives that we use when we talk in Spanish.

Bodily-kinaesthetic intelligence is used because they need to be quick to choose the correct sentence and to go to the blackboard. What is more, they use their body because they run to the blackboard.

Interpersonal intelligence appears because they need to work as a team, listening to everyone's opinion and allow all members to do the race.

Mathematical intelligence appears when they must count the number of sentences they have sticked in the blackboard and when they must think on a logical structure of the sentence by translating it taking into account all the English grammatical structures.

They need to identify the correct sentence by knowing the correct translation of the sentence said by the teacher so here they work again with linguistic intelligence.

Activity 6: Knowing other landscapes

Description:

I am going to project an extract of the text that talks about a sunset on the interactive board. I will ask for volunteers to read it aloud. Next, we are going to search on the internet the sunset that is mentioned in this excerpt and talk about its nature.

Also, students must think individually about a place that makes them feel happy and loves to stay there and write about it, describing the place, talking about its nature, if there are some river, or flowers and trees.

In small groups, carrying on with the same organization of tables, they are going to tell the others about the places they have described.

Timing:

30'

Grouping:

Individual at first and groups of four later.

Objectives:

- To recognise different landscapes of the world.
- To show text comprehension.
- To identify different natural elements in a landscape.

Intelligences:

Natural, intrapersonal, and linguistic.

Materials:

Extract of the book, piece of paper, computer, and digital board.

Evaluation:

I am going to consider participation and their knowledge about the natural landscape's terms in English.

This time we are going to read together the extract of the text and I am going to highlight the elements that I consider the most important.

In this activity, students learn different terms related to nature and the structure they must follow in order to describe a landscape. Moreover, they find out how to express themselves in writing and then, they practise pronunciation reading what they have written.

Furthermore, we work with the importance of affection within the family. In this extract, the narrator is August's sister and, in her story,, we can see the affection she has for her brother and that this love means that she does not see him like other people.

The intelligences we work in this activity are the following ones:

Natural: we are going to see a sunset and talk about the natural elements we can find there. Moreover, students are going to think about their favourite landscape or one that brings back good memories to them.

Intrapersonal intelligence is used because in the extract August's sister talks about his brother and about her memories when August was in the hospital. Also, students must think about their memories and the nice feelings they had in that environment.

Activity 7: All I have learnt

Description:

I am going to explain to the students that as we are finishing this unit, they must make a display writing what they have learnt about the to be verb in the past grammar tense and the book *Wonder*.

I am going to reorganise the small groups and each group is going to make their own display.

This activity will be divided into two days. The first day students are going to start their display, and the second, they will finish it and next, they have to make a show and tell activity, telling their colleagues why and what they have included in their display.

Timing:

30 minutes each day.

Grouping:

Small groups (4 people).

Objectives:

- To work and cooperate in groups.

- To identify which knowledges they have acquired during the unit.

- To be able to reproduce their mental images in a cardboard.

Intelligences:

Visual- spatial, interpersonal and linguistic.

Materials:

Cardboards, markers, and crayons.

Evaluation:

I am going to consider how they made their displays and their explanations by taking notes, especially during the show and tell activity.

This is the final activity of my project, where they must reflect their learnings in a cardboard and also, they must demonstrate their fluency in speaking and explaining what they have included in their display. Here they must put in practise all they have learnt during the unit. This way, doing this activity, the students work with different grammar forms and structures in order to make their review clear. They will use different terms related to all they have seen during the unit and this project, and finally, they must write with coherence and demonstrate their fluency speaking.

The intelligences tackled are the followings ones:

Visual- spatial intelligence because they must reproduce their mental pictures and information in a cardboard, making clear what their learnings have been and making it attractive.

They work in teams, making agreements about what they want to reflect in their display and encouraging all members to participate creating the display. Therefore, they use interpersonal intelligence.

As I have mention in some activities, some of the extracts deal with the important topics I want to tackle so by the time those topics appears, we are going to discuss them in class.

Evaluation

The main evaluation criteria of this project is the observation, taking notes about the students' participation, their behaviour, their interest on the activities, how they develop the activities and if they follow the rules established in each activity.

Furthermore, I am going to collect some of their activities, correcting and returning them back to the students so that they are aware of their mistakes and able to improve them.

Each activity has its own evaluation although I explain it in a general way. It is also important to say that this project acts as a support of the unit they are developing, so they will have an exam about the contents of that unit and there I will see if the final results have been good.

CONCLUSION

The type of teaching that is used inside a classroom is quite important. Therefore, by carrying out this project, I intend to demonstrate that a second language can be taught through literature and that also, it can be combined with other types of methodologies. In this case, the main methodology used is the theory of multiple intelligences from Howard Gardner. I have achieved this objective since, as we can see in my proposal, the basis of all the activities is a literary work, and in each activity appears at least one of the eight multiple intelligences proposed by Gardner.

By the execution of this project I expect to encourage students' taste of reading as nowadays, generally, there are not too many young readers. For this reason, I have tried to choose a book that can catch the attention of most students. Moreover, as they are not going to read the whole book, another of my goals is that the different extracts I have chosen, and the way they are approached during the activities, make children think about how is the plot of the whole book developed and encourage them to read it on their own.

The different types of intelligences mentioned in my proposal allow us to approach today's education from a different point of view, taking into account that we are all different and that each one of us has different abilities, interests and characteristics. In other words, by implementing this proposal, the aim is to personalise education because, as I have mentioned, nobody develops their intelligence in the same way. Another of the main objectives of my project is to get the maximum potential of the students, that is why there are different activities proposed, but always around the same topic the literary work.

As this proposal is carried out in a foreign language, another of my objectives is to reinforce the second language knowledge of the students, working on aspects related to their daily life in a different way to the one they are used to work. First, the students are going to know about the life of other people which are the different narrators of *Wonder,* but then they are going to link what they have read to their own experiences. In this way, I want them to acquire the five different language skills more naturally, having always in mind the minimum contents imposed in the curriculum.

Due to the situation we are living in Spain caused by the COVID-19 pandemic, this proposal has not been able to be implemented, although it could be adapted to an online context. All the activities would be developed and the most significant changes would be

related to the groups' organisation, Most of the activities would be adapted to the big group by reaching common agreements, except some activities that could continue to be done in small groups. Furthermore, the activity that consists of the blackboard race would be developed in small groups through a Kahoot activity.

BIBLIOGRAPHY

Abascal, L. (2016). *El Uso de la Literatura en Lengua Inglesa En el Aula de Inglés en Educación Primaria.* [Unpublished master's thesis]. Universidad de Cantabria.

Alonso, N. (2017). *Inteligencias múltiples y procesos creativos desde la literatura.* [Unpublished manuscript]. Universidad Internacional de la Rioja.

Arias, W. L. (2013) "Teoría de la Inteligencia: una aproximación neuropsicológica desde el punto de vista de Lev Vigotsky". *Panamerican Journal of Neuropshychology.* 7(1), 22-37.

Armstrong, T. (2006*). Inteligencias multiples en el aula: guía práctica para educadores.* (summary). Barcelona: Paidos.

Arnold, J., & Fonseca, M, C. (2004). "Multiple Intelligence Theory and Foreign Language Learning: A brain-based Perspective". *International Journal of English Studies,* vol. 4 (l),119-136.

Barrera, I. (2009). "Motivación a la lectura en el aula de inglés". *Revista Digital.* 1-8

Bonachera, A.I (2013). *La literatura en la lengua inglesa como recurso pedagógico en el aula de inglés.* [Unpublished master's thesis]. Universidad de Almería.

Castro, S., & Guzmán, B. (2005). Las inteligencias múltiples en el aula de clases. *Revista de investigación*, (58), 177-202. Recovered: https://www.redalyc.org/articulo.oa?id=3761/376140372009. (Last consulted: 2nd November 2020).

Cerrillo, P.C (2007). *La animación a la lectura desde edades tempranas.* Alicante: Biblioteca virtual Miguel de Cervantes.

Council of Europe. (2001). *Common European framework of reference for languages: Learning, teaching, assessment.* Cambridge, U.K: Press Syndicate of the University of Cambridge.

Corbin, J. A. (2020). *Los 8 beneficios de las Inteligencias Múltiples en el aula*. Recovered: https://psicologiaymente.com/desarrollo/beneficios-inteligencias-multiples-aula. (Last consulted: 2nd November 2020).

Davis K, Christodoulou JA, Seider S, Gardner H. (2011) *The Theory of Multiple Intelligences*. In: Sternberg RJ, Kaufman SB Cambridge Handbook of Intelligence. New York: Cambridge University Press ;, 485-503.

García, G. (2016). *La teoría de las inteligencias múltiples aplicada a la enseñanza del*

inglés como lengua extranjera. [Unpublished doctoral dissertation]. Universidad Complutense de Madrid.

Goleman, D. (1996). *Inteligencia emocional.* Barcelona: Kairos.

Mart, T. C. (2012). "Developing Speaking Skills through Reading". *International Journal of English Linguistics*; Vol. 2, No. 6,91-96.

Martin, C., & Navarro, J.I (2017). *Piscología de la educación para docentes.* Madrid: Pirámide.

Martínez, L. (2014). *Las inteligencias múltiples y la animación a la lectura en educación infantil.* [Unpublished manuscript]. Universidad de Valladolid.

Madrigal, J.L. (2014). *La enseñanza del inglés a través de la literatura. .* [Unpublished manuscript]. Universidad Internacional de la Rioja.

Nadal, B. (2015). "Las inteligencias múltiples como una estrategia didáctica para atender a la diversidad y aprovechar el potencial de todos los alumnos". *Revista nacional e internacional de educación inclusiva.* 8(3), 121-136.

Nevado, C. (2015). El texto literario en las clases de ELE: un recurso didáctico y motivador. *Revista Internacional de Lenguas Extranjeras.* (4), 151-167.

Oprescu, M., & Operscu, F. (2012). "Multiple intelligences in teaching literature". *Romanian Journal of English Studies.* 9(1), 1-8.

Paz, E. (2014)." La lectura en inglés: una herramienta indispensable en la sociedad de la información". *Congreso Ibereoamericano de Ciencia, Tecnología, Innovación y Educación.*

Rafael, A. (2008*). Desarrollo Cognitivo: Las teorías de Piaget y de Vygotsky.* [Unpublished master's thesis]. Universitat autónoma de Barcelona.

Rodríguez, J. (2016). *Relación entre inteligencias múltiples y el proceso lector en 2º de primaria.* [Unpublished master's thesis]. Universidad Internacional de la Rioja.

Sabater, V. (2018). *Daniel Goleman y su teoría sobre la inteligencia emocional*. La Mente es Maravillosa. Recovered: https://lamenteesmaravillosa.com/daniel-goleman-teoria-la-inteligencia-emocional/ (Last consulted: 2nd November 2020).

Silva, C. (2010). *Múltiples inteligencias y múltiples actividades con textos literarios.* Tohoku University.

Somovilla, P. (2017). *Aprendizaje del Inglés a través de la motivación a la lectura en el grado de Educación Primaria en el contexto de la Biblioteca Escolar.* [Unpublished manuscript]. Universidad de Valladolid.

Torres, A. (n.d*.). La teoría del aprendizaje significativo de David Ausubel*. La mente es
maravillosa*.* Recovered: https://psicologiaymente.com/desarrollo/aprendizaje-
significativo-david-ausubel (Last consulted: 2nd November 2020).

Valdés, A. (2014*). Etapas del desarrollo cognitivo de Piaget*. ResearchGate.
Recovered:https://www.researchgate.net/publication/327219515_Etapas_del_de
sarrollo_cognitivo_de_Piaget/citation/download (Last consulted: 2nd November
2020).

Vargas, A, S. (2004). "Antes y después de las inteligencias múltiples". *Revista
electrónica Educare.* (7), 91-104. Recovered:
https://dialnet.unirioja.es/servlet/articulo?codigo=4781125 (Last consulted: 2nd
November 2020).